

*Faculty and Staff  
Handbook*



***2023-2024***

**The State College Area School District  
exhibits a passion for empowering every  
student - every day - with individualized  
opportunities for growth and success in  
a connected world.**

**Our Mission:**

**To prepare students for lifelong success  
through excellence in education.**

**This handbook is intended for general informational purposes for faculty and staff in the State College Area School District (SCASD or District), applicable regardless of location or level and is not intended to supersede or replace established policies, position specific handbooks, and/or collective bargaining agreements, as published, shared and updated accordingly. The contents of this handbook are not intended to address all situations that may arise, and are subject to interpretation, review, and change by the District at any time without notice. Furthermore, nothing in this handbook creates or modifies any employment contracts or employment relationship status. All employees of the District are expected to be familiar with, understand, and comply with applicable policies, regulations, procedures, guidelines, contracts, and handbooks, based upon their classification and status.**

- **Applicable Board approved policies to support referenced information in this handbook can be found at [Board Policies](#) (select “Policies” from the banner at the top of the page).**
- **Additional information can be found at [SCASD Human Resources](#).**
- **Faculty and staff should become familiar with the District information and resources provided at [SCASD.ORG](#).**

**Information for the Office of Equity & Inclusivity can be found at [Equity and Inclusion](#).**

**Information and resources specific to the Student Services can be found at [SCASD Student Services](#).**

**Pennsylvania Code Regulations (Title 22) can be found on the Commonwealth of Pennsylvania’s Department of Education website: [PA Department of Education](#).**

***Supplemental protocols, guidelines and resources that are departmental, building- and/or education-level specific are communicated separately.***

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## INTRODUCTORY AND FOUNDATIONAL

### Climate/Inclusive Excellence

Members of the District community deserve a respectful environment in which the diversity of their experiences and background is understood, valued, and contributes to a positive environment and a successful experience for everyone. In addition, the District shares responsibility for preparing students to succeed in a racially and culturally diverse world.

The District's Board of School Directors is committed to promoting and sustaining culturally proficient schools, central offices, and school community support systems in order to create a climate of inclusion in which all individuals feel respected, are treated fairly and are provided opportunities to excel. It is the intent of the Board that staff and students throughout the District work and interact in schools and classrooms that affirm diverse backgrounds, acknowledge the disparity of outside opportunities related to students' socioeconomic status, and promote appropriate educational experiences in learning options, achievement, and discipline.

Students will develop the capacity to recognize when preconceptions, attitudes, or incidents compromise the school climate; they will be equipped with the knowledge and strategies to respond effectively and appropriately; and they will understand and accept responsibility for their role in contributing to a positive school climate.

#### [Policy 100.1 School Climate/Inclusive Excellence Policy](#)

As part of a healthy and inclusive work climate, workplace difficulties and misunderstandings can often be resolved through reasonable, restorative, and effective communication. Such efforts are encouraged for consideration prior to any formal action, if appropriate. If an issue cannot be resolved between the parties, Human Resources can provide a consultative and assistive role in helping facilitate dialogue and understanding.

### Non-Discrimination Policy

The State College Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, gender, sexual orientation, gender identity, ancestry, national origin or disability in its activities, programs, or employment practices as required by Title VI, Title IX, Section 504, and Americans with Disabilities Act. For information regarding civil rights, grievance procedures and services, or activities and facilities that are accessible to and usable by persons with disabilities, contact the Compliance Officer, State College Area School District, 240 Villa Crest Drive, State College, PA, 16801 (814) 231-1051.

## **Notice of Nondiscrimination Statement**

The State College Area School District is an equal opportunity education institution that is committed to providing to all persons equal access to all categories of employment, educational programs, and activities in a safe, positive environment that is free from all forms of harassment and discrimination regardless of race, color, age (40 or older) creed, religion, gender, gender identity and expression, sexual orientation, gender identity, ancestry, national origin, service in the uniformed services (as defined in state and federal law), veteran status, marital status, genetic information, pregnancy or handicap/disability, because a person is a disabled veteran or veteran of the Vietnam Era or any other legally protected class, or for engaging in any other protected activities. The District does not discriminate on the basis of sex in the education programs or activities that it operates, as required by Title IX, including in admission and employment practices. Publication of this statement is in accordance with state and federal laws including 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, and Title II of the Americans with Disabilities Act.

The District shall make reasonable accommodations for identified medical, physical and mental impairments that constitute disabilities, or for religious reasons consistent with the requirements of federal and state laws and regulations.

All members of the SCASD community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Discriminatory conduct and harassment, including sexual misconduct and relationship violence, violates the dignity of individuals, as well as state and federal laws, and will not be tolerated. These behaviors are inconsistent with the goals of the District and are prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity.

Individuals who believe they or others have been subject to discrimination and/or harassment are encouraged to promptly report such incidents. Complaints of discrimination and/or harassment shall be investigated promptly, and appropriate corrective or preventive action shall be taken when allegations are substantiated.

Complaints or questions relating to discrimination, misconduct, and/or Title IX (including sexual/gender-based harassment) violations should be directed to the Human Resources Executive Director and Compliance/Title IX Officer (814-231-1051), or the Director of Equity, Inclusion, and Belonging (814-231-5050).

In the event that an incident involves alleged misconduct by the Human Resources Executive Director or the Director of Equity, Inclusion, and Belonging reports should be made directly to the Superintendent (814-231-1016).

Inquiries pertaining to discrimination of students on the basis of disability or alleged violations of Section 504 may be made by contacting the Director of Student Services

and Section 504 Compliance Officer (814-231-1011 ext 1071) or the Director of Special Education Services (814- 231-1011 ext 1071).

Individuals experiencing harassment or discrimination also always have the right to contact government authorities:

Office for Civil Rights - Philadelphia Office  
U.S. Department of Education  
The Wanamaker Building  
100 Penn Square East, Suite 515  
Philadelphia, PA 19107  
Telephone: (215) 656-8541  
Email: [OCR.Philadelphia@ed.gov](mailto:OCR.Philadelphia@ed.gov)

More information can be found in the following District policies:

Policy 100.1 [School Climate/Inclusive Excellence Policy](#)  
Policy 100.2 [Gender-Expansive and Transgender Individuals – Ensuring Equity and Nondiscrimination](#)  
Policy 103 [Nondiscrimination/Discriminatory Harassment - School and Classroom Practices](#)  
Policy 103.1 [Title IX Nondiscrimination and Harassment on the Basis of Sex - School and Classroom Practices](#)  
Policy 103.2 [Discrimination and Harassment Affecting Students](#)  
Policy 104 [Discrimination, Harassment, Sexual and/or Gender-Based Harassment, and Related Inappropriate Conduct - Employment Practices](#)  
Policy 113 [Special Education](#)  
Policy 219 [Student Complaint Process](#)  
Policy 249 [Bullying](#)  
Policy 250 [Gender-Expansive and Transgender Students – Ensuring Equity and Nondiscrimination](#)  
Administrative Regulation 250R [Gender-Expansive and Transgender Students – Ensuring Equity and Nondiscrimination - Administrative Regulation](#)

### **Diversity Commitment**

Diversity encompasses the many ways in which we are different. Our goal is to promote recognition of, appreciation for, and respect for the value of uniqueness that each individual possesses. Such differences include but are not limited to: race, ethnicity, gender, sexual orientation, disability, religion, and worldview.



## **Title IX of the Education Amendments of 1972 (Title IX)**

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. The nondiscrimination mandate of Title IX and its procedural requirements include a procedure for receiving and resolving sex-based discrimination complaints. Questions, general inquiries and clarifications regarding Title IX can be directed to SCASD Human Resources at 814-231-1051 and additional information can be found on the [SCASD Title IX website](#).

All members of the SCASD community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Title IX discrimination and sexual harassment, including sexual misconduct and relationship violence, violates the dignity of individuals, as well as state and federal laws, and will not be tolerated. These behaviors are inconsistent with the educational and programmatic goals of the District and are prohibited in District buildings, on District grounds, at District-sponsored activities and on any conveyance providing transportation to or from a District entity or District-sponsored activity.

The District encourages anyone (students, parents, staff, third parties) who reasonably believes they have witnessed acts of Title IX discrimination or sexual harassment to make a report to the District, even if some elements of the related incident took place or originated away from District grounds, District activities, or District conveyances. Employees are required to report such acts. The District will comply with applicable law in investigating and resolving complaints made pursuant to this policy. Appropriate corrective or preventive action shall be taken when allegations are substantiated.

### Title IX Roles

The Title IX regulations require that an employee is designated to serve as the Compliance/Title IX Officer to oversee compliance with all aspects of Title IX regulations and ensure a prompt, equitable and supportive response to all reports received:

Linda Pierce - Officer, (814) 231-1051, [lep16@scasd.org](mailto:lep16@scasd.org)  
Jeanne Knouse - Deputy Officer, (814) 231-1011 ext. 1071, [jmk37@scasd.org](mailto:jmk37@scasd.org)

- *Informal Process Facilitator*
  - After a formal complaint is filed, the parties can elect to resolve the complaint through an informal resolution process if each party voluntarily agrees to do so in writing.
- *Investigator*
  - The investigator will interview the complainant, the respondent, and any witnesses to determine whether the alleged conduct occurred. The investigation will be concluded expeditiously, but thoroughly.

- *Decision-Maker*
  - A decision-maker will, simultaneously to both parties, issue a written outcome determination regarding responsibility. If the respondent is found responsible, the decision maker will determine any sanction(s).
- *Appeal Decision Maker*
  - Each party has the right to appeal the outcome determination of the decision maker. If an appeal is filed, an appeal decision maker or decision-making panel will be assigned the matter for review.

### Title IX Complaint Process

Any person electing to utilize this complaint resolution procedure will be treated courteously and the problem will be handled swiftly and as confidentially as feasible in light of the need to take appropriate corrective action. The registering of a good faith report will in no way be used against the complainant, nor will it have an adverse impact on the individual's status. While reporting such incidents might be a difficult personal experience, allowing these activities to continue will most certainly lead to less desirable outcomes. For that reason, employees are required, and students are strongly urged, to utilize this procedure.

Students can discuss their complaint with the Title IX Officer and/or Deputy Officer, a teacher, a principal, or a counselor.

Administrators and employees must deal expeditiously and fairly with allegations of inappropriate behavior regardless of the presence of a written or formal complaint. This includes:

- Obtaining medical and counseling resources as applicable.
- Taking all complaints or concerns of alleged or possible harassment or discrimination seriously no matter how minor or who is involved.
- Contacting law enforcement and Child Line when appropriate.
- Ensuring that harassment or inappropriate sexually oriented conduct is reported to the Title IX Officer immediately so that a prompt investigation can occur.
- Taking any appropriate action to prevent retaliation or prohibited conduct from reoccurring during and after any investigations or complaints.

### Response to Complaint

All reports of sexual harassment received by District staff shall be promptly reported to the Title IX Officer. The Title IX Officer will promptly contact the complainant to gather additional information as necessary and to discuss the availability of supportive measures. The Title IX Officer will consider the complainant's wishes with respect to supportive measures and explain to the complainant the process for filing a formal complaint.

The grievance process is the avenue by which a formal complaint of sexual harassment is addressed equitably and promptly under Title IX and in a manner that ensures due process for the complainant and the respondent. The District's Title IX policy ensures the fair implementation of the grievance process.

After a formal complaint is filed and the Title IX Officer has provided both parties with information about the allegations and explained the informal resolution process, the parties can elect to resolve the complaint through an informal resolution process if each party voluntarily agrees to do so in writing. The complainant or respondent can decide to withdraw from the informal resolution process and resume the grievance process before the conclusion of the informal resolution process.

### Confidentiality

During the investigation, while the confidentiality of the information received, the privacy of the individuals involved, and the wishes of the complainant regarding action by the office cannot be guaranteed in every instance, they will be protected to as great a degree as is legally possible. The expressed wishes of the complainant for confidentiality will be considered in the context of the District's legal obligation to act upon the charge and the right of the charged party to obtain information.

### **Code of Professional Practice and Conduct for Educators**

Pennsylvania's Department of Education, through the Professional Standards and Practices Commission, has established [Code of Professional Practice and Conduct for Educators](#), which focus on educators' obligations to the students they serve.

All employees should review [Policy 824 Maintaining Professional Adult/Student Boundaries](#), which reinforce that all adults are expected to maintain professional, moral and ethical relationships with District students that are conducive to an effective, safe learning environment.

### **Conflict of Interest**

Faculty and staff are responsible for maintaining standards of conduct that avoid real and/or potential conflicts of interest. The District recognizes that employees must enjoy private lives and associate with others outside of the District for political, economic, religious, cultural or personal reasons. Employees should avoid situations in which personal interests, activities, and associations may conflict with the interests of the District.

## **Religious Observances**

### Absences

Faculty or staff should request time away in accordance with applicable policy, handbook or collective bargaining agreement in order to account for such absences.

For religious observations, students will be allowed to make up assignments and testing/assessments in the same manner as with any excused absence, in accordance with the [Student Handbook](#).

### Exemption from Instruction

In accordance with [Policy 105.2 Exemption from Instruction](#) and in compliance with the requirement of the State Board of Education, parents/guardians have the right to excuse their children from specific instruction which conflicts with their religious beliefs.

### Prayer or Meditation Space

Faculty, staff, and students who are in need of a private space to pray or meditate due to religious observances should go to the main office and speak with an administrator, and a space will be identified for such use.

### Religious Fasting

When a school is made aware that a student may be engaged in an extended period of religious fasting, the student may be excused from lunch and strenuous physical activity. School personnel will work collaboratively with the student's family and may use their discretion regarding whether testing or assessment for a particular student should be rescheduled. The parent/guardian should contact the school to discuss the student's needs, including identification of an alternative location during the designated lunch period.

### Religious Attire

Faculty, staff, and students may wear religious attire provided it is not materially and substantially disruptive to the educational process or infringe on the rights of others. Religious messages on clothing are subject to the same rules as generally applied to comparably nonreligious messages and expressions. In addition, schools will permit students engaged in physical education to wear clothing suitable for physical activity when a request is made to do so based on the student's religious beliefs. A parent/guardian requesting such an accommodation should contact the school.

## WELFARE AND SECURITY

### Protection of Students' Rights and Personal Safety

Parents and District personnel share a common belief that students should feel safe and secure while in school. Accordingly, students should be treated with courtesy and respect. The following guidelines were developed to help protect students' rights and ensure their personal safety.

- Students cannot leave the school with any adult other than the parents or guardians unless the school has received specific written directions from the parent or guardian. All students must be signed out from the office. Office staff will call for a student(s) from a faculty member's specific room if a student needs to be released.
- Students cannot ride a bus other than their regularly assigned bus without prior agreement between the parent/guardian and the school.
- All adults entering school must report to the main office before proceeding to a classroom.
- Any adult wishing to observe in a classroom must have prior approval by the principal; see [Guidelines for Classroom and Program Site Visitations](#).
- Adults volunteering in a school are not permitted to discipline children. Teachers and the principal are in charge of decisions regarding appropriate disciplinary action(s) for students.
- Any adult who disrupts instruction or embarrasses, frightens, threatens, or confronts a child or school employee on school property will be asked to leave the school premises and may be charged with defiant trespass (Pennsylvania Code 18 PA, CS 3503).

### Confidentiality

Various regulations, including the [Family Educational Rights and Privacy Act](#) (FERPA) and the [Health Insurance Portability and Accountability Act](#) (HIPAA) govern certain areas of student information and confidentiality. [Policy 207 Confidential Communications of Students](#) informs school personnel to comply with all federal laws and regulations concerning confidential student communications. In addition, the educational interests of our students require the collection, retention and use of information for legitimate educational needs, with [Policy 216 Student Records](#) codifying the balancing of those responsibilities. Faculty and staff should be familiar with these regulations and policies in order to conform to mandated requirements.

In addition to the above, faculty and staff should be cognizant that conversations concerning students, parents, and privileged school information should only occur in a private setting and among individuals with a "need to know." Caution and judgment should be applied to avoid sharing of identifiable information via emails and other such communications, or discussing sensitive student-specific information in public areas (such as corridors, faculty lounges, etc.). Parent conferences and/or student

meetings must be conducted where privacy can be maintained in order to avoid others being privy to such conversations. Faculty and staff should be aware to avoid discussing students in public areas, such as faculty lounges, corridors, etc.

The Director of Student Services [814-231-1011 (x1071)] can assist with any questions or guidance in the area of confidentiality of student information and communications, as well as any interpretation or application of mandated regulations or policies associated with confidentiality.

### Student Privacy

Within the instructional setting, we must remember to be vigilant in supporting student and family privacy. In developing instruction, surveys (verbal and in written form), assignments, and classroom activities, we should not include requests for information in areas of religion, politics, medical, social and financial situation of the family, or any personal situations or beliefs of the family. This does not include topics related to, or associated with, abuse concerns, Title IX allegations or filings, and/or causing harm to self or others. While such information may be volunteered by a student(s), in circumstances of such volunteered information, instructional restraint should be used to avoid further probing or inquiry that may result in that student, or other students, feeling an obligation for sharing additional private information. A student has the right to decline participation in an educational activity or exercise that may be uncomfortable based upon what the student may perceive as a situation that may reveal private beliefs of the student and/or family.

If a situation or circumstance arises, based upon private information shared by the student, such that a faculty or staff member may be inclined to provide intervention for the student or family regarding any revealed private information, before proceeding, consultation should occur with the building principal and/or other administrators as appropriate. As similarly noted above, this does not include topics related to, or associated with, abuse concerns, Title IX allegations or filings, and/or causing harm to self or others.

The Director of Student Services [814-231-1011 (x1071)] can assist with any questions or guidance in the area of student privacy, including appropriate handling of information disclosed by a student and how best to handle or approach such situations.

### **Safety and Security**

***Your first responsibility is the safety and welfare of the school community. The below is not intended to take precedence in the event of a life-threatening situation, in which case the faculty or staff member should call 911 immediately and then advise the building administrator of the situation.***

*As part of the District's obligations in raising awareness and responding appropriately to safety and security issues (such as those topics in the subsections that follow), both individually and as a learning community, various training offerings, including those prescribed by Federal or State oversight bodies as well as Pennsylvania School Code, will be communicated and offered to faculty and staff.*

### Emergency Drills

All members of the District community must take all evacuation drills seriously. When the alarm sounds, all are to exit the building quickly, orderly, and silently, following building evaluation procedures by reporting to their designated attendance area.

There are various types of safety drills conducted during the school year such as fire, natural disaster, active shooter, hostage situation, and bomb threat.

### Faculty Responsibilities During Drills

- A reminder that all faculty and staff members must sign out at the Main Office before leaving school property. This is particularly important in order to provide a responsible and accurate accounting of building occupants present at the time of an emergency situation.
- Every classroom must have an emergency folder.
- Make sure class rosters are up-to-date in the emergency folders. Take your emergency folder when you evacuate the building.
- Evacuate through your assigned exit and maintain quiet.
- If assigned exit is not accessible, evacuate through the nearest safe exit. Once outside the building, move to your usual meeting place.
- Outside meeting places should be at least 200 feet from the building.
- Faculty and staff should be aware of building-specific protocols on gathering students and taking appropriate accounting/attendance.
- Wait for the all-clear announcement (or text) before leading students back to the building.
- Provide attendance verification to a representative or to the office at your earliest convenience upon reentry to the building.

### Identification Badges

All employees, student teachers and student interns will be issued a SCASD Identification badge, which should be worn during the day and at all evening events. Additionally, contractors performing work on behalf of SCASD in contact with students and/or on District property are required to secure and display identification badges.

## Visitors

As an enhanced safety and security measure, each building entry (at all schools) maintains a building security entry system. Every visitor, except District employees who have keys/door badges for a specific building(s), must use the primary entryway. All visitors, including parents/guardians, are required to sign in at the main office of each building, where they will receive a visitor's badge, and all non-student visitors must be accompanied by a faculty or staff member. Faculty and staff members should inform their respective building's main office if they are expecting a visitor and/or meeting a visitor (s) in the main office. Visitors must be escorted at all times. Faculty and staff who encounter a visitor without a badge should escort them/call for an escort to the main office to verify identification and appropriate sign in.

## Building

Building security measures will be reviewed regularly and all faculty and staff are entrusted to ensure that classroom door locking protocols are consistently followed, as well as ensuring access points are secure at all times (i.e., make sure all doors are not ajar or propped open, etc.). Faculty and staff in a building after normal school hours/days should ensure that safety protocols, including security of the building, is maintained.

## Suicide Prevention/Intervention

In addition to duties and responsibilities of qualified school professionals (QSP) in responding to suicide prevention and intervention, it is important for faculty and staff review and be familiar with resources and information to ensure immediate and urgent notifications and actions can take place. The below provides a decision and action flow for intervention:



# **SCASD Suicide Intervention Flowchart**

## **Suicide Gesture, Ideation, or Attempt is Recognized**

### **During School Hours**

#### **Notify Principal and School Counselor**

Make **direct contact** immediately (i.e., no email, voicemail, or indirect contact).

If you need additional support, contact the H.O.M.E. Office (C037).

#### **Arrange for the student to be escorted to the school counseling office.**

Ensure the student is not left alone.

The student's counselor will call the student's parent/guardian and CCR for a mental health evaluation.

If interventions continue past the end of the school day, an administrator will collaborate with the qualified school personnel (QSP) as a team effort.

\*chain of command may need to be utilized if the counselor and building admin are unavailable.

### **School-Sponsored Events After School**

(Such as CEEL, Athletics, School Dances, etc.)

#### **Contact Program Supervisor**

If an attempt is made or imminent, call 911.

#### **Make direct contact with the student's parents/guardians.**

(i.e. no email, voicemail, or indirect contact).

**Be sure to inform them of the necessary information related to the situation.**

#### **Make direct contact with building administrator.**

(i.e. no email, voicemail, or indirect contact).

### **After School Hours**

#### **If you are not with the person, call:**

1-844-SAF2SAY  
(1-844-723-2729)

#### **If you are with someone that they needs an evaluation, call CCR:**

1-800-643-5432

**If an attempt is made or imminent, call 911.**

#### **Notify Building Administrator.**

### **EMERGENCY CONTACT NUMBERS**

#### **Centre County Crisis Resources (CCR)**

1-800-643-5432

#### **National Suicide & Crisis Hotline**

Call or Text 988

#### **Mount Nittany ER**

1-814-236-6110

Please call any of these numbers at any time if needed.

## Threat Assessment

As noted on the District's [Threat Assessment Processes](#) site, and in accordance with [Article XIII-E](#) amendment (2019) of the Public School Code, a threat is an expression of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital or social media means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. There are two types of threats:

- **Imminent Threat:** An individual/situation appears to pose a clear and immediate threat of serious violence towards others that requires containment and action to protect identified or identifiable target(s), and may also exhibit other concerning behavior that requires intervention.
- **Direct Threat:** An individual/situation poses a significant risk to the health or safety of themselves and/or others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. The direct threat standard applies when the Threat Assessment Team (see below) or school entity administration determines that an individual/situation poses a direct threat and that applicable disciplinary procedures are not available or sufficient to mitigate the threat.

Each school in the District will establish a trained multidisciplinary Threat Assessment Team designated and responsible for completing the process of identifying, reporting, assessing, responding to, and intervening with threats, including identifying and avoiding racial, cultural or disability bias. The responsibilities of the Threat Assessment Teams include:

- Assessing and intervening with individuals who may pose a threat to self or others.
- Ensuring Employees know:
  - Who the Threat Assessment Team Members are.
  - How (and to whom) to report threatening or at-risk behavior, including through Safe2Say Something [Safe2Say Something](#).

### **Alcohol, Drug, Tobacco, and Electronic Smoking Device Information**

It is the goal of the District to eliminate the improper use of drugs and behavior-altering substances.

Faculty and staff are prohibited from possessing, using, selling, distributing, or being under the influence of any alcoholic beverages, drugs, controlled substances, behavior altering legal substances, health-endangering compounds or paraphernalia on District property, on school conveyances and at school-sponsored activities. Additionally, smoking, vaping, and/or the use of tobacco products, including all related products, is prohibited on District property, on school conveyances and at school-sponsored activities.

If a faculty or staff member is suspected of being under the influence, the matter will be handled as a medical emergency. All known or suspected violations will be reported directly to the Human Resources Executive Director, who will conduct an investigation. Violations will be subject to disciplinary action, which may include termination of employment.

## **Weapons**

### Student Violation - Expulsion Standards

The Pennsylvania Legislature passed [Act 26](#) (June 30, 1995) and Section 1317.2 (Possession of Weapons Prohibited), prohibiting students from bringing weapons onto school property, to school-sponsored activities or onto public conveyance providing transportation to school or school-sponsored activities. Act 26 codifies violation expulsion standards and provides for notification to law enforcement officials and to the Department of Education. The District recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited, as previously referenced, by law. Definitions and further information regarding violations can be found in [Policy 218.1 Weapons](#). Any student violating the weapons policy will be referred to law enforcement and could be subject to disciplinary procedures.

### School Property, School Activities, and Transportation

[Policy 821 Weapons](#) provides that the possession, carrying or use of weapons by any person (SCASD employees, students and general public) is prohibited on all District property (buildings and grounds), at any school-sponsored activity, and onto any vehicle providing transportation to school or a school-sponsored activity. [Exceptions are noted within this policy, including weapons under the control of authorized law enforcement personnel. Our School Resource Officers (SROs) are law enforcement officers with sworn law enforcement authority.] A weapon shall include any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not be limited to, any firearm (whether loaded or unloaded) or ammunition; pneumatic guns, such as pellet, BB, airsoft, paintball, etc.; knives, blades, cutting instrument or tool; clubs; metal knuckles; nunchucks; throwing stars; explosive, incendiary or poisonous gas; any combustible or flammable liquid; fireworks; poisons; chains; arrows; and any other tool, instrument, or implement capable of inflicting serious bodily injury, even if it is normally considered to not present a danger to others.

### Possession or Discharge of Firearm in Proximity to School Grounds

In addition, and in accordance with federal law (18 U.S. Code Sec. § 921), possession or discharge of a firearm in, on, or within 1,000 feet of school grounds by any person (SCASD employees, students and general public) is prohibited. In addition to any criminal charges, any District employee who violates these provisions shall be subject to discipline in accordance with appropriate procedures, which may include suspension or dismissal.

## **Workers' Compensation**

Workers' Compensation benefits are available to District employees should an employee experience a work-related injury or illness. If an employee experiences a work-related injury or illness, they should contact the Human Resources Office as soon as possible so that a claim can be filed on the employee's behalf. Additional information, including a provider panel and human resources contact information can be found at [SCASD Worker's Compensation](#).

## **SCHOOL DAY OPERATIONAL INFORMATION AND RESOURCES**

### **Pledge of Allegiance**

In accordance with Section 771 of the School Code, each school, as part of its daily schedule, is responsible for ensuring that the Pledge of Allegiance to the flag is conducted.

*"I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."*

Students, faculty, and staff may decline to recite the Pledge and may refrain from saluting the flag. Those choosing to refrain from participating have the responsibility to do so in a respectful manner by remaining silent (standing or sitting) or leaving the classroom during the Pledge.

### **Assemblies**

When an assembly is held, adjustments to the daily schedule may need to be made and communicated. Assembly procedures should be reviewed with students prior to each assembly, including any seating arrangements and instructions for assembly dismissal. Individual building-specific protocols will be shared by school administration.

### **Grading**

Each teacher is expected to report grades/student progress on a regular and consistent basis.

Elementary students receive a standards-based progress report three times a year. The reports use the following indicators: Exceeding; Meeting; Approaching; Not Yet; Not Currently Emphasized; or, Alternate Goals.

At the middle and high school level, grades are rounded to the nearest whole number, with the marking system as follows:

A+	= 98-100%	C+	= 78-79
A	= 92-97	C	= 72-77
A-	= 90-91	C-	= 70-71
B+	= 88-89	D+	= 68-69
B	= 82-87	D	= 62-67
B-	= 80-81	D-	= 60-61
		E	= 0-59

A final grade will be given for all courses. The final grade will be determined by averaging the percentages received by a student for each nine-weeks grading period.

For student transfers from weighted to unweighted courses, students will receive a 10% increase in their transfer course grade to take to the new course. Teachers will record this increased grade for each grade determined in the class prior to the student joining the class. If clarification or guidance is needed, consultation with the coordinator or building principal should occur.

### **Student Teachers and Interns**

All arrangements for student teaching experiences, as well as internships, must be approved through an appropriate administrator, with confirmation from the Purchasing Manager (Business and Finance Department) that the District has a contract with the higher education institutions, and are not to be arranged individually through teachers. Teachers must hold tenure before a pre-service teacher or intern is placed under their mentorship.

### **Homework**

[Policy 130 Homework](#) affirms the purpose of homework is to nurture an appreciation of learning outside of school by providing authentic, purposeful, and differentiated experiences that extend and reinforce classroom instruction.

### **Make-Up Assignments**

In the event a student is absent from class for an excused absence, the student will make arrangements to submit the missed work, take a test/quiz, and get assignments that were missed. The Student/Family Handbook provides additional information on make-up assignments.

## **Commemorating Constitution Day and Citizenship Day**

As the District receives federal funding, in commemoration of Constitution Day and Citizenship Day, we are required to provide an educational program about the U.S. Constitution each September 17 (prior or after September 17 should that date fall on a weekend). Resources and planning ideas for teachers can be found in the U.S. Department of Education's website, [Commemorating Constitution Day and Citizenship Day](#).

### **Recess**

[Policy 142 Physical Activity/Recess](#) (and the administrative regulations linked to that policy) provides for establishing regularly scheduled periods for unstructured physical activity and play for K-6. .

### **Educational and Field Trips**

#### Educational Trips

There may be occasions when a parent/guardian requests an absence for a student to be out of school for an educational trip or experience. Such requests should be made in accordance with the following form and accompanying parameters: [Educational Trip Request](#). Failure of the student and parents to follow the parameters identified on the form will result in the inability of the student to make-up missed work or assignments given that the absence would, therefore, be considered unexcused.

In the event educational trip requests extend beyond ten days in an academic year, those will be considered unexcused absences; and, should requests result for a length of time beyond twenty cumulative days, a school withdrawal will be initiated. Any exceptions due to extenuating circumstances must be approved by the cognizant assistant superintendent.

Requests for educational trips for students receiving educational support services through the District's Special Education Department will be supported, accordingly, to ensure quality programs and services are provided. Depending upon the length of an educational trip request, there may be occasions when it is not practical or possible to provide such supportive services or modified educational experiences outside of the student's approved educational plan. Parents/guardians are encouraged to consult with the Director of Special Education, accordingly.

If a student indicates, upon return from an absence, that the rationale for the absence was an educational trip, and no form was appropriately submitted in advance for consideration, the faculty or staff member should consult with the principal for additional dialogue and guidance.

## Field Trips

Field trips are planned as a learning activity to support our curriculum, and should be planned only if it is the most effective way to develop the desired concepts. Field trips as a reward are not part of an effective school program. Because the student will be taken off of school property, parents/guardian permission slips are required. It is the professional's responsibility to ensure that each student who goes on a field trip has a signed note from the student's legal guardian/parent. Since safety is such an important factor, transportation to or from the field trip site cannot be made in private vehicles unless specific written permission has been given by a student's parent/guardian. Parents/guardians may be asked to assist or chaperone field trips.

Field trips often require the attendance of a licensed medical professional. The District does its best to manage the high demands but there may be situations that result in the cancellation of a field trip as a result of no licensed medical professional being available. School nurses' primary responsibilities must be the health and safety of our school buildings; therefore, we work with nursing agencies to help us meet our field trip demands. We will continue to negotiate all field trip requests and provide the necessary coverage, only canceling as a last resort. Please note: A parent, or parent designee, can attend a field trip to administer medication to their child only, but if they are not available to do so, only a medical professional can administer. For additional information see [Educational and Field Trip Forms](#).

### **Posters and Display Case Materials**

All posters and signs must be approved and signed off by an administrator. Posters will be for school-related functions only. Persons posting the signs and posters are responsible for their removal and clean-up of the area used. Posters should not be taped, glued or stapled to other surfaces in the display case or walls. Once the posters have served their purposes, they should be removed by the sponsor or student organization.

Images viewed by the general public and student population should reflect our high standards and educational purpose and be respectful to all who use the school building. Therefore, images that are displayed in hallways and spaces of the school used by the general public must not depict content that could be viewed as advocating or promoting sex, drugs, nudity, violence, or hatred, nor be vulgar or obscene in nature. The display of such pictures or messages is in violation of school policy and those who post them are subject to disciplinary action.

See [Policy 220 Student Expression](#) for more information.

## Faculty and Staff Absences

All absences must be recorded in the District's Absence Management platform. Faculty and staff should consult with their building-specific protocols on any specificity regarding the timing for reporting and communicating an absence. For example, any established guidance on alerting the building administrator or office depending upon the timing of an absence entry (such as in the case of an unplanned absence in order to ensure coverage/substitution as appropriate).

Faculty and staff may report off for planned/unplanned leave by entering information into Absence Management\*:

- Entering absences in [Absence Management](#).
  - You will be able to enter absences, check your absence schedule, update personal information, and exercise other features such as uploading your lesson plans for substitutes to view online; or,
- Calling Absence Management toll free at 1-800-942-3767.
  - Simply follow the voice menu to enter and manage absences and access other features. We recommend that you call in to check the computer recording of your name and title. To do this, press Option 5 and follow the prompts.

[When entering an absence, please wait until you receive a confirmation number before you terminate the phone call or close your Internet browser window, as your **transaction is not complete until you receive a confirmation number.**]

\*If for any reason faculty or staff members cannot reach either of the above by phone or online, they may call the building office to make arrangements with the principal's secretary. Please remember that the Absence Management platform report-off functionality ends one-hour before your scheduled start time.

If you attempt to report an absence through Absence Management after the platform has been closed for the day, each employee should be aware of the acceptable manner of reporting an absence in such circumstances.

All absence information should be recorded in Absence Management. You will see a drop down selection menu listing all possible absence types. Absences requiring approval will automatically be sent to the appropriate administrator for approval. You will receive an email confirmation once that approval has been given.

Faculty members who leave the building during their prep period need to sign in and out at the main office or through an electronic sign out for your building.



Requests for personal days must be submitted at least one week in advance. Only ten percent (10%) of the faculty may be out of the building for a personal day on any given day.

### **Substitute Teacher Plans**

For purposes of providing full and accessible planning information for substitute teachers, lesson plans or emergency lesson plans must be left in your mailbox, somewhere easily accessible on the desk in the first classroom you are scheduled for that day, uploaded into the absence management system, or contained or located elsewhere in accordance with your building protocols or administrator's guidance.

If any teacher has an emergency or illness *during* the school day which necessitates the need for a substitute teacher, the principal's secretary should be contacted to make arrangements.

Teachers are expected to provide the following information for a substitute teacher, as appropriate/applicable:

1. Teacher's daily schedule..
2. Lesson plans.
3. Copies of all current class lists and accurate seating charts.  
Specific information or guidance for any students needing special assistance or needs, such as medications.
4. A building map, a bell schedule, and copies of current class rosters (suggest maintaining a physical roster in the classroom or mailbox for the convenience of the substitute teacher).
5. An explanation of procedures (attendance, study halls, lunch and bus duty), as well as expectations on student talking and moving around the classroom.
6. Name of paraprofessional and brief description of the paraprofessional's duties.
7. Names of teachers and grade level administrators the substitute can reach out for assistance if/as needed. If applicable, names of student assistants for classes.
8. Include information about where the emergency folder and evacuation plan can be found.
9. Any other information or resources that would be assistive and helpful.

If any classroom teacher has a concern about a substitute teacher, the classroom teacher will share those concerns, in writing, with the principal. The principal will meet, as appropriate, with the substitute teacher in an effort to provide dialogue and feedback to assist in improving their substitute teacher responsibilities. If, however, there is evidence of serious concerns, or if there are numerous concerns, the principal or assistant principal will contact the District's Human Resources Executive Director.

## **Parents and Guardians**

The District is supportive and appreciative of the engagement of parents/guardians in providing support and dialogue to create a successful learning environment.

### Communication and Reporting

Reporting a student's progress to parents/guardians is an important piece of the learning partnership. Teachers must submit student grades for Interim Progress Reports (IPRs) and report cards by the designated due date. Teachers are expected to contact parents when there are learning, social, behavioral or other concerns.

### Private Tutoring

If asked, we may share the names of teachers who may be willing to discuss private tutorial arrangements with parents/guardians. In order to avoid any conflict of interest, teachers may not privately tutor students whom they are currently teaching. Private tutoring cannot occur on school property or during the school day. Any questions or need for guidance clarification for any individual situations should be directed to the supervisor or assistant superintendent.

### Parent Teacher Organizations

Your school has a parent/teacher organization, and your involvement is encouraged. These organizations facilitate many opportunities and offerings that benefit students and the learning environment. Your participation can support an effective organization.

## **Volunteers**

Community support and partnership is embraced by the District, including volunteer opportunities. Specific information about volunteering, including clearance requirements if/as appropriate, can be found at [Community Education/Volunteer](#). The Volunteers in Public Schools (VIPS) secretary coordinates and oversees the volunteer program for the District, with contact information provided on the aforementioned website.

Volunteers must complete and submit a [SCASD Volunteer Policy and Procedure Form](#) to provide volunteer service and duty to the District. It may take up to ten (10) business days for paperwork to be reviewed and cleared; therefore, the supervisor requesting a volunteer(s) should plan accordingly when asking for volunteer services. Additionally, and depending upon circumstances, volunteer approval may not automatically carry over from one school year to the next. Volunteers must have their paperwork reviewed by the VIPS secretary, who will notify volunteers, via email, when they are cleared to volunteer or if additional paperwork is needed. Volunteers must include an email address, as required, on the Policy and Procedure Form that they are provided.

Faculty and staff who have a field trip or school-wide event requiring the need and use of multiple volunteers should submit a list of names to the VIPS secretary (via email) at least one week prior to the event. The VIPS Secretary will review the list, indicating the individual(s) cleared to volunteer or what additional information or documents are needed. Front office staff or the responsible District personnel must use the established volunteer database to appropriately verify every volunteer entering the school or student setting. It is a third-degree misdemeanor to knowingly allow a volunteer into the classroom who has not submitted the appropriate documentation - this is a Pennsylvania law, and not merely a District rule. All paperwork (clearances and/or forms) should be sent to, and maintained by, the VIPS secretary (not maintained within the school or by the supervisor).

### **Attire Standards**

Acceptable attire standards, as noted in [Policy 221](#) and the accompanying administrative regulations linked to that policy, should support equitable educational access, and addressing or enforcing standards should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity or cultural observance. The administrative regulations are not all-inclusive nor all-exhaustive; rather they are intended to assist students and parents/guardians in making decisions about attire selections. Staff members are expected to demonstrate, by example, positive attitudes toward professionalism and good sense in attire and appearance.

## **ADMINISTRATIVE INFORMATION AND RESOURCES**

### **Nursing Parents/Caregivers**

Reasonable break time will be provided for a faculty or staff member to express breast milk for her nursing child, until the nursing child turns one. In addition, an appropriate private location (other than a bathroom) will be designated and provided. A faculty or staff member can consult and discuss such needs with their building principal, director, and/or Human Resources.

### **School Closings, Delays and Early Dismissals**

In the event that weather conditions or other circumstances necessitate delaying or closing schools, or prompt an early dismissal, information will be announced via local radio and television statements, through the District's website and app, and through various social media outlets. Faculty and staff are notified by the District through phone, email, and text alerts. Additional information can be found at [School Closings Delays and Early Dismissals](#).

## Weather-Related Cancellations

Cancellations will be made up according to the District's [academic calendar](#). Teachers, instructional staff and Community Education Extended Learning Program (CEEL) will have the day rescheduled. If central offices and school offices remain open, administrators and office staff should report as scheduled (those not coming to work will cover with vacation time); however, if offices are closed, office staff and administrators will not report to work and in such cases are not charged vacation time. Physical plant, food service, and transportation staff will receive instructions from their respective supervisors.

## Weather or Emergency-Related Schedule Changes (other than cancellation)

*Morning Delay.* In the event of an announced morning delay, teachers, instructional support staff and CEEL (AM program) should plan to arrive based upon the announced delay period (i.e., if there is a two-hour delay, arrive two hours later than their normal starting time). Administrators and office staff should arrive one hour less than the duration of the delay. Physical plant, food service, and transportation staff will receive instructions from their respective supervisors.

*Early Dismissal.* In the event of an early dismissal, teachers and instructional staff should remain until all students have been dismissed and buses have departed with students. Volunteers will be asked to remain until all buses have reached their destination and unloaded all students (a precaution in the event a bus needs to return due to road conditions). CEEL (PM program) is canceled. Pending weather conditions, administrators and office staff will remain in school until the normal conclusion of the work day, unless otherwise advised and communicated by the Superintendent's Office. Physical plant, food service, and transportation staff will receive instructions from their respective supervisors.

## **Professional Learning Communities**

A Professional Learning Community (PLC) allows for a collaborative and reflective dialogue that can assist in fostering a positive platform for exchange of information, expertise and ideas designed to enhance the professional education community and, by extension, the learning environment for our students. Instructional staff must attend, and participate in PLCs that are scheduled into their day. Administrators, coaches, coordinators, and other support staff may attend PLC meetings to support student learning and curriculum.

## **Regular Meetings**

Employees are expected to attend regularly-scheduled meetings (for example, Faculty, Departmental and Building Level meetings) to ensure that members of the learning community are part of important discussions and information sharing opportunities. Notify your building administrator if you are unable to attend Faculty or Departmental and Building Level meetings.

## Technology

### Acceptable Use of Technology

The District recognizes the value of using technological resources and networks to gather information, promote communications, and enhance student learning. In working to achieve its mission, the District also recognizes the need for responsible, ethical use of these resources in the support of curriculum development, instruction and the business operations of the District. More information about the appropriate use and restrictions of District technological resources can be found in the following District policies:

- Policy 815 [Use of Information Technology Resources](#)
- Policy 815.1 [Identity and Access Management](#)
- Policy 815.2 [IT Data Backup and Retention](#)
- Policy 815.4 [Information Assurance and IT Security](#)
- Policy 815.5 [Acceptable Use of Technology](#)
- Policy 815.6 [Livestreaming and Recording Instructional Activities](#)
- Policy 815.7 [Internet Filtering and Safety](#)
- Policy 815.8 [Cybersecurity Incident Response](#)

### District Issued Computing Devices

Faculty and staff members who are issued District devices understand and agree that the technology equipment belongs to the District, that it is being loaned to them for conducting District business and they will not alter or damage any device. At times, the devices may need to be taken to IT Services for technical maintenance and software upgrades, or to verify inventory information. If employees are asked to return their devices or if the employee is no longer employed with the District, they must return their computing devices to IT Services.

### Role of the Information Technology Support Specialist

*(Help Desk, IT Support Specialist)*

The District employs Information Technology Support Specialists (ITSS) whose job is to keep the District's varied technologies in optimum working condition. The ITSS has District-wide responsibilities, which include staffing the Help desk, onsite technical support for the installation, configuration, repair and maintenance of District equipment and software, and identifying, testing and implementing new technologies.

The ITSS is able to process a large majority of the requests coming into the Help Desk. Occasionally other facets of the IT Services Department are needed to resolve the problem. The ITSS may refer or pass the caller's issue to the Operations team or other members of the technology team.

District employees are encouraged to contact the [Help Desk](#) with any technical questions or problems by submitting a ticket for service, via telephone (814-231-7743) or via email ([itsupport@scasd.org](mailto:itsupport@scasd.org)). For more information on the IT Services Department and the provided services, please visit the following website, [SCASD ITS](#), which also includes a [Knowledge Base](#) of information and solution guidance.

### Use of Social Media

If, in your role as a faculty or staff member, you wish to use social media on behalf of the District, please refer to [Employee Social Media Requests](#) for information and guidance.

### Guidelines for Video Use in the Classroom

Video can have significant educational value and can be an important part of enhancing learning within the classroom. Because instruction time is precious and limited, it is not recommended that teachers show a *film* in its entirety. Teachers are strongly encouraged to use appropriate excerpts from films or programs to target the specific instructional objectives of the lesson, rather than having students watch the entire piece. Some offerings require parent permission. Please refer to the [Video Use Guidelines](#) for more information and tools.

### **Personal Electronic Devices**

Faculty and staff are reminded that the District is not liable for the loss, theft, damage, or misuse of any personal electronic device that is brought into school buildings, onto school property, onto school vehicles/buses, and while attending school-sponsored activities.

### **Copyright Guidelines**

Information regarding copyright may be found on the District website. Go to [Copyright for Educators and Students](#).

The following is an excerpt:

The information contained in these pages are guidelines and are provided to help all State College Area School District staff members and students to use print, videos, music, or computer software within legal copyright guidelines. The guidelines are intended to provide general guidance on the application of “fair use” principles, as defined by the Congress of the United States in the Federal Copyright Law of 1976, the Digital Millennium Copyright Act of 1998 and other agreements and guidelines published by Congress. This information is not intended to be, nor is it, a legal opinion. Staff members and students who have questions about its application should contact your school librarian or instructional technology specialist for assistance.

## **Printing and Duplicating**

The District's Printing Department is located in the Panorama Village Administrative Center. The Manager of Printing Services is available for consultation on printing needs. Printing request forms are available in the main office of each building. Staff should complete the printing form in its entirety and clip it to the copies to be duplicated. Submitted job turnaround time is typically 2-3 days; however, if needed sooner, contact Printing Services. Jobs may also be submitted electronically via [pawprints@scasd.org](mailto:pawprints@scasd.org). Please specify print order requirements in an email and attach the file to be printed to the email (.pdf files preferred). The printing request form is signed by an administrator and sent to printing.

## **Purchasing**

Questions regarding budget, taxes, ordering transportation and maintenance should be directed to the building principal/director (or via the building secretary). Teaching supplies must be ordered from the approved classroom supply vendor, with instructions and on-line access provided by the building secretary. Should there be a need for an item that is not through the vendor, please see the building secretary. Distribution of supplies for each school is determined by the principal/director.

## **Conferences and Workshops**

When requesting permission to attend a conference or workshop offered outside of the District, a conference and travel request form must be completed and submitted to the principal/director at least thirty (30) days in advance. The District will only provide Act 48 hours for professional development opportunities offered in the District's My Learning Plan (MLP).

## **Travel Reimbursement**

A travel advance is requested by completing a travel expense voucher with estimated trip expenses prior to the trip. After the trip, a travel voucher with actual expenses less travel advance amount is submitted. If the advance is more than the cost of the trip, a refund should accompany the travel voucher. Information for the current travel rates and meal allowance can be obtained from the building secretary.

Under no circumstances are purchases and/or consumption of alcoholic beverages permitted during travel events with students. For travel without students, alcoholic purchases are not to be included on any receipts submitted for reimbursement.

[Travel expense vouchers](#) should be completed immediately following any trip and signed by the originator, coordinator and principal before being submitted to the central Business Office. Receipts must be itemized in order to be eligible for reimbursement.

## **Mailboxes/Email/Telephones**

### Mailboxes

Faculty should check their mailboxes daily, and as frequently as possible and practical throughout the day.

### Email

At a minimum, faculty and staff should check and read their email at least once daily, with the goal of responding to any inquiries from parents within 24-48 hours during work days. Faculty and staff are not expected to check or respond to email after work hours or throughout the weekend. Faculty and staff are prohibited from sharing passwords or allowing others to access their email. Faculty and staff should adhere to [Policy 815.5 Acceptable Use of Technology](#).

### Telephones

Faculty and staff should respond to telephone messages in a timely manner. Classroom phones should only be answered by a faculty or staff member.

## **Use of District Facilities**

Permission to use rooms in the building after regular school hours must be scheduled through ML Schedules or through the building's main office. Students are not permitted in the building after regular school hours unless supervised by a member of the staff. If an employee encounters a building concern outside of normal school hours, they should notify the custodian immediately. If a custodian is not on duty, notify the building principal. Scheduling information, as well as use of facilities for community and civic groups, can be found at [Facility Use Information](#).

## **STUDENT SERVICES AND BEHAVIORAL EXPECTATIONS**

### **Student Attendance**

In accordance with [Pennsylvania School Code](#) compulsory attendance laws, the District requires that school age students enrolled in District schools attend school regularly. [Policy 204 Attendance](#) provides that attendance shall be required of all students, and outlines absence conditions.

All faculty and staff at each District building must be familiar with the expectations and protocols on student attendance. Attendance must be recorded as per the building protocol. Faculty and staff should be familiar with sign-out procedures, as well as attendance recording and reporting.



## **Instructional Focus**

We are committed to continuous improvement of SCASD teaching practices, leadership practices, and organizational practices because they are the preconditions for higher levels of student achievement. The District's "Four Pillars" are the building blocks of the District's professional practices, and frame what must be done in every classroom and system wide, without exception, to ensure success for all students.

### *Pillar #1: Data-Informed, Culturally-Responsive Teaching and Learning*

- Evidence-based Instructional Decisions
- Student-centered Inclusive Practices
- Aligned Curriculum, Instruction and Resources

### *Pillar #2: Collaborative Community Built on Trust*

- Student Voice
- Family Engagement
- Community Partnerships

### *Pillar #3: Inclusive and Supportive Communities*

- Responsive Professional Development
- Dedicated, Capable, Diverse Workforce
- Embrace of All Voices

### *Pillar #4: High-Performing Organization*

- Data-informed Decision-making
- Equitable Allocation of Resources
- Responsive, Transparent and Efficient Operations

## **Student Behavior**

Faculty and staff should become familiar with the District's Code of Conduct which is intended to provide the benchmark for students to follow to ensure a safe learning environment. Faculty and staff should be familiar with behavioral expectations, comprehensive schoolwide approach to discipline, School-wide Positive Behavior Intervention and Support, and Restorative Practices.