



ELEMENTARY HANDBOOK

2025-2026

ANDREW BUCHANAN
BENJAMIN CHAMBERS
FALLING SPRING
FAYETTEVILLE
GRANDVIEW
GUILFORD HILLS
HAMILTON HEIGHTS
LURGAN
MARION
NEW FRANKLIN
SCOTLAND
SOUTH HAMILTON
THADDEUS STEVENS

(REVISED, AUGUST 5, 2025)

CHAMBERSBURG AREA SCHOOL DISTRICT VISION, MISSION AND BELIEFS

VISION: *Every child achieves in school and attains the skills needed to be successful in the future through a highly collaborative culture of honesty, trustworthiness and passion for our mission of bettering the lives of children.*

MISSION STATEMENT: *Safe, nurturing, and engaging environment where students will receive a rigorous and responsive education that will empower them to compete globally.*

DISTRICT GOALS:

- Improve student achievement and outcomes.
- Ensure that students are career and college ready.
- Ensure that the Chambersburg Area School District has the most talented staff.
- Ensure that the Chambersburg Area School District is financially stable and evidences financial stewardship.

BELIEF STATEMENTS:

- Students, family, school, and community share the responsibility and accountability for learning.
- Every student deserves a well-rounded education with high academic standards.
- Every student can be successful.
- Every student learns differently.
- Learning takes place best in a positive and safe environment.
- Meaningful instruction has a real-world application.
- Learning is life-long.

It is the policy of the Chambersburg Area School District not to discriminate on the basis of race, age, color, religion, sex, handicap, or national origin in its admissions, educational programs, activities, or employment policies as required by Title VI of the Civil Rights Act of 1954, Title IX of the 1972 Educational Amendments, The Americans With Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding compliance with Titles VI and IX and Section 504, may be directed to Director of Human Resources, 435 Stanley Avenue, Chambersburg, PA 17201, Telephone 717-261-3477.

“Si usted no puede hablar o leer inglés y necesita ayuda entendiendo esta información, por favor llame al 717-261-3359. Díglele a la persona que se comunique con la escuela y ellos se comunicarán con la interpretadora de la escuela. No se olvide de dejar su nombre, número de teléfono y cuales preguntas usted tiene. Gracias.”

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Links to board policies will contain updated information throughout the school year.

SAFE AND ORDERLY EDUCATIONAL ENVIRONMENT

In an effort to create and maintain a safe and orderly environment, the District uses a variety of video surveillance technology in buildings, on school properties, and transportation vehicles. Please be aware that access to buildings will be obtained through secured entrance procedures that will require you to present identification and/or state the reason for your visit. Also, please be advised that all students, staff, and visitors may be subject to video surveillance. Moreover, recordings from video surveillance may be used in disciplinary and/or criminal prosecution.

STUDENT RIGHTS AND RESPONSIBILITIES

The State Board of Education has adopted regulations and guidelines on student rights and responsibilities. Chambersburg Area School District is in compliance with these regulations. Policies regarding the implementation of students' right and responsibilities are available on the district website and are available upon request. General guidelines for student conduct are contained in this handbook. Specific questions regarding student behavior should be referred to the principal or head teacher.

ACCIDENTS

In case of an accident, no matter how minor, the student should report it to their teacher, nurse, and/or administrator immediately. In case of a severe accident or sudden acute illness, emergency care will be given and the parent/s or guardian will be notified.

VOLUNTARY STUDENT ACCIDENT INSURANCE

Voluntary student insurance is available for purchase for K-12 students. There are two coverage options: School Time Only or 24 Hour. More information is located on the Resource page on CASD's Business Department website.

ACCOMMODATIONS FOR AMERICANS WITH DISABILITIES

For individuals with disabilities as defined by the Americans with Disabilities Act (ADA), Chambersburg Area School District will provide reasonable accommodations for access to school(s) and/or events. Please call 717-261-3425 or TDD 717-261-3317 during school hours. It is suggested that requests be made at least two weeks in advance, if possible.

ARTIFICIAL INTELLIGENCE

Purpose

The Board's purpose of implementing a policy on Artificial Intelligence (AI) is to ensure the ethical and responsible use of AI technologies to enhance teaching, learning, and

administrative processes while safeguarding student privacy and data security. By establishing clear guidelines and procedures, this policy aims to promote transparency and accountability, while fostering a safe learning and working environment.

[CASD Policy 815.3](#)

ASBESTOS POLICY

The Chambersburg Area School District maintains a proactive Asbestos Management Program to insure that these materials do not constitute an environmental problem. For your personal safety and the safety of others, the asbestos-containing materials should not be disturbed in any way. Any damaged condition should be reported to the building principal. For further information the Asbestos Management Plan documents are available for review in the administrative office upon request.

ATTENDANCE

Purpose

The Board recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.

[CASD Policy 204](#)

STUDENTS EXPERIENCING HOMELESSNESS

The following information is to serve as a model for McKinney Vento information to be included in LEA Handbooks.

Recent monitoring reports suggest that more complete information be found in student, parent and faculty handbooks. LEA may have additional McKinney-Vento information available (policies & procedures, brochures, handouts, etc.).

McKinney - Vento Homeless Assistance Act

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently reauthorized in December 2015 by the Every Student Succeeds Act (ESSA).¹ The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to

enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Local Educational Agencies are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

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

DEFINITION:

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

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

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

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

CORE PROVISIONS:

Designated District Liaison:

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

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

STUDENT RIGHTS:

School Stability:

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

School Enrollment and Full Participation:

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

Additional Rights:

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

The Chambersburg Area School District homeless liaison is Gabriela Juarez-Lemus, and she can be reached at the following phone number and email address: 717-709-4002, gabriela.jaurezlemus@casdonline.org.

LATE ARRIVAL/EARLY DISMISSAL

The Chambersburg Area School District has made the following changes for children being picked up during the school day. Individuals who are not the parent/guardian or individuals who are not on the approved pick up list for that child must be aware of

the following procedures:

- All children released during school hours must provide a hard-copy permission slip signed or an email sent from an email address we have on file by the parent/guardian of the child.
- The individual picking up the child must produce photo identification, which will be copied by office staff.
- A verification call will be attempted to the parent/guardian to confirm the individual's identity before any child is released.

Parents/guardians are encouraged to add trusted family members and individuals to their child's approved pick up list for emergency situations. This list can have as many individuals on it as the parent/guardian desires. To add someone to your child's approved pick up list, please contact your child's school office. For more information or questions, please contact your child's school office.

MAKE-UP WORK DURING ABSENCES

When a student is absent or expects to be absent three or more days, a parent should request assignments by contacting the classroom teacher or the main office. However, it is the responsibility of the student to see his/her teacher to obtain the work and help, if needed, to make up the classwork.

BOARD DOCS

The Chambersburg Area School District provides information on school board meetings and policies. The following link may be used to access this information:

<https://go.boarddocs.com/pa/casdpa/Board.nsf>

BULLYING/CYBERBULLYING

Purpose

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

[CASD Policy 249](#)

CARE OF SCHOOL PROPERTY

Students are responsible for the proper care of all books, supplies and furniture supplied by the school. Students, who disfigure property, break windows, or do other damage to school equipment, including but not limited to textbooks, iPads,

Chromebooks, etc. will be required to pay for the damage done or replace the item. Furthermore, the District reserves the right to prosecute to the fullest extent of the law.

CELL PHONES AND ELECTRONIC DEVICES

Purpose

The Board recognizes that mobile phones and electronic devices are now an integral part of the daily lives and culture of many of the district's students. Nonetheless, the Board believes that students should have an educational environment free from unnecessary disruptions and distractions. The Board has determined that the presence of mobile phones and electronic devices has the potential to distract students from their educational mission and to otherwise disrupt the educational environment.

[CASD Policy 237.](#)

CHILDREN'S ONLINE PRIVACY PROTECTION ACT (COPPA)

Parents of School-Aged Children Under the Age of 13: Chambersburg Area School District provides our students with the most effective web-based tools and applications for learning. As such, our district utilizes several computer software applications and web-based services, operated not by the school district, but by third parties. These include programs such as Google Apps, Discovery Streaming, and websites and apps that serve as educational tools. In order for schools within the Chambersburg Area School District to continue to be able to provide your student with access to these services and tools, we must require a parent signature for third party programs.

Parental permission is in place to keep you informed. For our students to use these programs and services, certain personal identifying information might be requested by the service provider, such as the student's name, a username, password and occasionally a school email address. Under federal law entitled the **Children's Online Privacy Protection Act (COPPA)**, these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. A complete list of the programs with the privacy policy and terms of service for each can be found on our district website at CASD Websites and Apps located at <http://bit.ly/2X4L5Ld>.

This list will be updated throughout the school year. Instead of every website and online service contacting you personally, the law permits schools to act as the parent's agent and can consent to the collection of student information on the parent's behalf with your permission. If you have an objection to any of the tools listed, please attach and submit a written letter to your child's building principal with an opt-out request for specific tools. For more information and a complete list of frequently asked questions (FAQ's), please refer to FTC's COPPA website at <https://www.ftc.gov/business-guidance/resources/complying-coppa-frequently-asked-questions>

COMPUTER HARDWARE & SOFTWARE

The Chambersburg Area School District is committed to a technology plan, which affords students optimal computer hardware and software. This is done with the hope that this major investment will be properly safeguarded.

Damage to computers, tablets, peripherals, and software will result in the cost of repairs and/or replacement of these items. Invoices will be established for any damaged and willful damage or vandalism to school district technology hardware and/or software will be dealt with through the appropriate district disciplinary policy and/or procedure.

Devices are utilized for instruction and can access sites on the Internet and the District's Learning Management Systems (LMS) to connect to all the resources and information available for online student learning. In addition to teacher expectations for device usage, school messages, announcements, calendars, and schedules may be accessed using school devices such as Chromebooks and tablets. For access to the Chromebook handbook and policy as well as additional information, information can be found under the Technology Services Department on the website.

COMPUTER SYSTEM & SOCIAL MEDIA GUIDELINES

Students are required to fully read and sign the full Acceptable Use Policy (AUP) and Social Media Policy before any computer use takes place. The policies as defined in Board Policy 815 Acceptable Use of The Computers, Networks, Internet, Electronic Communication and Student Information Systems, and Social Media Policy 815.1 are school board adopted policies and current versions are always online at the District's website located under Technology Services department on the Policies page.

Policy 815.1 addresses Social Media usage. When utilizing social media, students are responsible for complying with the School District's conduct requirements and may not disrupt the learning atmosphere, educational programs, school activities, and the rights of others as outlined in the policy. [Policy 815 Acceptable Use of Computers](#) & [Policy 815.1 Social Media & ARs](#)

Device (Chromebook/ iPad Policy): Damages, Fees, Discipline (8/5/25)

Damages & Infractions (Determinations and Definitions)

Accidental Damage - this includes any damage that is typical to the use of the device by a student and can be a result of normal wear and tear.

Intentional Damage - this is damage above and beyond the normal accidental damage or wear and tear from use. *Repeated accidental incidents will be treated as intentional.*

Vandalism, Graffiti, Defacing School Property or Property of Others - includes but not limited to all District devices. As examples, defacing includes removal of keys, adding stickers, bejeweling, cracking the screen, removal or destruction of “parts” of issued device or keyboard cover.

Fees for Damages

The School Principal, with the Technology Department and Police will evaluate damage to the device and determine if the damage is intentional or accidental. Any damages that are deemed to be intentional will be charged to the student. A parent/guardian will receive the invoice for assessed charges to be billed to the student.

Intentional damages will also be addressed by the school administration team. The student will be charged for damages as assessed and may receive disciplinary action as outlined in the document below.

Disciplinary Action for Damages - Intentional

Elementary Matrix for Intentional Damage:

First Offense: Principal’s Discretion and Charge for Repair

Second Offense: 10 days Limited Access Group and Charge for Repair

Third Offense: Limited Access Group for remainder of school year, 1-3 Days In-School Suspension or Alternative Instruction and Charge for Repair

Violation of Acceptable Use Policy/ Handbook

This section covers the policy when a student violates the Acceptable Use Policy or expectations as outlined in the Chambersburg Handbook.

Definition of a Computer Violation includes but is not limited to:

- Using the network for any illegal activity, including violation of copyright, violation of contractual rights, or transmitting any material in violation of any U.S. or State law;
- Using the network or devices for commercial or private advertising;
- Using the network or devices for private financial or commercial gain;

- Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- Wastefully using resources, such as file space;
- Hacking or gaining unauthorized access to files, resources, or entities;
- Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature;
- Using the internet and district resources in any way that would disrupt its use by others;
- Using another user's account or password;
- Intentional posting of material authored or created by another;
- Intentionally posting anonymous messages and/or misrepresenting one's own identity to others; excluding surveys and/or discussion boards set by teachers.
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, harassing, or illegal material;
- Capturing, recording, or transmitting the words and/or images of any student, staff member, or other person in the school without express prior notice and explicit consent;
- Using the network while access privileges are suspended or revoked;
- Deleting data, hiding, or attempting to interfere with the discovery of a violation of this policy, including the use of a VPN (or similar) to bypass the district proxy;
- Repeated off-topic or off-task use of technology during class time.
- No device may be used to record, store, or transmit any type of image, sound, or video, without the explicit permission of the teacher or school administrator.

Violations as described in this Policy, Student Device Handbook & Policy Guide, regulations, rules, and procedures and other School District policies, may be reported to the School District, and to appropriate legal authorities, whether the ISP, local, state, or federal law enforcement. Actions that constitute a crime under state and/or federal law, could result in arrest, criminal prosecution, and/or lifetime inclusion on a sexual offenders registry. The School District will cooperate to the extent legally required with authorities in all such investigations. Vandalism will result in cancellation of access to the School District's CIS systems and resources and is subject to discipline. Any and all costs incurred by the School District for repairs and/or replacement of software, hardware and data files and for technological consultant services due to any violation of this Policy, other School District policies, regulations, rules, and procedures, or ISP terms, or federal, state, or local law, shall be paid by the User who caused the loss.

Disciplinary Action for Violations of the Acceptable Use Policy 815

Elementary Matrix for Violation of AUP:

First Offense: Principal's Discretion

Second Offense: 10 days Limited Access Group

Third Offense: Limited Access Group for remainder of school year, 1-3 Days In-School Suspension or Alternative Instruction

Limited Access Group is a specific group for student users who continue to violate the Acceptable Use Policy. These users will only have access to previously approved sites for instructional purposes when using their district provided credentials and device.

It is important to note that any student who helps another student to circumvent this disciplinary action is violating the Acceptable Use Policy and subject to disciplinary action as well.

[CASD Policy 815](#)

DRESS AND GROOMING FOR STUDENTS

Purpose

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

[CASD Dress Code](#)

EDUCATIONAL FIELD TRIPS

Forms for educational trips during the school year are available upon request from the school office or on the parent link from the CASD website. This form should be completed and returned to the office at least two weeks (ten school days) prior to the anticipated trip. The maximum number of days that will be approved are five days. Some types of trip absences can be determined unexcused or unlawful. Please contact the school if you need clarification. If the trip exceeds 10 days the student will be withdrawn from school, and is not guaranteed original school placement upon re-enrollment.

EQUIVALENCE BETWEEN SCHOOLS

The Board directs that services in Title I schools and programs, when taken as a whole, shall be substantially comparable to services in schools and programs that do not receive Title I funds.

Curriculum materials, instructional supplies and percentages of highly qualified personnel shall be equivalent between all district schools when compared on a grade-span by grade-span basis or a school-by-school basis. Records documenting such compliance shall be updated biannually.

The Board understands that equivalence between programs and schools shall not be measured by:

1. Changes in enrollment after the start of the school year.
2. Varying costs associated with providing services to students with disabilities.
3. Unexpected changes in personnel assignments occurring after the beginning of the school year.
4. Expenditures on language instruction education programs.
5. Other expenditures from supplemental state or local funds consistent with the intent of Title I.

Complaints by individuals and organizations regarding implementation of equivalence between schools shall be processed in accordance with Board policy.

ENGLISH AS A SECOND LANGUAGE

Purpose

In accordance with the Board's philosophy to provide quality educational programs to all district students and to increase the English language proficiency of students who are English Learners (EL), the district shall provide an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners. The goal of the LIEP shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards adopted by the Board and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.

<https://go.boarddocs.com/pa/casdpa/Board.nsf/Public#>

<https://www.casdonline.org/departments/esl-education>

GRADING SCALE

In accordance with Board Policy 213 of the Chambersburg Area School District the Administrative Regulation establishes a grading scale to be used in the Chambersburg Area School District.

The grading scale for grades K, 1, 2, and 3 is as follows:

M ~ Meeting the Standard: The student has a complete understanding and independently meets grade level standards.

P ~ Progressing Toward the Standard: The student has a basic understanding of and partially meets grade level standards.

D ~ Developing the Standard: The student has a beginning understanding of and partially meets the grade level standards.

L ~ Limited Understanding: The student has a limited understanding and does not meet grade level standards.

IE ~ Insufficient Evidence: The student does not have enough assessments in that area to receive a grade.

NT ~ Not Taught: The standard was not taught that marking period.

The grading scale for grades 4 and 5 is as follows:

Number Grade	Letter Grade
100-90	A
89-80	B
79-70	C
69-60	D
59-50	F

Parents are encouraged to sign up for the Community Web Portal. Report cards are available for electronic download at the end of each marking period.

<https://casdonline-sapphire.k12system.com/>

INTEGRATED PEST MANAGEMENT

The Chambersburg Area School District uses an Integrated Pest Management (IPM) approach for managing insects, rodents and weeds. Our goal is to protect every student from pesticide exposure by using an IPM approach to pest management. Our IPM approach focuses on making the school building and grounds an unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through routine monitoring of the school building and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance, office and teaching staff and includes our students. Pest sightings are reported to our IPM coordinator who evaluates the “pest problem” and determines the appropriate pest management techniques to address the problem. The techniques can include increased sanitation, modifying storage practices, sealing entry points, physically removing the pest, etc.

From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary, and will not be routinely applied. When chemicals are used, the school will try to use the least toxic product when possible. Applications will be made only after normal school hours. Notices will be posted in these areas 72 hours prior to application and for two days following the application.

Parents or guardians of students enrolled in the school may request prior notification of specific pesticide applications made at the school. To receive notification you must be placed on the school notification registry. If you would like to be placed on the registry, please notify the Buildings and Ground Office in writing 721 S. 6th Street, Chambersburg, PA 17201. Please include your email address if you would like to be notified electronically. Each year the district will prepare a new notification registry.

If a chemical application must be made to control an emergency pest problem (ex. Stinging insects); notice will be provided by telephone to any parent or guardian who has requested such notification in writing. Exemptions to this notification include disinfectants and anti-microbial products; self-containerized baits placed in areas not accessible to students, and gel type baits placed in cracks, crevices or voids; and swimming pool maintenance chemicals.

If you have any questions, please contact the IPM coordinator at (717) 261-3405, CASD Office of Buildings & Grounds.

STUDENT RECORDS

Authority

The Board recognizes its responsibility for the collection, retention, disclosure and protection of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records and prohibits the unauthorized access, reproduction, and/or disclosure of student education records and personally identifiable information from such records.

The Board shall adopt a comprehensive plan for the collection, maintenance and dissemination of student education records that complies with federal and state laws and regulations and state guidelines. Copies of the adopted student records plan shall be maintained by the district and revised as required by changes in federal or state law and regulations.

Copies of the student records plan shall be submitted to the Department of Education, upon request.

[CASD Policy 216](#)

RECESS

Recess should be held inside if any of the following conditions exist:

1. Temperature below 25° F (weather.com)
2. Severe wind chill factor
3. Precipitation of any type
4. Ice or snow on playground

SCHOOL MEALS

Purpose

The Board recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. The Board directs that students shall be provided with adequate space and time to eat meals during the school day.

<https://go.boarddocs.com/pa/casdpa/Board.nsf/Public#>

The Chambersburg Area School District offers both the National School Breakfast Program and the National School Lunch Program to all students attending the schools within the district.

Households may pay for meals by setting up an account at www.schoolcafe.com, or by sending a check or cash to the school cafeteria or the Food Service Office.

What is a School Lunch?

Five (5) components are offered as part of every lunch; fruit, vegetable, protein, grain, and milk. In order for a meal to be complete, a student must take a minimum of three (3), of the five (5) offered. One component must be a fruit or vegetable. One to two (1-2) different entrées are offered each day at the elementary level. One fruit option and 2 vegetable options may be taken as part of a meal. Milk is an option and not a

requirement. If a full meal (3 of 5 components) is not taken, items will be charged at A la carte pricing. Meal choices and an A la carte price list are available on the Food and Nutrition web site.

Free and Reduced Meal Benefits

All Elementary Schools in the Chambersburg Area School District are under the Community Eligible Provision, which means, breakfast and lunch meals are at no charge for any students in the Elementary Schools. Anything other than Full Meals would be considered A La Carte and would be charged to the student.

Meal Charge Policy

The current meal charge policy can also be found on the school website under Board Docs, AR 808 or under the Food and Nutrition web page. A la carte items may not be charged.

Snacks

Snacks are available on a limited basis. The elementary snack schedule and pricing are available on the Food and Nutrition web site.

SCHOOL NURSE

The school nurse provides episodic care for injuries and illnesses; provides treatments and medication administration; manages chronic conditions. Additionally, the school nurse performs mandated screenings annually and maintains school health records for each student as required by PA Department of Health. The school nurse collaborates with parents, teachers, and providers to see that health needs are met.

Immunizations

Contact your child's primary care provider or the school nurse with questions regarding immunizations. All students must meet the PA Department of Health Immunization Requirements to attend school.

Medications

When possible, the Chambersburg Area School District requests that student medications be administered at home. If that is not possible, the following guidelines are to be followed for medication administration during the school day:

1. Students are not permitted to carry/self-administer medications during the school day.
2. All prescription and non-prescription medications must have a written order from the child's health care provider and parental permission. Forms can be accessed on the CASD website or from the school nurse.

3. With written permission from his/her health care provider, Emergency medications: asthma rescue inhaler, EpiPen, and diabetes supplies; may be self-carried/administered by the student.
4. The parent/guardian must supply prescription medication in the original pharmacy labeled container and the label must match the provider's written order. Non-prescription medication must be in the original packaging with the student's name written on the package.
5. Please contact your student's school nurse with any questions.

A GUIDE TO SPECIAL EDUCATION SERVICES AND PROGRAMS

This guide lists and explains the Special Education Services and Programs available in the District.

Special Education Pre-Referral Process

For students who are experiencing academic and/or behavioral difficulties within the regular education environment, the following Screening/Early Intervening procedures will be implemented in all buildings:

Screening/Early Intervening Services

The Chambersburg Area School District provides screening for possible eligibility for special services through the implementation of a Core Intervention Team. The Core Intervention Team members may consist of: academic coach, principal, parents, intervention specialist, classroom teacher, school counselor, school psychologist, and/or representatives from community agencies depending on the needs of the student.

The screening process may include the following:

- A hearing and vision screening
- Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.
- A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction and appropriate instruction in math.
- For students with academic concerns, an assessment of the student's performance in relation to State-approved grade level standards.
- For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.
- A researched-based intervention to increase the student's rate of learning or behavior change based on the results of assessments.
- Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the

interventions.

- A determination as to whether the student's difficulties are a result of a lack of instruction or limited English proficiency.
- A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.
- Documentation that information about the student's progress was periodically provided to the student's parents.

Please note: Screening or early intervening activities do not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of early intervening activities.

The district offers the following services:

- Autistic Support
- Emotional Support
- Life Skills Support
- Gifted Support
- Learning Support
- Multiple Disabilities Support
- Speech/Language Support

Other special education services and programs are provided in conjunction with the Lincoln Intermediate Unit #12.

Instructional Support: Every effort will be made to adapt a regular education program to your child's needs before he is evaluated for special education services. Classroom adjustments may include curricular adaptations, modifications in assignments, changes in instructional approaches, and/or changes in instructional or behavioral management approaches.

Due Process: The Fourteenth Amendment to the United States Constitution ensures everyone "due process" and "equal protection" of the law. Due process is a series of steps to guarantee each student a free, appropriate public education. At each step in determining your child's need for specially designed instruction, parents are involved in the decision-making process. An explanation of your due process rights is available upon request in our schools.

Confidentiality: The District ensures the confidentiality of student records in the following ways:

- Limited access to authorized school personnel for the purpose of aiding the student.
- Obtaining parental approval for release of information to all other sources.

Autistic Support/PDD: Services and programs for exceptional students with a diagnosis of autism or pervasive developmental disorder (PDD).

Emotional Support: Services and programs for students with inappropriate behavior and inability to develop interpersonal relationships that adversely affect educational performance over a long period of time.

Hearing Impaired Support: Services and programs for students with hearing loss, ranging from mild to severe, interfering with communication.

Learning Support: Services and programs for exceptional students whose primary identified need is academic support.

Life Skills Support: Services and programs for exceptional students where instruction is focused primarily on functional academics and daily living.

Multiple Disabilities Support: Services and programs for exceptional students who are identified as having a combination of physical and mental disabilities.

Physical/Occupational Therapy: Services and programs for exceptional students with orthopedic and/or fine motor skill difficulties.

Speech and Language Support: Services and programs for exceptional students whose language, voice, fluency or articulation impairments, affect communication.

Visually Impaired Support: Services and programs for exceptional students with loss of vision, affecting educational performance.

Gifted Support: Services and programs for gifted identified students who need curriculum enrichment and/or advancement.

How to Access Special Education Services and Programs

Parents, guardians, teachers, counselors or others identify students who may have special needs.

School teams with parents/ guardians should meet to discuss student needs. Screenings are available to guide next steps for planning forward either academically, behaviorally, or socially/emotionally which may result recommendations for intervention and /or testing. All recommendations are focused on supports in place for the student.

Written parental permission is required for a formal evaluation. At any time during the process a parent has the right to request an evaluation through the school district. A comprehensive evaluation report is developed by a certified school psychologist who determines the nature and degree of the impairment. An individual education program (IEP) team reviews the recommendations from the evaluation and determine if the student needs specially-designed instruction. If the student is eligible for services, the team develops an IEP. IEP's are reviewed and updated annually. Reevaluations are conducted bi-annually and triennially.

Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Chapter 15/Section 504 Services

NOTICE TO PARENTS OF CHILDREN WHO RESIDE IN CHAMBERSBURG AREA SCHOOL DISTRICT

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts, charter schools, and intermediate units are required to conduct child find activities for children who may be eligible for special education services or services via Section 504 of the Rehabilitation Act of 1973. Information related to special education services can be accessed via the Individuals with Disabilities Education Act and via 22 PA Code Chapter 14. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts and charter schools are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, charter school, and intermediate unit of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities of eligible young children. In addition to this public notice, each school district, charter school, and intermediate unit shall publish written information in the handbook and on the website. Children ages three through twenty-one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact the district of residence. Contact information is listed at the end of this public notice.

Children ages three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related

services. Developmental delay is defined as a child who is less than the age of beginners and at least three years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas, or (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For more information contact the Lincoln Intermediate Unit 12 Preschool Office at (717)624-6491.

Evaluation Process

Each school district, charter school, and intermediate unit has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school which your child attends. Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to the Preschool Program Supervisor, Lincoln Intermediate Unit #12, 65 Billerbeck Street, New Oxford, PA 17350.

Consent

School entities cannot proceed with an evaluation or with the initial provision of special education and related services without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, www.pattan.net. Once written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent evaluation at public expense.

Program Development

Once the evaluation process is completed, a team of qualified professionals and the parents determine whether the child is eligible. If the child is eligible, the individualized education program (IEP) team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, charter school staff, or intermediate unit staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information

The school districts, charter schools, and to some extent the intermediate unit maintain records concerning children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State Law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction states. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

FERPA affords parents and eligible students certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the School receives a request for access.
Parents or eligible students who wish to inspect the child's records should submit to the school principal, or appropriate school official, a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place in which the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask the School to amend their child's or their education record should write the school principal, or appropriate school official, clearly identifying the part(s) of the record(s) they want changed and specifying why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment.
Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who

constitutes a school official and what constitutes a legitimate education interest must be set forth in the annual notification for FERPA rights.

The following general criteria will be used to determine whether an individual is a school official who might need access to education records:

- A person employed by the agency or school in an administrative, counseling, supervisory, academic, student support service, or research position, or a support person to these positions.
- A person employed by or under contract to the agency or school to perform a special task, which could include, but is not limited to, a volunteer, contractor, consultant, attorney, auditor, medical professional, or therapist.
- A parent or student that volunteers to serve on an official committee, such as a disciplinary or grievance committee.
- A parent, student, or other volunteer assisting another school official in performing his or her tasks.

The following general criteria will be used to determine whether a legitimate educational interest exists that would allow a school official to be granted access to education records:

- The information requested is necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement.
- The information is to be used within the context of official agency or school business and not for purposes extraneous to the official's areas of responsibility or to the agency or school.
- The information is relevant to the accomplishment of some task or to a determination about the student.
- The information is to be used consistently with the purposes for which the data are maintained.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer. (NOTE: FERPA requires a school or school district to make a *reasonable effort* to notify the parent or student of the records request unless it states in an annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.)

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The Pennsylvania Department of Education (“PDE”) will destroy or have destroyed all test booklets for the Pennsylvania System of School Assessment (“PSSA”), Keystone Exams, and Pennsylvania Alternative System of Assessment (“PASA”) one year from the date on which student results are delivered. PDE will also destroy or have destroyed all answer booklets for the PSSA and Keystone exams and all media recordings for the PASA three years from the date on which the assessment is completed.

For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child, contact the responsible entity listed below. For preschool age children, information, screenings and evaluations requested may be obtained by contacting the intermediate unit.

Disclosure of Information

FERPA permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the individual –

- o Performs an institutional service or function for which the agency or institution would otherwise use employees;
 - o Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
 - o Complies with the requirements governing the use and redisclosure of personally identifiable information from education records.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of making a reasonable attempt to notify the parent or eligible student at the last known address or parent of the eligible student, unless:
 - o The disclosure is initiated by the parent or eligible student; or
 - o The annual notification includes a notice that the agency or institution includes a notice that the agency or institution forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released.
- To organizations conducting studies for, or on behalf of, the school, in order to:
 - o Develop, validate, or administer predictive tests;
 - o Administer student aid programs; or
 - o Improve instruction, if applicable requirements are met.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.

- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met.
- To appropriate officials in connection with a health or safety emergency, inclusive of that student, other students, or other members of the school community.
- Information the school has designated as “directory information.”
 - This information may be disclosed if the agency or institution has given public notice to parents of students in attendance and eligible student in the attendance at the agency or institution of:
 - The types of personally identifiable information that the agency or institution has designated as directory information;
 - A parent’s or eligible student’s right to refuse to let the agency or institution designate any or all of those types of information about the student as directory information; and
 - The period of time within which a parent or eligible student has to notify the agency or institution in writing that he or she does not want any or all of those types of information about the student designated as directory information.
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement.
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions.

Directory Information

FERPA requires that the agency or institution may disclose appropriately designated “directory information” without written consent, unless you have advised the agency or institution to the contrary in accordance with agency or institution procedures. The primary purpose of directory information is to allow the agency or institution to include information from your child’s education records in certain school publications.

Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a

parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want the agency or institution to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the School District in writing. The School District has designated the following information as directory information:

[Note: an LEA may, but does not have to, include all the information listed below.]

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

The school district or intermediate unit will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, veteran status or marital status. No preschool, elementary or secondary school student enrolled in a school district or intermediate unit shall be denied equal opportunity to

participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

STUDENT DISCIPLINE

Purpose

The Board recognizes that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment.

For a list of citations and references regarding this policy, please see [CASD Policy 218](#)

“The Board approves the use of restorative practices which are in the Code of Student Conduct to address violations where applicable.” Restorative practices may include the use of PBIS, SEL, informal functional behavior assessments, informal positive behavior support plans, change in classroom, or meetings with the school counselors.

STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIALS

Purpose

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the constitution of the Commonwealth. The Board respects the right of students to express themselves in word or symbol and to distribute and post materials in areas designated for posting as a part of that expression. The Board also recognizes that the exercise of that right must be limited by the district's responsibility to maintain a safe and orderly school environment and to protect the rights of all members of the school community.

This policy addresses student expression in general and distribution and posting of materials that are not part of district-sponsored activities. Materials sought to be distributed or posted as part of the curricular or extracurricular programs of the district shall be regulated as part of the school district's educational program.

[CASD Policy 220](#)

While CASD understands families may want to distribute birthday invitations, according to Policy this is prohibited. However, in lieu of invitation distribution, parents may choose to have their contact information shared with other families in their child's homeroom. Please contact your specific school for more information.

STUDENT RECORDS NOTIFICATION OF RIGHTS PARENTS/ELIGIBLE STUDENTS

For information regarding the Family Educational Rights and Privacy Act (FERPA) Notice of Directory Information, please visit the Chambersburg Area School District website and from the homepage choose Students and then FERPA.

TEACHER/PARAPROFESSIONAL QUALIFICATIONS

As a parent of a student in the Chambersburg Area School district you have a right to know the professional qualifications of the teachers who instruct your child. You have the right to ask for the following information about each of your child's classroom teachers:

- Whether the State of Pennsylvania has licensed or qualified the teacher for the grades and subjects they teach.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major, whether the teacher has any advanced degrees, and if so, the subject of the degrees.
- Whether any instructional aides or similar paraprofessionals provide services to your child, and if they do, their qualifications.

If you would like to receive any of this information, please contact the Director of Human Resources, 435 Stanley Avenue, Chambersburg, PA 17201, 717-261-3477.

TOBACCO AND VAPING PRODUCTS

Purpose

The Board recognizes that tobacco and vaping products, including the product marketed as Juul and other electronic cigarettes, present a health and safety hazard that can have serious consequences for users, nonusers and the school environment. The purpose of this policy is to prohibit student possession, use, purchase and sale of tobacco and vaping products, including Juuls and other electronic cigarettes.

[CASD Policy 222](#)

CONTROLLED SUBSTANCES/PARAPHERNELIA

Purpose

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances.

[CASD Policy 227](#)

TRANSPORTATION GUIDELINES

Prior to the beginning of each school year, the proposed transportation schedules for that year shall be approved by the Board of Directors. Each student for whom transportation is provided shall be assigned to a route and a stop. The School District will allow for different a.m. and p.m. bus stops, but must remain the same for each day of the week, (5 consecutive days). No student is permitted to get on or off at a different bus stop other than his or her assigned stop in the a.m. or p.m.

Observe the same good conduct on the bus as you do in the classroom. Some accidents are indirectly caused by students who distract the bus driver. A program of instruction in safe riding practices is necessary to make students aware that they are responsible for their own safety as well as the safety of others.

Good student behavior while entering, riding, or leaving the bus contributes in many ways to safe transportation. Such conduct makes it possible for the driver to give full attention to the routine matters involved in the safe operation of the bus and holds to a minimum those conditions that might cause students to be injured.

Students who ride school buses are expected to conduct themselves properly at the bus stop and on the bus. Violations of any of the regulations shall be considered either major or minor offenses to be determined by the seriousness and/or frequency of the infraction(s).

To help you as a parent to be better informed about any inappropriate bus conduct, we are promoting better communication among parents, bus drivers, and the school. The bus drivers or the bus contractors will report minor offenses directly to the parents; major offenses will be handled by the school administration. The bus driver will still submit the minor incident report to the school.

After an accumulation of minor infractions, all subsequent infractions may be considered as major infractions and be handled by the school administration. Major bus misconduct may result in a suspension of bus riding privileges from one day to thirty days per incident. Parents/guardians will be notified of major incidents in writing and with a phone call where possible. If behavior fails to improve or if the safety of others is jeopardized, the students' riding privileges may be suspended for the remainder of the year.

- **First Offense**- The bus driver will contact the parent and document date/time and number of who was contacted. A misconduct report will be submitted to the school for student record.
- **Second Offense**- The bus driver will contact the principal of the student's school. The principal or Dean of Students will have a conference with the student and assign discipline (ex: miss two days of recess).
- **Third Offense**: Major bus misconduct may result in a suspension of bus riding privileges from one day to thirty days per incident. Parents/guardians will be notified of major incidents in writing and with a phone call where possible. If behavior fails to improve or if the safety of others is jeopardized, the students' riding privileges may be suspended for the remainder of the year. The gravity of the above-mentioned may, in the judgment of the administration, justify application of a more appropriate penalty. If transportation privileges are suspended, transportation to and from school is the responsibility of the parents and/or guardians.
- **Dangerous Offenses or Threats to Commit Dangerous Offenses**: When a student commits an offense or threatens to commit an offense that could be injurious to him/herself, another student, or any other person (e.g. threats to do bodily harm to bus driver), the offense may be considered as a "second offense" or "third offense" by the principal and riding privileges accordingly withdrawn. In this case, the principal should immediately report to the Superintendent of Schools.

The gravity of the above-mentioned may, in the judgment of the administration, justify application of a more appropriate penalty. If transportation privileges are suspended; transportation to and from school is the responsibility of the parents and/or guardians. Each bus is equipped with video surveillance equipment. Per District Policy 810.2 footage will be reviewed by authorized personnel only.

SCHOOL BUS RIDING RULES AND REGULATIONS

1. The Bus Driver is in charge of the bus at all times.
2. Unless necessary please keep comments to the bus driver to a minimum.
3. You must exit the bus at your scheduled stop.

4. Please be ready for bus pickup 5 to 10 minutes prior to the assigned time. Students should wait for the bus in a safe location, at a minimum of ten feet from the traveled portion of the roadway.
5. Loading- Please wait for the direction of the driver before crossing any roadway to enter the bus.
6. Unloading- When unloading the bus please follow the direction of the driver and only cross in front of the bus after checking traffic in both directions. Avoid the DANGER ZONE.
7. Please keep all body parts inside the bus at all times.
8. Keep the aisles clear at all times when the bus is moving. Student's personal items shall be placed on the student's lap and not placed in the aisle. This includes musical instruments, school projects, gym bags, etc. Science boards, large instruments and any other large item that does not fit on the student's lap are not allowed on the bus for safety reasons. All items should be in their book bag.
9. Speak and respond appropriately to others. The use of inappropriate, foul, or abusive language will not be tolerated.
10. Possession or use of tobacco products and other controlled substances is prohibited. Eating, drinking, and chewing gum are also prohibited.
11. Keep hands, feet and objects to yourself, and remain seated while the bus is moving.
12. The driver is authorized to assign seats.
13. You should do your part to keep the floor clear of wastepaper and dirt, and to keep the upholstery and interior finish of the bus in excellent condition.
14. Any damage to the bus should be reported to the driver immediately.
15. Cell phones/or any other communication device is prohibited. This includes any camera and or recording devices.
16. Spitting or any other transfer of body fluids is prohibited.

UNLAWFUL HARASSMENT

Purpose

The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated.

For a list of citations and references regarding this policy, please see:

[CASD Policy 248](#)

WEAPONS

Purpose

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

For a list of citations and references regarding this policy, please see:

[CASD POLICY 218.1](#)