

CAMS NORTH

CHAMBERSBURG AREA MIDDLE SCHOOL NORTH



Staff Handbook

**1957 Scotland Avenue
Chambersburg, PA 17201
(717) 261-3366**

2026-2027

INTRODUCTION

This manual is intended to serve as a guide and a source of information for the teachers of CHAMBERSBURG AREA MIDDLE SCHOOL North the Chambersburg Area Middle School North.

Information contained in this manual includes policies, procedures and regulations of the

school, as well as teacher assignments, duties, calendar of activities, and general information. This information will assist you in functioning more effectively and will enhance your ability in interacting with everyone in the school environment. We suggest you consult this manual regularly.

We are an Equal Opportunity Employer

It is the policy of the Chambersburg Area School District not to discriminate based on 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 and Section 504 of the Rehabilitation Act of 1973. For information regarding services, activities and facilities that are accessible to and useable by handicapped persons and in compliance with Titles VI and IX and Section 504, contact the Human Resource Manager, 435 Stanley Avenue, Chambersburg, PA 17201, Telephone (717) 261-9281.

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INTRODUCTION

MISSION STATEMENT

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

BACKGROUND AND PHILOSOPHY

The Chambersburg Area Middle School North serves the sixth, seventh, and eighth grade students. The Philosophy of the Chambersburg Area Middle School North is predicated on providing an educational program consistent with the Chambersburg Area School District strategic plan. The Middle School educational program shall strive to provide for individual needs and differences and shall strive to achieve individual excellence. The staff and faculty of the Chambersburg Area Middle School North is dedicated to providing a superior educational program for all students regardless of socio-economic background, learning disabilities, or physical handicaps. The specific needs and consideration of what is best for the child will be our first priority. We shall constantly be aware of the needs of segments of our student population so that we can offer a program that meets the needs of the slow learner as well as those capable of more advanced academic achievement.

CAMS NORTH GOALS FOR 2026-2027

SHARED VALUES

- Promote equity in education
- Create global learners
- Accept our community's diversity
- Every student learns and values education
- Know the learner and guide
- Foster perseverance toward high standards

SCHOOL DISTRICT INFORMATION

EMERGENCY CLOSINGS

- The Superintendent of Schools makes the decision regarding emergency school closings in the District. The CASD Notification System will be enacted to announce school closings or delays.
- Emergency closings will also be posted on the District web site: www.casdonline.org the district_app, via text, and district email.

OFFICE

The CAMS North office is open from 6:30 a.m. until 4:00 p.m., Monday thru Friday.

STAFF

Secretary to the Principal
Finance Secretary
Attendance Secretary
Truancy Secretary
Welcoming Secretary
Office Assistant/ Lunch Assistant
Assistant Principal
Assistant Principal
Building Principal

Shelly Rosenberry
Marty Etter
Kim Cummings
Jackie Hull-Logsdon
Hannah Myers
Kathryn Finley
David Mosher 6th Grade, 8th grade K-Z
Jaime Vinglas 7th Grade, 8th Grade A-J
Jennifer Drake

CHAIN OF COMMAND

It is important that each member of the professional staff understands thoroughly the lines of responsibility, the areas of responsibility of those in the administration, and the proper method for the lines of communication within the school and school district. In every case, classroom teachers have direct responsibility to their supervisor and to the principals. The principal is the key to the administrative structure of the school district and is the person fully responsible for all activities and programs within the school.

PRINCIPAL Jennifer Drake

The principal is the responsible educational leader for the school in all of its internal and external relationships and activities. She is responsible for directing faculty discussion, study and action to the end that common understanding and philosophy emerge which all the staff accept and know how to implement. She must be the curriculum leader and think in terms of meeting the needs of all the children. The principal must take the lead in scheduling changes and the organization pattern of the school day. She must create, by example, the professional attitude that promotes an esprit de corps within the staff. She must strive for good school communication with both the parents and the community.

ASSISTANT PRINCIPALS David Mosher 6th and 8th (K-Z) Jaime Vinglas 7th and 8th (A-J)

The assistant principals serve as chief administrators in the absence of the principal. They confer with the principal at regular intervals concerning matters that need mutual understanding and knowledge. They assist the principal in all areas of responsibility, but their major responsibilities fall in the areas of teacher observations, attendance, discipline, student activities, supplies, transportation, and safety.

SUPERVISION AND EVALUATION

The intent of the Chambersburg Area School District Differentiated Supervision Plan is to enhance and extend our previous approaches in both instructional improvement areas for students and professional growth for staff. For instructional staff the Teacher Effectiveness multiple measure evaluation instrument required by the CASD and Pennsylvania Department of Education will be used. All staff will follow the same supervision process identified in this plan. Staff will be divided into three phases so that each teacher will know when he/she will be going through the clinical and traditional mode of supervision.

COPY WORK

Please refrain from using the office copier for large jobs prior to 8:45. You are to use the centralized copier in your wing. All other copy work more than **100** copies must be sent to Trojan Copy Center. Copy work that is sent to Trojan Copy Center will have a 48-hour turnaround. Teachers are strongly encouraged to plan.

Please keep the following in mind:

1. Complete a Work Request Form-make your instructions clear and concise
2. Provide master copies. The following master copies will not be copied:
 - a. Wrinkled, torn, dog-eared corners, or uneven edges
 - b. Light copies
 - c. Onion-skin copies
3. Tear out workbook pages carefully so they have even edges.
4. Do not staple work to be copied.
5. Help conserve paper. When possible, request two-sided copies.
6. If you have a stack of papers with some double-sided and some single-sided, separate them.
7. Copy work that is more than one page needs to be two-sided.

LAMINATING MACHINES

There is a laminating machine in the teacher workroom. The laminator should be ready for use after a 20-minute warming period.

SAPPHIRE COMMUNITY PORTAL

Sapphire (electronic grade book) needs to be updated and submitted **weekly** with all assignments, quizzes, tests, and projects. Parents will be able to view their child's individual assignments.

SCHOOL FUNDS

The financial secretary is treasurer of the CAMS North funds. Please give deposits to her. Student Accounts Request to Draw Funds is available for check or reimbursement requests. See the financial secretary with questions about the proper procedure.

SUPPLIES

Teaching supplies may be requisitioned in the office on the appropriate form available. Good judgment should be used to ensure that those supplies requisitioned are used to their fullest extent in the teaching process.

DISCIPLINE

PBIS Pillars

	Classroom	Restroom	Cafeteria	Hallway	Outdoor Areas/ Phys Ed	Bus	Common Areas Office, Auditorium, Gyms, Lobbies	Technology	What to do when I'm Upset
Positive	Be kind with words and actions. Use school-appropriate language.	Report misuse to an adult.	Include others at my table.	Keep hands, feet, and objects to myself.	Return equipment in the same condition as when it was picked up.	Throw trash in garbage. Sit in the seat for the entire bus ride.	Keep hands, feet and objects to myself.	Use Chromebook for educational purposes or as directed by teachers.	Ask: May I please take a break? Ask: May I please sit in the hall to calm down?
Polite	Listen to others when they are speaking. Raise my hand to share an idea with the class. Focus my eyes and ears on the speaker.	Clean up after myself. Use inside voice. Enter and use the stall by myself.	Stay seated until trash needs to be thrown away. Raise hand to leave seat. Speak in an inside voice. Clean up after myself.	Walk on the right side of the hallway. Speak in an inside voice.	Include everyone in all activities.	Clean up after myself. Speak in an inside voice.	Focus my eyes and ears on the speaker. Stay seated. Speak in an inside voice.	Handle my Chromebook with care. Take care of only my chromebook.	Say: I know I need to complete this work but... Say: I will complete this work at home because right now I can't because...

PBIS Pillars

	Classroom	Restroom	Cafeteria	Hallway	Outdoor Areas/ Phys Ed	Bus	Common Areas Office, Auditorium, Gyms, Lobbies	Technology	What to do when I'm Upset
Prepared	Bring all Required materials with me. Keep my phone in my locker. Bring and wear my lanyard with my student ID.	Use sign out/in sheet.	Get everything needed on the first trip through the line. Bring student ID to purchase extra items.	Get materials quickly from my locker and get to my next destination. Visit locker at the designated times.	Have Phys Ed clothing and a water bottle. For Fun Friday: Have the concession stand \$.	Have all required materials for bus dismissal.	Get what I need quickly and return to my classroom.	Come to school with my Chromebook charged.* Bring charger and earbuds to school.* Use earbuds in classrooms only when permitted. Place phone in my locker. *In the case that Chromebooks are brought home	Say: I am sorry I didn't bring my _____. I forgot because _____ Say: I am sorry my project is not finished, (explain the reason why it isn't finished).
Prompt	Arrive on time.	Get in, get out.	Eat first, socialize after.	Go directly to class.	Line up quickly.	Go directly to the bus location at dismissal. Enter/exit the bus safely and quickly.	Enter/exit safely and quickly.	Open up/put away Chromebook quickly.	Say: I am sorry I am late. I was _____. Say: I am sorry I was late. Here is my pass from Mr./Mrs. _____

STUDENT CODE OF CONDUCT

1. The Board acknowledges that conduct is closely related to learning; an effective instructional program requires a wholesome and orderly school environment, and the efficacy of the educational program is, in part, reflected in the behavior of students and employees.
2. The Board shall require each student of this District to adhere to the rules and regulations promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The rules govern student conduct in school and during the time spent in travel to and from school. Such rules shall require that students:
 - Conform to reasonable standards of socially acceptable behavior.
 - Respect the rights, person and property of others.
 - Preserve the degree of order necessary to the educational program in which they are engaged.
 - Obey constituted authority and respond to those who hold that authority.
3. The Board approves the use of restorative practices which are in the Code of Conduct to address violations were applicable. [Policy 218](#)

ALTERNATE INSTRUCTION

During alternative instruction a student will report to the alternative instruction room at the beginning of the school day and remain there under staff supervision throughout the entire school day, including academic preparatory and lunch periods. A student should report with academic material to complete during the entire alternative instruction time. A school administrator may elect to use only a portion of the school day for a student to report to alternative instruction.

IN BUILDING ALTERNATIVE INSTRUCTION

Academic instruction will be provided in a separate setting in the school building. (1-3 days) Academic assistance will be provided for needs of the student from a certified teacher.

OUT OF BUILDING ALTERNATIVE INSTRUCTION

Academic assistance will be in an alternative location in the school district. (up to 10 days) Academic assistance will be provided for needs of the student by a certified teacher.

OUT-OF-SCHOOL SUSPENSION (OSS)

During an out-of-school suspension, a student may not be in or around school district property. They also are not permitted to participate in athletic events, extracurricular activities, Prom, etc. Out-of-school suspension will be assigned at the discretion of the principal.

Suspensions throughout the school year can disqualify students, from a privileged event. For example, dances, special field trips, and school sponsored events.

Level 1	Examples to include, but not limited to:	Consequences based on Classroom Teacher
	-Violation of tardy policy -Profanity -Failure to return doctor's notes -Throwing items -Cellphone violation (Follow school policy & procedures) -Sleeping in Class -Tardy to class -Excessive talking -Off task behavior -Missing homework -Not prepared for class -Public display of affection -Backpack in class -Dress and grooming (Follow office procedures)	-Verbal redirection -Private student conference -Classroom intervention (ex. seating arrangement, non-verbal cue) - Parent contact -Detention (30 minutes) -Detention (60 minutes)

Level II	Examples to include, but not limited to:	Consequences based on Classroom Teacher and/or Administrative Discretion
	-Minor Altercation -Bullying -Disruption of the educational setting -Cyber Bullying -Truancy -Cutting Class -Disrespect to authority -Time not served -Forging notes -Breaking school rules -Computer violation -Dishonesty lying/cheating -Horseplay without injury -Defiance insubordination -Plagiarism ** Continuation of Level 1 offenses	-Student conference -Loss of privileges -Parent conference -Detention (30 minutes) -Detention (60 minutes) -Student contract / Behavior Plan -ISS/Alternative Instruction -SAP referral -Police notification if necessary ***
Level III	Examples to include, but not limited to:	Consequences based on Administrative Discretion and District Policy
	-Repeated Bullying -Indecent exposure -Open lewdness -Obscene and other sexual materials -Sexual harassment -Racial / ethnic intimidation -Other form harassment/intimidation -Fighting -Stalking -Robbery/burglary -Theft and related offenses -Institutional vandalism -Criminal trespassing -Disorderly conduct -Possession or under the influence of a controlled substance -Drug or alcohol violation -Possession use or sale of tobacco -Vaping materials -Trespassing -Criminal mischief ** Continuation of Level 2 offenses	-Student contract / Behavior Plan -Building level review -1 to 5 days ISS/OSS -1 to 10 days ISS/OSS -ISS/Alternative Instruction -Police notification if necessary *** -SAP referral
Level IV	Examples to include, but not limited to:	Consequences based on Administrative Discretion and District Policy
	-Simple assault -Aggravated assault (on staff or student) -Rape -Involuntary sexual intercourse -Statutory sexual assault	-1 to 5 days ISS/Alternative Instruction -1 to 10 days OSS -Building level review -Administrative review -Alternative placement

	-Sexual assault -Aggravated indecent assault -Indecent assault -Kidnapping/interference with custody of child -Unlawful restraint -Threatening school official/student -Reckless endangering -Crimes related to criminal homicide -Arson and related offenses -Rioting -Bomb threats -Terroristic threats -Sale or distribution of a controlled substance -Sale/possession or under the influence of alcohol -Institutional sexual assault -Possession of a weapon ** Continuation of Level 3 offenses	-Expulsion -Restitution -Threat assessment -SAP referral -Police notification
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PARENT COMMUNICATION

A phone call home is expected any time there is a significant concern regarding student behavior. This concern may or may not result in consequences by the teacher; however, parents should be made aware of the situation as soon as possible. A phone call is always better than messaging, but messaging can be used when a staff member is unable to reach someone at home in a timely manner. A record of this conversation MUST be entered into the Communication Manager in Sapphire.

DISCIPLINE REFERRALS

For behaviors that warrant immediate attention by an administrator a teacher should enter these instances in the Sapphire system as a referral. As much information should be included in the description of the incident (without student names) as possible.

Arrival and Dismissal Procedures

MORNING ARRIVAL

1. All students will report to the cafeteria for breakfast or Homeroom upon arrival. Teachers will dismiss student to their locker.
2. Bus students will begin arriving at 7:30 a.m. Doors will open at 7:30 a.m.

3. Walkers, bicycle riders and students arriving by car should not arrive prior to 7:30 a.m. They should use the main lobby entrance and proceed directly to the cafeteria or homeroom.
4. Sixth, Seventh, and Eighth grade students with band instruments may place them in the instrument storage space before reporting to their assigned area.
5. Any student brought to school by car at any time should use the main lobby (front) entrance.
6. A bus student who wishes to walk or leave school by car must present a note from home to the attendance secretaries in the gym hallway or by the main doors in the front of the building.
8. Skateboards are not permitted to be ridden on school property. If a student walks into the building with a skateboard, they should be sent to the main office.
9. Students are not permitted to leave school grounds without permission. A violation of this rule will result in a school suspension.

AFTERNOON DISMISSAL

1. The school day ends at 3:00 p.m. All bus students will be dismissed via wave 1 and 2.
2. Classroom teachers are responsible for retaining their students until the appropriate time of dismissal. It is recommended that teachers create and maintain a list of students and their bus assignments.
3. Students going home by car will be dismissed at 3:00 p.m. and are to proceed directly to the front entrance of the building to meet their ride home.
4. Walkers and bicycle riders will be dismissed at 3:00 p.m. and are to proceed directly to the front entrance of the building and leave school grounds immediately.
5. Bus students may not get off their bus at CASHS or at any bus stop other than their assigned one. Students may not walk to another school and then board a bus.
6. Any student who wishes to walk, ride a bicycle, or go home in a car must bring a note to the attendance secretaries during morning arrival for approval.

ASSEMBLY PROGRAMS

On occasion during the school year, the student body will have the opportunity to report to the auditorium or gymnasium for assembly programs. The staff and faculty will be notified in advance of an assembly program by means of an email. At the scheduled time, homerooms will report to the assembly program as quickly and as orderly as possible. Students who are not permitted to attend will be instructed to report to an assigned room with learning materials. Teachers must accompany their students to the auditorium or gymnasium. Teachers are also required to sit with their homeroom in the auditorium or on the gymnasium bleachers and they are responsible for proper discipline of all groups.

CLUBS / ACTIVITIES EXPECTATIONS

- If a student is failing a class, he/she must remain in homeroom for activity period to complete missing assignments or until the grade reaches a passing level (C or higher).

- If a student earns three or more detentions or is suspended during a marking period, he/she may not participate in any clubs or activities for the remainder of that marking period.
- Club advisors will need to monitor on a weekly basis those students who have academic and behavior concerns via the detention google form and weekly office reports.

CLUBS / ACTIVITIES OFFERED

Art Club	Audio Visual Club	Band	Boys Mentoring Group	Chorus
Drama Club	Math Club	Future Farmers of America (FFA)	Girls Mentoring Group	Intramurals
Leaders	Library Club	Multicultural Club	Newspaper Club	Orchestra
Stage and Lighting	Stage Decorations and Artwork	Student Council	Trojan 100 Club	TV Studio
Video Game Club	STEM	Yearbook	Calligraphy	Spirit Shop

DETENTION EXPECTATIONS

The administration or any teacher may, if necessary, detain a student after school hours for disciplinary reasons.

The following should be observed when detaining a student:

1. The teacher is required to notify the parent/guardian of the detention issued to their student.
2. The teacher issuing the detention must enter this into the PBIS Google form.
3. If that detention is not served, the parent should be contacted again, and the doubled detention should also be entered into the PBIS spreadsheet, the detention slip must be provided to the appropriate principal.
4. A student should serve at least one-half hour. The student should report to the designated room or area immediately after the 3:00 p.m. dismissal.
5. A student should be given at least a week notice so their parent/s can arrange for transportation after the detention.
6. The detention note must be signed and turned in on the day of detention. The parent's signature signifies they are aware of the detention and that they shall provide transportation home.
7. Parents picking up their child after detention should do so in front of the building at the main lobby.
8. If a student fails to report to detention as arranged, the original detention time **may** be doubled by the teacher. If doubled the teacher must notify the parent/guardian.
9. The student should report with a detention slip signed by a parent/guardian, books, and assignments to be completed.
10. Students are expected to report to the assigned detention location with something productive to complete during this time. A book to read, homework to complete or similar work are all acceptable tasks. Any use of Chromebooks **MUST** be closely monitored by the proctor on duty.

Proctor Responsibilities:

- Sign detention passes for those who successfully complete owed time
- Complete the Google form for each student in attendance in the session
- Turn in the completed Pink forms to the office at the end of the session
- If the detention is due and not served it should be turned into the appropriate principal

NOTE: staff may reference a view only copy of the detention record in a shared Google spreadsheet to verify if a student has completed owed detention

DRESS CODE**PROFESSIONAL DRESS GUIDELINES**

- Jeans and/or denim may be worn (no holes, tears, frays, etc).
- Sweatshirts, tank tops, t-shirts, bare midriff or any other garments that expose the upper torso will not be permitted. Necklines may come no lower than four (4) fingers below the collarbone. Spirit wear is permitted for sweatshirts and t-shirts only.
- Skirts and dresses shall be no more than (2) inches above the knee.
- Shorts are not permitted. Physical Education teachers may wear shorts.
 - Shorts can be worn on field days or field trips.
- No face piercing other than a small stud worn on the side of the nose.
- Tongue jewelry is not permitted.
- Jewelry that could present a danger (i.e., chains, etc.) is not permitted.
- Appropriate shoes are to be worn. Flip flops, gardening clogs are not permitted.
- Offensive tattoos must be covered.
- All male employees shall be required to wear a collared shirt, polo, or dress sweater. A tie is optional.

Consistent enforcement for the employees covered by the dress code will be the responsibility of the immediate supervisor, Superintendent of Schools, or his/her designee.

Failure to follow the guidelines will lead to a referral to an Association building representative or other association designee and progressive disciplinary action as follows:

First violation: Conference with CAEA building rep/designee, building principal and employee accused of the violation.

Second violation for the same infraction (same year): Reprimand by the building principal.

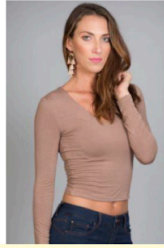
Third violation for the same infraction (same year): Administrative Review. If medical or other conditions exist that prohibit employees from complying with this policy, a letter should be sent to the building principal explaining the reason(s) behind the request for exclusion from the specific sections of the dress code.

STUDENT DRESS CODE EXPECTATIONS**Student Dress Code Expectations**

Staff are expected to monitor and address student dress as soon as possible first thing in the morning. If a student is found to be in violation of the dress code, he/she should be given the

opportunity to change into clothing he/she may have in his/her locker, put a sweatshirt over top, or come to the office for alternative clothing. However, if by 10:00 a student has not been addressed - do not intervene at this point.

Student Dress Code Examples

	 Hoods from hoodies must be kept down while in school.		 Hoods from hoodies should not be worn on the head while in school.
 	 Head coverings worn for religious, medical, cultural or ethnic reasons are permitted to be worn in school (examples include do-rags and burkas).	 	 Hats, including beanies, knit caps, and baseball hats, are not permitted to be worn inside the school building.
	  Jeans with holes are permitted – but the holes should be of reasonable size and location. Shorts can be shorter than a fingertip length, but should not expose a students' buttocks or ride low as to create a bare mid riff.	  	 Clothing should be worn to fully cover mid riff (stomach and back). No undergarments should be visible (examples include bra straps and underwear). Spaghetti straps do not have to be a certain number of fingers wide – however, they must be wide enough to cover your undergarments.

XAMPLES

HALLWAY MONITORING

Smart pass is to be utilized when students leave a classroom.

Teachers are to exercise good discretion when allowing students in the hall. The teacher is sole judge as to whether it is necessary to issue a pass. He/she should impress upon the student that the mere request for a pass is not enough reason for one being granted, and each request should be questioned. Teachers requesting the presence of a student should be the one to initiate a

SmartPass.

A Smart pass issued by a teacher for a student to go outside the building is not allowed. The student must present his/her pass at the office and request permission to leave. Please make this announcement to homeroom students several times during the first week of school. Under no circumstances should a student be dismissed from school or a classroom to accompany or meet another person without approval from the office.

During activities period, no more than three students per homeroom should be permitted out of the room at any one time unless an emergency exists or these students are a part of clubs etc.

General guidelines for a hall pass:

1. Issue a pass if a student will be late for the next-period class
2. Please check agendas and hall passes for accuracy
3. All students in the hallway must have an agenda or pass
4. Maintain sign-out sheets in your classroom

HALLWAY SUPERVISION

Teachers should be at classroom entrances when classes are changing. This will not only help to maintain proper student behavior, but it will also assist in maintaining a reasonable noise level while students are passing throughout the corridors. It is the duty of teachers to be vigilant at all times to stop all loud noisemaking and talking in the corridors and to minimize loitering, especially at lockers and drinking fountains. Teacher responsibility is not confined to the classroom. Teachers should also assume responsibility for any misbehavior in the corridor and see to it that students follow school rules and regulations.

LIBRARY

LIBRARY HOURS

7:45 am to 3:00 pm Teachers should make prior arrangements by email for using the library space.

ACTIVITY PERIOD

Students may go to the library to check out books, return books, pay overdue fine, or use computers for class projects. Two students from each homeroom may visit the library at a time.

LIBRARY MATERIALS

Students are allowed to check out two books at a time and keep the book for three weeks. At the end of the three weeks students should either return the book or renew the due date for another three weeks. Students are charged fines for lost books.

Teachers may take their classes to the library to check out books Katie Miller in the library to arrange a time for your classes.

Teachers may reserve and check out any library materials that are needed. There is no due date until the end of the school year unless another teacher needs the materials. Please contact the library secretary to reserve books for your classes.

LIBRARY INSTRUCTION

The librarian serves as a co-teacher for research projects. She helps with creating and implementing lesson plans and teaching the classes. She plans and provides for the sources needed for the research project. Contact the librarian to schedule research lessons in the library.

LOCKERS

Lockers are school property and a sign is placed inside each student locker. The sign states:

This locker is subject to search without reasonable suspicion and the user of this locker shall assume no expectation of privacy with regard to the locker or its contents. Students who accept and utilize a locker or cabinet shall be deemed to consent to a search of said locker and its contents with or without reasonable suspicion that items other than those used for legitimate purposes may be contained in said locker or cabinet. All unauthorized items found in lockers can and will be used as evidence in disciplinary actions and/or criminal proceedings. Defacement or destruction of this sign may subject the individual to disciplinary action.

In conjunction with the Chambersburg Borough Police, PSP, and CASDPD the drug dog may visit a minimum of once a year.

The homeroom teacher will assign all students a hall locker. Students must buy a combination lock from the office. Locker combinations are private and should never be given to another student.

Students are permitted to use their locker accordingly:

1. Morning arrival and evening dismissal
2. Before and after physical education class
3. Before and after lunch

A student must have teacher permission to use their locker at any time other than the above. Students should keep their locker clean and orderly at all times and should not treat them roughly or kick them. **Tampering with another student's locker is a serious offense.**

LOST AND FOUND ARTICLES

All articles found in the building should be taken to the office. They can be claimed during Activity Period.

LUNCH

The Chambersburg Area Middle School operates a closed lunch period. All students report to the cafeteria to purchase a Class A lunch, an a la carte lunch, or eat a lunch brought from home, in which case they may purchase a container of milk. For the 26-27 school year **ALL** students will eat for free.

MEDICATIONS

The Chambersburg Area School District Student Health Services staff will supervise the self-administration of prescription and non-prescription medications during school hours only when necessary. To protect students, parents and physicians must complete and return the proper forms, giving permission and information requested. Forms to be completed by the parent and physician are available from Mrs. Goetz in the nurse's office. No student will be permitted to take medication if the proper form is not completed and signed by the parent and child's physician.

All medications must be taken to the nurse at the beginning of the school day and self-administered under the supervision of the School Health Services Staff.

CASD will not be providing students with any over-the-counter medications as there are no longer

any standing orders from physicians. Any necessary medications at school will be provided by the parent and validated by the child's physician.

MAINTENANCE REQUEST FORM

Requests for custodial/maintenance services must be made to custodial staff.

MUSIC PROGRAMS

Music Ensembles: CAMS students are offered the opportunity to participate in several music ensembles including Band, Chorus, Orchestra, and Jazz Band. The instrumental lessons are given over a six-day rotation with the time of the lesson also being rotated each cycle. This is done to minimize the amount of time a student is pulled out of a particular core time. Students are not to be kept from attending lessons except when there is a conflict with a test that cannot be made up at another time (such as Activities Period). Please contact the instrumental music teacher when such a conflict arises. The high level of faculty support has been greatly appreciated and has significantly enhanced the quality of the instrumental music program.

Homeroom teachers may hold a student if he or she is failing 2 classes staff will receive an academic suspension list each week with this list of students. Students for missing assignments or absences. If an exception needs to be made, the content teacher should contact the ensemble teacher. Students shouldn't be held from activities for behavior problems. Exceptions being - 3 or more detentions or a suspension in a marking period. Each marking period students receive a fresh start.

Rehearsals cannot be made up. Because participation in music is an interdependent experience, absenteeism jeopardizes the success of music groups. Each ensemble director will explain the attendance policy at the beginning of the school year.

Faculty members are also asked to avoid scheduling events during Activities Period. Cooperation with this matter is *greatly appreciated* by the Music Department and will ensure that CAMS North can continue to have successful music ensembles.

Instrumental Music Lessons: Small Group Lessons are integral parts of a complete music education. Students are taught specific techniques for their instrument as well as the fundamentals of musicianship. These skills are taught in a sequential manner and success is based on having consistent attendance at their lessons.

The instrumental lessons are given over a six-day rotation. Students are not to be kept from attending lessons except when there is a conflict with a test that cannot be made up at another time (such as the Activities Period). Please contact the Instrumental Music teacher when such conflicts arise. The high level of faculty support has been greatly appreciated and has significantly enhanced the quality of the instrumental music program.

PARKING

Teachers are required to park their cars in either of the staff parking lots (Rosalie side or gym side). Please park in designated parking areas only. Do not park in or near fire lanes or other "yellow curbed" areas. The rear of the building is reserved for deliveries, custodial parking, and cafeteria staff parking. *Everyone will be getting a CAMS North parking permit that will need to be displayed in their rearview mirror.*

RADIO COMMUNICATION EXPECTATIONS

Radios are for emergencies ONLY for faculty and staff.

- PE teachers will use the radio to communicate with the office and/or nurse.
- Calls to custodians are ONLY for emergencies - safety of students involved
 - Large Water spill, blood, throw-up etc.
 - Use your email to ask for supplies to Caleb or Shelly Rosenberry
 - Do not radio the nurse's office to see if a student can go to the nurse, use Smartpass to send a student.

Radios will be used at the end of the day to call buses.

To ensure minimal disruption to the learning environment, radios should be reserved for emergency use only. For routine daily communication, please utilize email or your classroom telephone.

Emergency Calls:

- Medical emergency with area
- Administrative Assistance needed with area
- Shelter in place
- Weather Drill
- Fire Drill
- Reverse Evacuation
- Lockdown
- Run/Hide/Fight

TEACHER/ STAFF ABSENCE

HOW TO INTERACT WITH Frontline

Using Frontline Successfully

Note: This guide covers most of the functions that are available to employees in Aesop. These functions are permission based. If you see something in this guide that you are not able to do, your district may not have given you permission to access this function.

Create absences online or on the phone

Frontline/Aesop offers both phone and Web services, so that you can create an absence anytime, anywhere. Online absences can be created as far as one year in advance. As soon as you register an absence, Aesop starts finding a qualified, available substitute for you.

Manage your schedule

With Frontline/Aesop you can track how many absences you have taken and see absences you have already scheduled in the future. You can also track the types of absences you have on record, such as personal or professional development day. Aesop offers an easy way to store all your absence information in one place.

Leave notes and attachments for the substitute

By writing notes or attaching documents to your absence, you can assure that your substitute is prepared to handle your duties during your absence. Frontline/Aesop lets both the district and the employee leave notes, as well as attach Word documents and PDF's to the absence.

Login to Frontline



Top Bar

At the very top of your home page you will see a black bar with three different buttons you can click on.



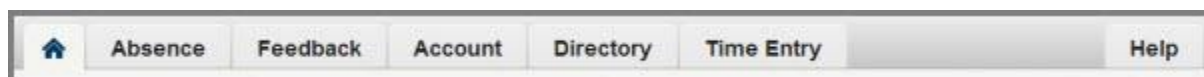
Your Name – Clicking on your name will take you to your Account tab where you can change things like your personal info, PIN, and your preference list. These items will be covered in more detail later in this guide.

Notifications – Click here to view the Web Alerts your district has sent you.

Logout – Click the Logout option to log out of Aesop and be taken back to the login page.

Main Tabs

The Main Tabs will help you navigate quickly to the different areas of your Employee website.



Home Tab – The tab with the blue house icon is your Home Tab. You can click this tab from anywhere in the website to be taken back to the home page.

Absence – The Absence Tab will take you to the absence creation page.

Feedback – Clicking the Feedback Tab will take you to the feedback section of the site where you can leave feedback for absences that ended in the past 14 days. You can also view past feedback that you left or was left for you.

Account – The Account Tab will take you to where you can change your personal info, change your PIN, edit your preferred subs, and view your absence reason balances.

Directory – Under the Directory Tab you can view substitute phone numbers as well as a list of people who approve your absences.

Help – The Help Tab will bring you to a page where you can access user guides and training videos.

Calendar

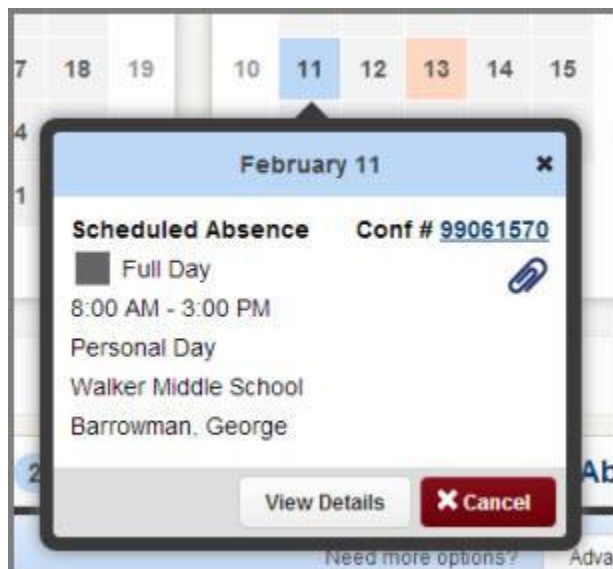
Just below the main tabs is your calendar. The calendar is color coded to show the different types of days.



You can move forward and backward in time on the calendar by using the arrows indicated on the next page.

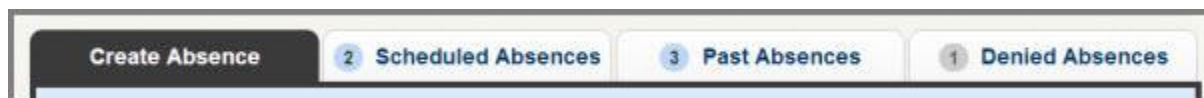


Clicking on an individual day in the calendar will pop up information about that day. If it is an absence day you will have options (depending on your permission setup) in the pop-up to cancel the absence, view more details, or view attached documents.



Absence Tabs

In the Absence Tabs you can create new absences as well as view upcoming, past, and denied absences. Clicking these tabs will not take you away from the Home Page but will change what you are viewing on the Home Page.



Create Absence – Here you can create a basic absence right from the Home Page.

Scheduled Absences – Under this tab you can view a list of upcoming absences that you have already scheduled. Depending on your permissions you may also be able to cancel an absence from here.

Past Absences – Under this tab you can view your past absences for the past 30 days.

Denied Absences – Under this tab you can view any absence requests that were denied by your approver.

There are a few things to keep in mind when entering your absence. When entering your absence, please do not change the half day times. These are preset according to your title; professional or support staff. Also, please be sure to wait until you receive a confirmation number before you terminate the phone call or close your internet browser window. **YOUR TRANSACTION IS NOT COMPLETE UNTIL YOU RECEIVE A CONFIRMATION NUMBER.**

If for any reason you cannot access AESOP, you may contact Shelly Rosenberry at 717-496-7595 or email shelly.rosenberry@casdonline.org

All absences and leave for sick, personal or IEP, must be entered into Frontline/Aesop. Please be sure to check the calendar at Shelly's desk if you are using personal leave. There can only be 4 staff members out per day for personal leave. It is very helpful for all staff to write your absence, regardless of what kind of leave you are using, in the sub book. Conferences, IEP, professional development, program related, jury duty, field trips, etc. papers should be completed as soon as possible so that they may be sent to the administration building for final approval.

STAFF ABSENCE

- General: Staff must enter their own absences as soon as they know they will be out for the day using Frontline. Absences being entered on the day of should be submitted no later than 6:30 AM unless in the case of an emergency
- Personal Days: For any personal days, they must be entered into the physical calendar located in the main office. No more than five professional staff may request personal leave on any one day at a time. Absences must be entered into Frontline once logged into the office calendar.
- Exceptions: Special exceptions such as jury duty, unique field trips, and so on require additional paperwork (4150B submission) submission prior to an absence (done through Frontline).
- Unpaid Leave: ALL unpaid leave MUST be approved prior to an absence by the building principal.

STAFF GOOGLE CLASSROOM

Please utilize the staff Google Classroom for important information throughout the year. Forms, schedules, reference materials, and other important information can be found on this site. Please remember to reference this site throughout the year for any common needs that you may have.

TEACHER HOURS

Teachers are expected to be in the building and ready for duty no later than 7:30 a.m. each morning. Homeroom teachers should meet their students at the door to their classrooms Throughout the school day teachers may leave the building during their lunch period or, in cases of importance, during a preparation period. In both cases, teachers must sign out/in and list their destination in the book located in the office for this purpose. Teachers may leave the building at 3:00 p.m. at the close of school each day, the exceptions being assigned PM duties.

USE OF BUILDING AFTER REGULAR HOURS

The Chambersburg Area Middle School NORTH is protected by a security system after regular building hours. Any unauthorized entry into the building will result in detection and investigation and/or arrest by the Chambersburg Police Department. Members of the staff wishing to access the building must follow the guidelines.

Teacher fob access to school building is the following:

Monday – Friday 6:00 a.m. – 9:00 p.m.

Saturday - Sunday 8:00 a.m. – 8:00 p.m.

Holidays when the building is NOT closed fob access will be from 8 a.m. to 8 p.m.

CAMS NORTH will not be open (i.e. fobs will not work) on the following dates: Nov. 26, 2026 Dec. 25, 2026, and Jan. 1, 2027.

USE OF AUDITORIUM, CAFETERIA, GUIDANCE & CONFERENCE ROOMS

All requests should be sent via e-mail **prior to** you sending out any “invitations” so we know the room is available.

HOMEROOM

The homeroom attendance should be done electronically by 8:10 a.m. appropriately by the teacher. It is the teachers’ responsibility to make sure that they have a paper form for attendance if the system is down; it is also important that they have this for substitute teachers. Any student not in their homeroom by 8:00 should be marked absent and sent to the office. All students and staff should observe the TV program. The Pledge of Allegiance and a short period of silent meditation. The morning TV program will continue with school announcements and time permitting, morning news.

During Activities Period, students having a scheduled activity should receive permission from the teacher and sign out in the sign-out book. Those students having a hall pass to go to a specified area of the building must first receive permission from the teacher and then proceed to their destination. Those students remaining in homeroom are required to have books and the necessary materials to use for study.

Homeroom teachers should maintain an up-to-date seating chart of their homeroom, which should contain information as to the whereabouts of a student if they are not present in homeroom and are assigned elsewhere on a regular basis. This information should be noted for morning arrival and activities period.

ADMISSION AFTER ABSENCE OR TARDINESS

Students are required to submit a note from a parent regarding their absence. This note must state the students name, date of absence, reason for absence, and include the parent’s signature. These notes must be turned into the attendance secretaries in the hallway outside the auditorium or inside the front entrance first thing in the morning upon arrival. If a student is late to school, they should report to the main office with a note stating the date, their name, and the reason for them being tardy, and include a parent signature. If a student is arriving late to school due to an appointment it is recommended that they bring a note from the office of the doctor, dentist, etc.

September 9, 2026
Dear Principal,
Please excuse Mary B. Good for absence on Thursday and Friday, September 6 th and 7 th due to illness.
Thank You,
Grace E. Good

Absences will be documented as excused or unlawful/illegal per our attendance policy. Refer to the Attendance Policy concerning excused or unexcused/illegal absences.

1. Excused Absence (permitted to make up work)
 - a. Illness (pupil or family)
 - b. Impassable roads
 - c. Approved absence
 - d. Death (immediate family)
 - e. Emergency
 - f. Inclement weather
 - g. Educational Trip Form
2. Unlawful/Illegal Absences include, but are not limited to:
 - a. Truancy
 - b. Parental neglect
 - c. No excuse
 - d. Oversleeping
 - e. Avoidable appointments
 - f. Missing the bus
 - g. Tardiness
 - h. Other absences not pre-approved by the principal
 - i. Baby-sitting or assisting at home

FIELD TRIPS

At times during the school year, field trips are planned by teachers to enhance their classroom presentation and should correlate with PA standards. According to Board [policy 121](#), no field trips are to be scheduled during exam weeks or two weeks before PSSA tests. Whether a field trip is planned during school hours or after school hours, the teacher must receive permission from the office. In either case, parental consent must be obtained from each student. This is to be accomplished by issuing a FIELD TRIP REQUEST form to each student who shall be responsible for having the form properly completed and returned to be permitted to participate. The teacher shall be responsible for submitting these forms to the office prior to the field trip. If the principal approves school transportation, the teacher must submit a FIELD TRIP REQUEST AND AUTHORIZATION form 6153B (in triplicate) to the office at the same time as the transportation request.

In the event a field trip is planned during school hours and a substitute teacher is necessary for the classroom teacher, an EMPLOYEE ABSENCE REPORT Form 4150B is to be completed and submitted to K-12 Supervisor/department chairperson for approval at least one week prior to the scheduled field trip. Students are expected to conduct themselves on trips as if they were in school. The school, subject to all rules and regulations, always establishes them and the district relative to their conduct, including conduct within the transportation provided by the school district.

Transportation requests for field trips must be completed to Craig Kirkpatrick two weeks prior to the date of the trip.

GRADING

The purpose of grading is to communicate student learning and achievement to all stakeholders.

All staff will follow the guidelines of Minimal Grading: Tests, quizzes and projects will receive a grade no lower than 50%.

Report cards are posted on Sapphire at the conclusion of four nine-week report periods. **Grading should be done, using normal distribution as a guideline, realizing that some classes may be substantially above or below a normal group and graded accordingly.** Letter grades are used on report cards and carry the following explanation:

A – Excellent	90 – 100%	D –Poor	60 – 69%	O – Outstanding	90-100%
B – Good	80 – 89%	F – Failure	59 - Below	S – Satisfactory	70-89%
C – Average	70 - 79%	I – Incomplete		N – Needs Improvement	60-69%

Final grades will be determined by the average of all four marking period percentage grades using the above grading scale.

Students with incomplete grades will not be promoted to the next grade until their work has been made up within a two-week time period.

Students with incomplete grades will not be promoted to the next grade until their work has been made up within a two-week time period.

INCOMPLETE / WITHHELD GRADES

Teachers may assign withheld grades (W's), for incomplete work. All withheld grades for the first, second, and third marking periods must be completed within two weeks of when the grades were due. If work is not completed within the two weeks, the (W) grade will be changed to (F). Withheld grades received during the fourth marking period will also result in the final grade being a (W). If work is not complete within two weeks from when the grades were due, the fourth quarter grade will be changed to an (F or U) and the final grade will be changed to an (I = incomplete). An (F) for a final grade will indicate that the student may remediate the class via the approved summer school program. An (I) for a final grade may not be remediated.

HONOR ROLL

The criteria for the three honor roll levels are as follows:

Distinguished Honor Roll: Students with all "A's" .

First Honor Roll: Students with an average 3.5 or higher, no grade lower than a "B"

Second Honor Roll: Students with an average 3.0 or higher, no grade lower than a "C" .

As established by case law, deportation cannot be used to determine honor roll status.

PROGRESS REPORTS

Mid-term Progress Reports will be sent home by student courier for each student midway between each marking period.

The purpose of this report is to make the parents / guardian aware of the child's academic performance.

PROMOTIONAL GUIDELINES

Minimal promotional guidelines for middle school students are as follows:

- Students must pass three (3) core classes and one other core or two related arts class. Of the three required core classes, two must be math and English language arts.
 - Example 1: A middle school student passes English language arts, math and social studies. The student has met the minimum three-core requirement. If the student also passes science, the student will be promoted to the next grade.
 - Example 2: A middle school student passes English language arts, math and science. The student has met the minimum three-core requirement. The student does not pass social studies but does pass art and health. The student will be promoted to the next grade.

- Students cannot fail a core class more than one time during the middle school years. A repeated failure will result in the student attending summer school for that core class.
 - Example 3: A 6th grade middle school student passes English language arts, math and social studies. The student has met the minimum three-core requirement. The student does not pass science but does pass art and health. The student will be promoted to 7th grade. At the end of 7th grade, the student passes English language arts, math and social studies, and physical education and tech ed. The student does not pass science for the second time so the student must take summer school for science to be promoted to 8th grade.
 - Example 4: A 6th grade middle school student passes English language arts, math and science. The student has met the minimum three-core requirement. The student does not pass social studies but does pass art and health. The student will be promoted to 7th grade. At the end of 7th grade, the student passes English language arts, math and social studies, and physical education and tech ed. The student will be promoted. At the end of the 8th grade, the student passes English language arts, math and science. The student does not pass social studies for the second time so the student must take summer school for social studies to be promoted to 9th grade.
- Core classes include English language arts, math, science, and social studies
- During the marking period, F grades must be entered at 50% for tests and 50% minimum for project. No longer are grades less than 50% acceptable as a test or quiz. Homework will constitute 10% of the final marking period grade or one letter grade.
- The recommendation of the classroom teacher shall be required for promotion or retention of a student.
- Parents shall be informed well in advance of the possibility of retention of a student.
- The building principal shall be assigned the final responsibility for determining the promotion or retention of each student.
- Final grade averages follow on next page.

HOMEWORK

CAMS North Beliefs Regarding Homework:

CAMS North faculty believes that...

1. Research confirms that homework increases performance among all levels and is an essential part of the learning process.
2. Homework should be a direct reinforcement or extension of lesson objectives.
3. Homework is the responsibility of the student.
4. Homework teaches accountability, responsibility and preparedness.
5. Homework is one of the main forms of communication between school and home.
6. Homework helps to surface any uncertainties on a topic.
7. Homework should not be used as punishment.

Student Expectations Regarding Homework:

Teachers and parents can expect that students will....

1. Record his/her homework assignments in the student's agenda.
2. Complete all homework assignments on time. (Exceptions made for students with IEP's)
3. Follow CAMS North vision – Today, I will Improve!
4. Utilize activities period for homework if they do not have an activity to attend.
5. Be aware of Team's Homework Policy.
6. Contact each of his/her classroom teachers on the day of the student's return to school, to plan for completing assignments.

The practice of homework policy at CAMS North has always been a team decision. However, we must put some guidelines in place to prevent us from violating a student's right of equal access to an education.

Continuing in the 2026-2027 school year, homework should be considered an academic issue and not a behavioral one. Homework can be up to 10 % of a student's grade. *Not being prepared for class* is a separate issue from homework and should not be used regarding homework.

Communication with parents is a major tool for improving student performance. Special education students' parents should be kept current on their child's lack of completing assignments and the consequences as a result.

Homework policy is a very passionate issue for many of us. Nevertheless, it is critical we do not set ourselves up for legal issues and concerns of unfairness.

ILLNESS/INJURY

A student who becomes ill/injured during class is to get a hall pass/smartpass from the teacher in charge to report to the nurse's office. In case of injury, the school nurse **MUST** see the student. The nurse is the only authority to deem the student clear to return to class or be sent home from school. If the nurse advises that the student go home, the student will report to the office and write his or her name in the Student Sign-Out Book. ***Students are not allowed to go the nurse's office between periods without a pass.*** Emergency cases will be cared for at any time. Phone calls and radio calls are not necessary for non-emergent nurse visits.

LESSON PLANS

Good teaching requires good planning. It is too late to decide what is to be done after the students are in the classroom. The lesson plan should indicate not only the work to be carried out at the given time, but general long-range objectives that are being pursued. Lesson plans and seating charts should be kept in each teacher's plan book and be placed in the provided binder on their desk.

Lesson plans should include, but not limited to the following areas: standards, LEQs, activities, HOTS and assessments.

SUPERVISION AND EVALUATION

Staff will be divided into three phases so that each teacher will know when he/she will be going through the clinical and traditional mode of supervision. The online system, PAETEP, will be utilized for the purpose of record keeping and completion of supervision forms. The different modes of supervision are:

- Observation (required for all non-tenured or new to the district teachers)
- Self-directed Project
- Peer Collaboration Project
- Peer Coaching Project

Tenured staff are also required to complete a SPM project annually.

WINN

Teachers will be working with students for remediation purposes or enrichment activities during WINN (What I Need Now) time. Specifically, teachers will be working with students in small groups to target specific learning skills. These groups will rotate based upon student need and should not remain stagnant throughout the year. Data will be used to inform when these changes need to occur. Teachers will develop a rotation as to which group will be seen on which day and what other students will accomplish during this same time period.

Some ideas may include but are not limited to for students not working directly with an adult: Learning Pathways or Achieve 3000. Teachers WILL NOT be on their computers while students work.

Technology

DEVICE (CHROMEBOOK/IPAD POLICY)*25-26 Revisions

Damages, Fees, Discipline [Policy 353](#)

Last Updated: 7/9/24

Damages (Determinations and Definitions)

Accidental Damage - this includes any damage that is typical to the use of the Chromebook by a student. Examples could include closing a pencil in the lid or accidentally knocking the Chromebook off of a desk.

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

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 & Charge for Repair

Second Offense: 1-3 Days ISS & Charge for Repair

Third Offense: 1-3 days OSS & Charge for Repair

Middle School Matrix for Intentional Damage:

First Offense: ISS/Behavior Contract & Charge for Repair

Second Offense: ISS or OSS/ Loss of Privilege & Charge for Repair

Third Offense: OSS / Loss of Privilege & Charge for Repair

High School Matrix for Intentional Damage:

First Offense: ISS/Behavior Contract & Charge for Repair

Second Offense: ISS or OSS/ Loss of Privilege & Charge for Repair

Third Offense: OSS / Loss of Privilege & 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 **Policy 815.1**

Elementary Matrix for Violation of AUP:

First Offense: Principal's Discretion

Second Offense: 10 days Limited Access Group/ 1-3 Days ISS

Third Offense: Limited Access Group for remainder of school year/ 2-5 Days OSS

Middle School Matrix for Violation of AUP:

First Offense: Parent Conference

Second Offense: 10 days Limited Access Group/ 1-3 Days ISS

Third Offense: Limited Access Group for remainder of school year/ 2-5 Days OSS

High School Matrix for Violation of AUP:

First Offense: 10 days Limited Access Group/ 1-3 Days ISS

Second Offense: Limited Access Group for remainder of school year / 3-5 Days OSS

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.

Technology Assistance



Please submit all technology hardware, software, network service through **Incident IQ**. Do not submit more than *one* issue into a request. (Student accounts that are locked or need reset do not need to be submitted. Contacting the building helpdesk by phone or email will ensure a speedy resolution.) Unless it is an emergency, please do not call the Building Helpdesk

- You use the desktop shortcut
- You make a few clicks and type a brief - but detailed - description of your problem. (Please remember to include the service tag or serial number of the equipment with which you are having trouble.)
- You enter the submittal password, which can be found in the introductory paragraph on your IT Request Homepage, and your call is logged into the system.

Incident IQ does the rest. Your call is automatically assigned and routed to the appropriate Technology staff member, and you begin to receive system-generated emails relating to your call. From start to finish - you are in the loop.

POLICIES & PROCEDURES

ARTIFICIAL INTELLIGENCE

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.

ASBESTOS

The Chambersburg Area Middle School South has been inspected for asbestos-containing materials in accordance with state and federal asbestos management regulations.

Asbestos-containing fibers have been found in the black work table tops in Art Room B and Tec Ed Shop A, in floor tiles located throughout the building and in the transit panels on the exterior building soffits. The Chambersburg Area School District maintains a proactive Asbestos Management Program to ensure that these materials do not constitute an environmental problem. For your personal safety and the safety of others, the asbestos-containing materials listed above 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. An asbestos check is completed every three years.

CHILD ABUSE REPORTING PROCEDURES

1. The "first contact" party shall immediately report any suspected child abuse to "Childline and Abuse Registry" at 800-932-0313 or online at the Child Welfare Portal at <https://www.compass.state.pa.us/cwis/>
2. The "first contact" person shall print and submit documentation of Childline referral to the principal for submission to the superintendent

CHAMBERSBURG AREA SCHOOL DISTRICT COPYRIGHT POLICY

The copyright law, Title 17, United States Code, Public Law 94-553, 90 Stat. 2541, as amended gives schools and a limited number of other users special exceptions to the strict legal copyright requirements.

In order to be in compliance with Copyright Law, the Chambersburg Area School District employees must subscribe to all the limitations and restrictions outlined in the law. In determining whether the use made of a work in any particular case is a fair use the factors to be considered include:

- The purpose and character of the use, including whether such use is of a commercial nature, or is for nonprofit educational purposes;
- The nature of the copyrighted work;
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

- The effect of the use upon the potential market for or value of the copyrighted work.

Basically, the copyright law is intended to protect the rights of the author/publisher while still allowing **legitimate** education and research uses of copyrighted materials.

GUIDELINES FOR Copying print resources

Under the fair use doctrine, an individual may copy **portions** of a copyrighted work without seeking a copyright owner's permission if the individual's use serves an educational purpose and does not substantially impair the market of the copyrighted work. Additional guidelines include:

- Brevity – defined by specific lengths and number of items
- Spontaneity – not directed by a higher authority (ex. department chair, principal, superintendent, etc.)
- Cumulative Effect – copying is not substitution for the purchase of books, periodicals, software, etc.

Guidelines for classroom copying **prohibit**:

- copying to replace or create or substitute for anthologies, compilations, collective works, or the purchase of books
- copying "consumables," including workbooks, exercises, standardized tests, test booklets, and answer sheets
- repeated copying with respect to the same item from one term or year to the next by the same teacher
- copying without a notice of copyright
- excessive copying of a particular item (ex. an entire book or several pieces from the same author)

The guidelines do permit **limited** teacher copying to prepare for class or to conduct research.

BEFORE COPYING PRINT OR ELECTRONIC RESOURCES AND BEFORE SHOWING VIDEOS/DVDS, ASK YOURSELF THIS QUESTION:

IS THE AUTHOR/PUBLISHER/CREATOR LOSING MONEY DUE TO WHAT I AM DOING OR COPYING? If the answer is YES, YOU ARE VIOLATING COPYRIGHT.
GUIDELINES FOR USING VIDEOS/DVDS

Certain use of copyrighted videos is granted under the education exemption of the copyright law.

- The video must be shown in a classroom or other place of instruction in a non-profit educational institution; and
- The video must be curriculum related and must be during face-to-face teaching activities; and
- There should be pre and post activities that relate to the video; and
- Videos may not be used for rewards, special school wide activities (ex. Field Day); and
- The video must be directed by students or teachers of the institutions

Only legal copies of videos may be used in the educational environment (no home copies) Videos from United Streaming are available. Please contact a librarian about this service. Public Performance Site Licenses may be purchased through *Movie Licensing USA*. With this license, a school can have confidence that they are following the copyright laws when showing

videocassettes or DVDs of several major movie companies.

For more details about copyright and *Movie Licensing USA*, contact Supervisor of Library Science.

GUIDELINES FOR USING COMPUTER SOFTWARE

- The original owner may only copy computer software.
- One archival copy may be made of a program.
- A program purchased for one type of computer may not be transferred to work on another type of computer. (ex. Mac to IBM)
- Multiple copies cannot be made for a lab situation. Additional licenses need to be purchased for a lab.
- If a lab has a network capability, it is not legal to download to the other computers in the lab unless enough copies of the program have been purchased or the vendor has granted permission.
- It is illegal to make a copy from a program acquired for preview purposes.

For copyright issues dealing with software, please contact Christine Wolgemuth 261- 4230 or christine.wolgemuth@casdonline.org

DRUG-FREE WORKPLACE POLICY

In compliance with the Drug-Free Workplace Act and the regulations, the Board of School Directors of the Chambersburg Area School District adopts the following drug-free workplace policy:

No employee of the District shall unlawfully manufacture, distribute, dispense, possess, or use on or in the workplace, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance, as defined in Schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at CFR 1300.11 through 1300.15.

For purposes of this policy, the term “workplace” shall be defined to mean the site for performance of work done by the employee, including any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off-school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the School District.

Each employee shall notify his or her supervisor of his or her conviction of any criminal drug statute for a violation occurring in the workplace as defined above, no later than five (5) days after such conviction.

Each employee shall abide by the terms of this policy. Employees found to be in violation of this policy shall be subjected to disciplinary action, including, but not necessarily limited to, suspension and/or discharge, at the discretion of the Board of School Directors.

The District shall establish a Drug-Free Awareness Program to inform all employees with regard to the content of this policy, the dangers of drug abuse in the workplace, available drug counseling, rehabilitation and other drug-related employee assistance programs, as well as information regarding penalties which will be imposed for violation of this policy.

The District recognizes that it is sometimes difficult to cope successfully with the pressures that life sometimes imposes. If you choose voluntary counseling and/or self-referral services, you may reach the following agencies for assistance. However, the District assumes no responsibility regarding these services but provides them for employee resource.

Quest.....	www.questeap.com or 1-800-364-6352
Franklin/Fulton Drug and Alcohol Program	263-1256
Cumberland Valley Mental Health Center	264-5410
Franklin County Information and Referral	261-2561

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 –
 - Performs an institutional service or function for which the agency or institution would otherwise use employees;
 - Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
 - 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:
 - The disclosure is initiated by the parent or eligible student; or
 - 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:
 - Develop, validate, or administer predictive tests;
 - Administer student aid programs; or
 - 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.

GUIDELINES FOR THE AMERICANS WITH DISABILITIES ACT (ADA)

All advertisements, either written or verbal, of events taking place in the building to which the public is being invited, must carry the following message:
If you are handicapped and need any special assistance to attend this function or participate in the activity, the District will assist with a reasonable accommodation. Please call 261-3366 or TDD 261-3317 during school hours and ask for Jennifer Drake.

HARASSMENT

The Chambersburg Area School District Harassment Policy forbids harassment including racial intimidation between students and students, students and staff, and staff and staff. Such behaviors including name-calling, slurs, and graffiti will not be tolerated. All incidents should be reported immediately. All incidents will be investigated and all substantiated charges of harassment will be subject to swift disciplinary action in compliance with existing policy.

SMOKING REGULATIONS

The Board of School Directors strictly forbids smoking by students or teachers on school district property. Students are not permitted to smoke or carry tobacco in any form on school grounds or while participating in school activities off school grounds. This rule can only be enforced by the continuous cooperation of all teachers.

STUDENT PRIVACY ACT

Surveys of students regarding the following information are only authorized if prior consent of adult students or parental permission of younger students is obtained. Issues include:

- Political affiliations
- Mental and psychological problems which may be embarrassing to students and/or family
- Sex behavior and attitudes
- Illegal, anti-social, self-incriminating and/or demeaning behavior
- Critical appraisals of other individuals with whom the student has close family relationships
- Legally recognized privileged and analogous relationships such as those of lawyers, physicians, and/or ministers
- Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

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 CHAMBERSURG 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.

SAFETY

VIDEO SURVEILLANCE

Chambersburg Area Middle School North has installed video surveillance technology in an effort to create and maintain a safe and orderly environment. Please be advised that all students, staff, and visitors may be subject to video surveillance. If teachers notice or become aware of a problem or potential problem they should contact administration as soon as possible so that video surveillance can be reviewed. Moreover, recordings from the video surveillance may be used in disciplinary and/or criminal prosecution.

WEAPONS DETECTION SYSTEM

Students may be required to pass through a weapons detection system from time to time. This system is portable and may be in a hallway, outside of a restroom, outside of a classroom, at an entrance/exit to the building and so on. If you have a valid suspicion, please report it to the school office for further investigation and potential use of this system.

Drills/ Emergencies

EMERGENCY PLAN:

During an emergency it is imperative to communicate clear and concise directions to ensure proper procedures are followed. Consistency between each building is imperative to allow students, staff, parents, and other visitors to respond to an emergency when it is announced. Each building within the Chambersburg Area School District will use the following announcements

during emergency situations. These announcements are not to be altered or deviated from in any manner.

INTRUDER

This announcement is to be used for an INTRUDER in the building or on school property. ALL faculty, staff, and students are expected to follow the Run, Hide, and fight response model when it comes to responding to an intruder situation. Incident Commander will provide as many details regarding the situation as possible using the PA system and/or 2-way radios.

MODIFIED LOCKDOWN

This announcement will be used to place building on a MODIFIED LOCKDOWN due to an emergency in the building. Incident Commander will provide as many details regarding the situation as possible using the PA system and/or 2-way radios including IF movement is allowed WITHIN the building or NOT.

EVACUATION

This announcement will be used when it's necessary to EVACUATE the building due to an emergency. This may be used for several incidents including bomb threat, fire (in addition to the fire alarm), or threat of weather emergencies, etc. Incident Commander will provide as many details regarding the situation as possible using the PA system and/or 2-way radios.

SHELTER IN PLACE

This announcement will be used when it's necessary to seek SHELTER within the Building. This may be used for weather emergencies or other situations as deemed appropriate. Incident Commander will provide as many details regarding the situation as possible using the PA system and/or 2-way radios.

FIRE

This announcement can be used in addition to the fire alarm system to evacuate building due to FIRE. Incident Commander will provide as many details regarding the situation as possible using the PA system and/or 2-way radios.

Fire Drill Locations

SECOND FLOOR				
Room Numbers	Exit Location	Stairwell	Area Leader	Area Leader Sub
215, 217, 218, 219, 220, 222	Exit 3	Stairwell A	D. Macknair	Szagola
208, 209, 210, 211, 212, 213, 214, 216	Exit 1	Stairwell B	Coder	Warren
201, 202, 203, 204, 205, 206, 207	Exit 23	Stairwell C	Cummings	Rosenberger
221, 223, 224, 225, 226, 227, 228, 229 & Fac Room (Group 2)	Exit 15	Stairwell D	Heberlig	Allison
230, 231, 232, 233, 234, 235	Exit 14	Stairwell E	K. Alexander	White

FIRST FLOOR			
Room Numbers	Exit	Area Leader	Area Leader Sub
121, 122, 123	Exit 4, 5, 6, & 7	D. Macknair	Szagola
Library	Exit 2	D. Macknair	Szagola
115, 117, 118, 119, 120, Coach Office	Exit 8	Byers/Kiprotich	
Cafeteria	Exit 9 or 10	Danzberger	Cafeteria Staff
Cafeteria & Kitchen	Exit 11	Danzberger	Cafeteria Staff
Faculty Lounge, Glass Conf Rm, Office, Guidance Conf Rm & Offices. Psych Office, 112	Exit 1	Counselors	Counselors
105, 106, 107, 108, 109, Nurse's Office, Student Store, AD office, Aud	Exit 19	Reed	Melego
124, 125, 126, 127, 128, 129, 130, Student Growth Center (Group 1)	Exit 15	Cost	Runyon/Connections Staff
Locker rooms, Team Room, Training office, Weight Room & Gyms (Group 1)	Exit 16, 17, or 18	PE Teachers	PE Teachers
131, 132, 133, 134, 135, 136, 137	Exit 14	K. Alexander	K. Alexander
101, 102, 103, 104, Band	Exit 21	Cummings	Rosenberger

Evacuation Areas
Side Lawn - by Rosalies
Front Lawn
Practice Football Field
Soccer Field
Right side of track fence
Parking Lot
Band Yard

SEVERE WEATHER PROCEDURES

This code is used to announce a SHELTER IN PLACE response. This may be used for weather emergencies or others as deemed appropriate.

In an event of a tornado, or other related emergency, a public-address announcement will be made of the impending emergency. Teachers should follow these guidelines immediately and not return to normal operations until an announcement is made.

- I. Upper floor classrooms should report to lower-level hallways.
- II. Lower-level interior classrooms should remain in their rooms.
- III. Lower-level exterior classrooms should move to hallways or interior classrooms.
- IV. Students in other areas of the building should be kept away from glass and instructed to sit along interior walls.

MTSS PROCESS AND PROCEDURES

STUDENT CONCERN

When a student demonstrates signs of struggle and a pattern has been identified, a student concern form should be completed and submitted. This form will flag to the Child Study Team that there is a student of concern potentially coming up for discussion. To access this form follow this [LINK](#).

DATA COLLECTION / INTERVENTION

Once your concern has been shared with the Child Study Team, continue to collect data and evidence which may support further intervention. To do so, consider applying additional strategies or changing the frequency of your intervention. You may find some additional intervention ideas listed [HERE](#).

CHILD STUDY

After roughly six weeks of intervention with little to no change in student progress, work with your grade level counselor and teammates to complete the [child study form](#). This form will indicate that all other intervention options have been exhausted and data can support the need for additional information to be gathered on a student. When completing this form, first make a copy of it before attempting to fill in any of the requested information.