REVISED: August 2023

ERIE'S PU™

LANGUAGE ASSISTANCE AVAILABLE

Aviso de asistencia de idiomas:

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SECTION 1 ² INTRODUCTION

The policies set forth in this handbook apply to students attending Erie's Public Schools (EPS). This handbook also contains additional information for students and families.

EPS is committed to excellence for all students. The discipline policy outlined within the Student Code of Conduction section of this Handbook is not a means of punishment; rather it is a set of consequences to improve student behavior.

The contents of the Student Code of Conduct section are presented in alphabetical order. Disciplinary consequences are assigned to each infraction. The most serious ³ / H Y Hinfractions, ´which include Assault/Physical Acts of Violence, Unauthorized Substances, Terroristic Threats/Terroristic Acts and Weapons will result in immediate removal from the regular classroom, pending placement in an Alternative Education Program, or discipline up to and including expulsion from (U L H ¶ V 3 X E O by the Board of Directors. Other infractions will be dealt with as the severity dictates.

As provided by Section 510 of the Pe nnsylvania Public School Code, a

SDUW RI WKH VWXGHQW¶V SHUPDQHQW GLVFLSOLQH UHFRUG DQG VKDOO
SXUVXDQW WR WKH 'LVWULFW¶V VWXGHQW UHFRUGV SROLFLHV

SECTION 2 ² RIGHTS OF STUDENTS, PARENTS AND STAFF

The rights of students, parents, and staff are those guaranteed to all citizens in accord with the Constitution of the United States, the laws of the Commonwealth of Pennsylvania, and the rules and regulations of the Pennsylvania Department of Education.

A. RESPONSIBILITIES OF STUDENTS:

1. Accept each person as an individual human being and promote intercultural and group relations and understanding.
2. Apply abilities and interests to the improvement of a knowledge base and to the development and application of learning skills.
3. Recognize and function within the policies established by the School Board and school officials.
4. Attend school for the purpose of obtaining a quality and meaningful education.
5. Abide by rules and regulations necessary for the orderly conduct of school activities by the administration and faculty.
6. Implement and abide by rules and regulations developed through the cooperation of student-faculty committees.
7. Contribute cooperatively toward the improveContributb orderly condu

5. Stay close enough to students so as to know what they are doing.
6. Always stand outside their doors to greet students, and to say goodbye to them.
7. Reflect a personal enthusiasm for teaching and learning as well as a genuine concern for the individual student.
8. Guide classroom activities as students learn to think and reason, to assume responsibility for their actions, and to respect the rights of others.
9. Help students to cope with negative peer pressure.
10. Be sensitive to changing behavioral patterns.
11. Strive for mutually respectful relationships with students.
12. Assist students and administrators in developing a climate in the school that is conducive to wholesome learning and living.
13. Report immediately to the principal any student who may jeopardize his/her own safety, the safety of other students, the safety of teachers, or who seriously interferes with the instructional program of the classroom as required by the Student Code of Conduct.
14. Serve as surrogate parents/guardians in matters of behavior, discipline and academics in accordance with Pennsylvania School Law.
15. Interpret and review the discipline policy with students in class/advisory period.
16. Be fair, firm, and consistent in enforcing the discipline provisions of the Student Handbook in the classroom, in the hallway, in the restrooms, on school transportation, on the school campus, and at all school-sponsored activities.

D. RESPONSIBILITIES OF ADMINISTRATORS:

1. Promote a climate of mutual respect and dignity which will strengthen V W X G H Q W Y¶ V H O I
2. Reflect a personal enthusiasm for teaching and learning as well as a genuine concern for individual students.
3. Develop procedures which reduce the likelihood of student misconduct.
4. Make sure that all incidents are carefully and thoroughly investigated.
5. Provide the opportunity for students, staff, and parents to approach the administrator directly for redress of grievance.
6. Develop close, cooperative relationships with parents for the educational benefit of students.
7. Utilize all appropriate auxiliary staff and community agencies to help parents and students identify problems and seek solutions.
8. Be fair, firm, and consistent in all decisions affecting students, parents, and staff.
9. Demonstrate, by word and personal example, respect for law and order, self-discipline, and a genuine concern for all persons.
10. Strive for mutually respectful relationships with students.
11. Establish and maintain building security.
12. Assume responsibility for the dissemination and enforcement of the discipline policy.
13. Comply with pertinent laws governing hearings, suspensions, and the rights of students.
14. Support teachers and parents in their effort to enforce discipline policy.

e) Wear shorts and skirts, the hem of which must be no shorter than two inches above the knee.

f)

school lockers. (U L H ¶ V 3 X E O L F 6 F K R R O V supplies locks for use by the students and retains the combination and a master key to access each lock/locker. Master keys and lock combination lists shall be retained by the school administrators, in a secure location. The Administration in each school may authorize the use of a privately-owned lock. In such case, the students must give the combination/extra key to the lock used on their school locker to the Administration. Students are not allowed to share lockers or use lockers not assigned by the Administration.

0 R V W O R F N H U W K H I W V D U H W K H U H V X O W R I F D U H O H V V Q H V V R Q W LOCKER. DO NOT GIVE KEYS OR COMBINATIONS TO OTHER STUDENTS. If a lock has to be removed by the custodial staff, the student must obtain a permission slip from the homeroom teacher/first period teacher (high school) and have it signed by an administrator verifying that the locker is assigned to the student. THE ADMINISTRATION HAS THE RIGHT TO SECURE LOCKERS, WITHOUT A LOCK, DUE TO SAFETY CONCERNS.

K. SETTLE CONFLICTS APPROPRIATELY. Keep your hands and feet to yourself.

L. USE APPROPRIATE LANGUAGE.

M. RESPECT SCHOOL PROPERTY AND THE PROPERTY OF OTHERS.

N. RESPECT YOUR PEERS.

O. RESPECT THE STAFF AND VISITORS.

P. RESPECT YOURSELF.

Q. SEARCH OF STUDENTS.

1. Students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be fou ET chool, on school grounds

or escalation of a prior incident, in or out of school, which threatens to spill over into school, into a school-sponsored activity, or into other times and places that students are under school supervision.

b. Random or general searches for controlled substances may be conducted when there are circumstances, events or information tending to indicate significant drug use, possession or trafficking among students in school.

3. Searches of students involving the removal of undergarments or examination beneath undergarments are subject to stricter standards than are required to justify other searches of a student's person or belongings due to the greater invasion of student privacy. Such searches are permitted only when the basis for suspicion establishes either:

a.

a.

SECTION 4 ² SCHOOL ASSIGNMENT

SCHOOL ASSIGNMENT/ENROLLMENT ±If a student changes residence within the District during the school year which results in that student being assigned to a different District school, the Administration shall comply with the following guidelines:

a. Generally, students must attend the school assigned to their new residence. The Superintendent or his/her designee may make exceptions to this general rule on a case by case basis for exigent circumstances.
b. If a student moves to a new residence after the start of 4th quarter, the student has the option to attend the current school if parents can provide transportation to the new school of residence for the remainder of that school year.

a. Special Education
b. Student Assistant Program
c. Transportation assistance

3. School Transfer Consideration will be given when the situation reveals itself to be beyond repair within the current educational environment or the situation reveals extreme adversity that cannot be solved at the assigned home school. The Superintendent, or his designee, has the authority to grant a school transfer request. If a transfer request is granted, the family and the district must enter into a contract of expectations before the transfer is effective.

Junior/Senior excusal for interviews ±When students have a written invitation or appointment to participate in D M R E L Q W H U Y L H Z F R O O H J H D G P L V V L R Q Q X U V H V ¶ W U D L other post high school plans, they may be excused for a total of three (3) days during their Junior/Senior year. The student is to obtain a permission slip from the appropriate guidance counselor and have this completed before the day he/she is to be excused. After the appropriate counselor gives permission, the counselor sends a copy of the same to the attendance secretary. For early morning appointments, the request from the parent may be brought the day prior to the appointment.

5. ³ + D E L W X D O O \ W U X D Q W ´ V K D O O P H D Q V L [R U P R U H V F K R R O G D \ V year by a student who is of compulsory school age.

6. ³ 2 I I H Q V H ´ V K D O O P H D Q D Citation filed by the District with the Court for a violation of the requirement for compulsory school attendance requirements regardless of the number of unexcused absences alleged in the citation.

7. ³ 3 H U V R Q L Q S D U H Q W D O U H O D W L R Q ´ V K D O O P H D Q D
   a. Custodial biological or adoptive parent.
   b. Noncustodial biological or adoptive parent.
   c. Guardian of the person of a child.
   d. Person with whom a child lives and who is acting in a parental role of a child.

This definition shall not include any county agency or person acting as an agent of the county agency in the

14. ³8QH[FXVHG DEVHQFH´ VKDOO PHDQ DQ DEVHQFH IURP VFKRRO ZKLF
DEVHQFH´ FDWHJRU\ LV and/or for which a written

(i) Refer the student to a school-based or community-based attendance improvement program or service, if one is appropriate and available in the opinion of the Building Administrator.

(ii) File a citation in the office of the appropriate Judge against the child or against the person in parental relation who resides in the same household as the child, provided, however, the Building Administrator may take extenuating circumstances into account and determine not to file a truancy citation on a case by case basis.

(iii) If the Building Administrator does refer the student to a school-based or community-based attendance improvement program and the student either refuses to participate in that program and/or continues to incur additional unexcused absences after the referral, the District may refer the student to the Erie County Office of Children and Youth for possible disposition as a dependent child under the provisions of 42 Pa. C.S. Ch. 63. When/if the District refers the student to OCY for this purpose, the District must provide verification to OCY that the School Attendance Improvement Conference was held.

3. Truancy Citations. : K H Q W K H ' L V W U L F W I L O H V W U X D Q F \ F L W D W L R Q V U H J D following shall occur:

a. The citation shall be filed with the Judge based on the location of the school in which the student is enrolled. The school must provide verification that a School Attendance Improvement Conference was held.

b. When a truancy citation is filed against a student and/or a person in parental relation who resides in the same household as the child, the Judge (not the District) shall send written notice of the truancy hearing to the school, to the person in parental relation and to Erie County Office of Children and Youth.

c. At the truancy hearing:

i. The District has the burden of proving beyond a reasonable doubt that, while subject to compulsory school attendance, the student was habitually and without justification truant from school.

ii. It is an affirmative defense to a truancy citation filed against a person in parental relation who resides in the same household as the student if the person in parental relation to the student took every reasonable step to ensure attendance of the student at school.

iii. The District, to the extent possible, shall inform the Judge of any prior conviction of the child or person in parental relation who resides in the same household as the student for a violation of compulsory school attendance laws. The District, student and person in parental relation will be given an opportunity to present relevant L Q I R U P D W L R Q W R W K H - X G J H V S H F L I L F D O O \ L Q F O X G L citation was filed and while the proceeding is pending.

iv. The Judge will issue a decision on whether the evidence established whether the student or person in parental relation has violated the compulsory school attendance requirements of the School Code.

d. Filing subsequent truancy offenses after the initial truancy hearing: No citation may be filed against a child or a person in parental relation with the child who resides in the same household as the child for a subsequent violation of compulsory school attendance if any of the following circumstances apply:

(i) The initial truancy proceeding is already pending against the student or a person in parental relation with the student who resides in the same household as the student and

judgment in the first proceeding has not yet been entered, unless a warrant has been issued for failure of the student or person in parental relation to appear before the court and the warrant has not yet been served.

(ii) A referral for services has been made to the Erie County Office of C 0 612 792 re W* n BT 2 (en

for the violation and is not subject to an exception to compulsory attendance pursuant to Section 1330 of the School Code.

f. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a student upon receiving a certified record that the student was convicted of a summary offense under the compulsory school attendance requirements. If the Department of Transportation receives a certified record of a second or subsequent conviction of a student pursuant to this section, the 'HSDUWPHQW VKDOO VXVSHQG WKH VWXGHQW¶V RSHUDWLQJ SU

g. A student whose record is received by the Department of Transportation as described above and ZKR GRHV QRW KDYH D GULYHU¶V LOOHQVH VKDOO RE HDLGULYHU 3D & 6 † UHODWLQJ WR OHDUQHUV¶ SHUPLWV DQG UH OHDUQHU¶V SHUPLW E\ PLQRU IRU WKH WLPH SHULRG VSHFLIL under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of disqualification, revocation or suspension of operating privilege) for the time specified in Paragraph 4(f).

h. A student whose driving privileges have been suspended or whose eligibility for a permit or license is delayed under this section may have that license or eligibility restored by providing the Department of Transportation with a form developed by the Department of Transportation containing the IROORZLQJ LQIRUPDWLRQ LQ WKH IRUP RI D FHUWLILHG UHFRU

   i. has attended school for a period of at least two (2) months after the first conviction or four (4) months after the second conviction without an unexcused absence or unexcused tardy;

   ii. is subject to an exception to compulsory attendance under Section 1330 of the School Code; or

   iii. has graduated, withdrawn from school pursuant to compulsory attendance requirements under Section 1327 of the School Code, has received a general education diploma or has enlisted in the military.

other extracurricular activities, dances, etc. However, after a period of improved attendance, the Building

EXPULSION ±For students who are on out of school suspension pending expulsion, the District considers those students legally absent from school for those ten days of suspension. Students will receive home tutoring services after the tenth day of suspension until they return to school or until they begin their expelled placement. One hour of home tutoring is the equivalent of one day R I D W W H Q G D Q F H D W V F K R R O D Q G D V W X G H Q W ¶ V D W W H Q G D Q attend or participate in one hour of home tutoring shall be considered one unexcused day of absence, unless the parent/guardian submits an excuse for that absence consistent with the ' L V W U L F W ¶ V $ W W H Q G D Q F H 3 R O L F \

Compulsorue Q q 0.se ten days of suspension. ET Q qT /F1 e t® ¥Á P Q á Uè¥á • ih >GTÅ ^M¡ ð y.E

d) When a student is referred for expulsion and after the ten day suspension has run, but before the formal expulsion hearing has been held and/or a final decision has been rendered by the Board of Directors, the student shall be placed in his/her normal class except when it is G H W H U P L Q H G W K D W W K H V W in his/her normal class would constitute a threat to the health, safety or welfare of others. Such

te period of time, they shall so notify the District in writing and the Administration shall schedule said expulsion hearing within ten (10) school days from receipt of that notice. Such expulsion agreements are subject to the approval of the Board of Directors, which fact shall be explained to the student and parent/guardian. In the event the Board refuses to approve an expulsion agreement, the Board shall schedule a formal expulsion hearing in an expedited manner but in no event more than ten (10) school days from the date the Board refuses to approve an expulsion agreement. The student will be provided a form of alternative education throughout this period of time.

SECTION 7 ² CONSEQUENCES FOR BEHAVIOR INFRACTIONS

$ V W X G H Q W ¶ V behavior infractions will be consequenced as set forth in the Student Code of Conduct section of this Student Handbook. The consequences outlined in the Student Code of Conduct include:

A. TEACHER DETENTION ±The student must report to the assigned room with appropriate materials as determined by the teacher. A detention notice will be issued to the student 24 hours in advance notifying parent/guardian of date, time and reason for detention. A reasonable amount of time and number of days will be determined by the respective teacher. Students who walk or take the bus are not excused from attending an assigned detention. Parent/guardian will be responsible for transportation at the conclusion of detention.

B. ADMINISTRATIVE DETENTION ±The grade K ±8 student is assigned forty (40) minutes up to two (2) hours and grade 9-12 student is assigned one (1) or two (2) hours of detention by the appropriate administrator or his/her designee. The student must report to the assigned room on time with schoolwork or academic reading materials. The student will receive a detention notice within 24 hours in advance notifying the parent/guardian of the date, time and reason for detention. A detention notice will be issued to the student 24 hours in advance notifying parent/guardian of date, time and reason for detention. The student will be assigned a date to serve this detention. Students who walk or take the bus are not excused from attending an assigned detention. 3 D U H Q W V D U H U H V S R Q V L E O H on. I R U V W X G H Q W ¶ V W U D Q V S R U W D W L

Community Service Option: Whenever detention is authorized, the building administrator may use his/her discretion and offer the student the option of voluntarily performing a certain number of hours of community service in lieu of serving the period of detention.

C. IN SCHOOL SUSPENSION (ISS) ±Suspension is the exclusion of a student from his regularly scheduled class(es). Student are permitted to attend school but are assigned to an alternative educational area within the building for the designated time. 3 U L R U W R D V W X G H Q W ¶ V U H I H U U D O W R , 6 S, the student must be informed of the reasons for the suspension and has been given an opportunity to respond. The school must communicate to the parents or guardian that the student has been refer to ISS. If the ISS exceeds ten (10) consecutive school days, an ³ L Q I R U P D O K H D U L Q J ´ D V G H I L Q H G L Q W K L V 6 W X G H Q W + D Q G E R R N Z L W K and his/her parent/guardian prior to the 11th day of ISS. Student shall be given the ability to complete their work or complete alternative assignments during this time period. All federal and state laws pertaining to students with disabilities will apply to those eligible students who have been referred to ISS.

D. OUT OF SCHOOL SUSPENSION (OSS) ±Suspension is the exclusion of a student from school for a period of one (1) to ten (10) days and is in the custody of the parent/guardian during school hours. Students shall have the responsibility to make up exams and work missed while on suspension. The Administration will arrange for classroom assignments and parents may pick up assignments at the school office. It is the responsibility of the S D U H Q W V D Q G V W X G H Q W V W R F R Q W D F W W K H V F K R R O W R F R O O H F W D V Teachers must be given one day to prepare assignments. Students are not permitted on school grounds during the suspension and are excluded from participation in all school -sponsored activities including, but not limited to, sports events, band activities, academic challenges, and cooperati ve work experience. Violation of this rule shall be considered a defiant trespass, which shall be considered a suspendable or expellable offense, depending on the circumstances. A conference will be held with the parent, student, and appropriate staff. Students who are on out of school suspension may not attend or participate in any school activities/events including school athletics, graduation ceremonies and proms.

Community Service Option: Whenever out of school suspension is authorized, the building administrator may use his/her discretion and offer the student the option of voluntarily performing a certain number of hours of community service in lieu of serving the period of out of school suspension.

SECTION 8 ² INTERVENTIONS

District personnel may utilize various interventions in response to student behaviors in conjunction with disciplinary consequences. The Superintendent reserves the right, due to the age and development of any specific student, to recommend a different disciplinary consequence or use of interventions for that student in response to a disciplinary incident in an effort to promote positive, pro-social change for that student, while at the same time maintaining safety and order within the schools of the District.

Examples of interventions utilized and offered within the District are:

A. PEER MEDIATION/CONFLICT RESOLUTION ±This program is designed to create awareness with students as to how to resolve differences by talking about them and finding ways to control their anger. This process is used as a method of solving problems which arise among students before these problems reach a point where violence is likely.

B. PEER MENTORING ±This program is designed to permit a student in a higher grade to promote positive behavior and leadership by mentoring a student(s) in a younger grade. Student would be selected by the building administration to participate in this program.

C. STUDENT ASSISTANCE PROGRAM (SAP) ±The Student Assistance Program process of working in concert ZLWK PHQWDO KHDOWK DQG GUXJ DQG DOFRKRO SURYLGHUV PD[LPL]H properly identified and that the student receives the appropriate services needed to improve his/her prognosis for educational success. The problems that at-risk students face are not always limited to school problems. Students may require services or support outside the realm of the school environment. SAP has proven to reduce student at-risk problems both in and out of the school environment. Additional information is available in Section 19 of this handbook.

D. AFTER SCHOOL PROGRAMS ±The District provides after school programs that offer tutoring to students.

E. BEHAVIOR CONTRACTS ±Behavior contracts may be developed to address specific behavior issues of any student in an effort to transform negative patterns of behavior into positive behaviors appropriate for the school setting.

F. COMMUNITY SERVICE ±The Superintendent, Assistant Superintendent and building administrators (and the Board of Directors, in cases of weapon violations) may use their discretion to offer students the option of voluntarily performing a certain number of hours of community service in lieu of imposing other disciplinary options.

1. The District does not sponsor nor endorse any specific volunteer community service program and the District does not engage in any review of any volunteer community service site.
2. The student is responsible for identifying and participating in an appropriate volunteer community service program/s which is generally intended to benefit issues of poverty, homelessness, hunger, education, the elderly, public health/safety/welfare, and/or any other service work that similarly benefits the community.
3. The District reserves the right not to accept specific community hours if they do not generally fall within the general description set forth above. If the student has a question about the eligibility of any of the community service opportunities he/she wishes to engage in, he/she may ask the building principal of his/her home school as to eligibility prior to commencing the service.

SECTION 9 ² DISCRIMINATION, HARA SSMENT AND TITLE IX SEXUAL HARASSMENT

COMPLAI NT AND GRIEVANCE PROCEDURE

Harassment/Sexual Harassment/Title IX Sexual Harassment Policy ±It is the policy of the District to maintain an environment for learning and working that is free from harassment, sexual harassment and Title IX sexual harassment, as defined herein, and such conduct is prohibited. It is also the policy of the District to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Additionally, the District does not discriminate in any manner, including Title IX sexual harassment, in any District education program or activity. Inquiries regarding the application of Title IX to the District may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

3. Sexual assault, dating violence, domestic violence or stalking.

   a. Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:

      i. Length of relationship.

      ii. Type of relationship.

      iii. Frequency of interaction between the persons involved in the relationship.

   b. Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal IXQGLQJ RU E\ DQ\ RWKHU SHUVRQ DJDLQVW DQ DGXOW RU \RXWK
      the domestic or family violence laws of the jurisdiction.

   c. Sexual assault means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

   d. Stalking, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:

      i. Fear for their safety or the safety of others.
      ii. Suffer substantial emotional distress

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the KDUDVVPHQW RFFXUV 7LWOH ,; DSSOLHV WR DOO RI D GLVWULFW¶V HGXF
occur on-campus or off-campus.

Violations of this Harassment/Sexual Harassment/Title IX Sexual Harassment Policy , as set forth more fully in Board 3ROLF\ ³'LVFULPLQDWLRQ 7LWOH ,; 6H[XDO +DUDVVPHQW $IIHFWLQJ 6W
acts of retaliation as described in the policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures. This Policy prohibits individuals from knowingly submitting false in

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

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

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form which has been developed for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the U H O H Y D Q W D W W D F K P H Q W V I R O O R Z H G $ F R S \ R I W K L V 5 H S R U W) R U P F D Q at www.eriesd.org and through the building principal or the Title IX Coordinator.

SECTION 10 [2] TRANSPORTATION

STUDENT PARKING

SECTION 11 ² COMPUTER/INTERNET ACCEPTABLE USE POLICY

The District provides students with access to the D L V W U L F W ¶ V F R P S X W H U V H O H F W U R Q L F F network, which includes Internet access, whether wired or wireless, or by any other means. However, a V W X G H Q W ¶ V X V H R I W K H ' L V W U L F W ¶ V F R P S X W H U V D Q G , Q W H U Q H W U H V Users of the ' L V W U L F W ¶ V F R P S X W H U Q H W Z R U N D Q G , Q W H U Q H W D F F H V V D U H H [S H F W to use this technology as an educational resource.

Student computer network/Internet users are expected to behave responsibly in accessing and viewing information that is pertinent to the educational mission of the District. Students are required to abide by the

2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and

3. Taken as a whole lacks serious

6. Hate mail, discriminatory remarks, and offensive or inflammatory communication.

Users shall not copy or download information from the District website and disseminate such information on unauthorized web pages without authorization from the building principal.

Consequences for Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of the network; inte6 Tf65.56 Tfna(ce-4( )5(bede0(l)-4(.))4(16)-4(on)4(f))8(da)10(m)3((en11(utge4(t)5(heo4(f)-5i)-4(r

SECTION 12 ² ELECTRONIC COMMUNICATION DEVICES (CELL PHONE) POLICY

District students and employees are permitted to possess and use District-owned and Personal Electronic Communication Devices, when in compliance with this policy, other district policies, regulations, rules, and S U R F H G X U H V L Q W H U Q H W V H U Y L F H S U R Y L G 0 P]` K0 BÅ S` S0 [@ @À @ Vu L U Q ` ð

(xiii) To disrupt the educational and learning environment.

c. $ V W X G H Q W D V X V H R I a District-owned or his/her Personal Electronic Communication Device that violates this Policy, other relevant district policies, regulations, rules, and procedures and/or in a manner that is inconsistent with the instructions or directives given by any district official shall be confiscated and

SECTION 15 [2] STUDENT CODE OF CONDUCT

Student Code of Conduct infractions are described and defined below. Code of Conduct infractions are divided into three categories:

Level I Infractions are those of a less serious nature that do not necessarily pose a threat to the health, safety, welfare or property of any person or the District. District staff must use appropriate forms of discipline intervention to correct misbehavior manifested in less serious infractions. Students may not always be referred to an administrator for minor Level I infractions, although repeated Level I infractions may be treated as Level II infractions and be assigned Level II consequences. Level I infractions include:

1. Detention, failure to report
2. Disrespect
3. Dress Code violations
4. False Identification
5. Minor violations of Electronic Devices, Personal Electronic Devices and Computer/Internet Acceptable Use policies
6. Insubordination
7. Loitering
8. Profane/vulgar language or gestures

Level II Infractions are those of a serious nature that may pose a threat to the health, safety, welfare or property of any person or the District. Discipline up to and including expulsion is authorized for most Level II infractions, although the building principal may use discretion as to whether to assign that level of consequence. Level II infractions include:

1. Bullying
2. Cheating/plagiarism/forgery
3. Classroom/Laboratory/School Safety
4. Computer Use
5. Disorderly Conduct
6. Disruptive Behavior
7.

22. Vandalism
23. Level I infractions which are severe or where more than one offense has occurred

Level III Infractions are infractions of a very serious nature which always pose a threat to the health, safety, welfare and/or property of District staff, students or other persons. Building Administrators must assign Level III Infractions the consequence of expulsion unless otherwise recommended by the Superintendent (and approved by the Board of Directors for weapon violations) on a case by case basis for extenuating circumstances. Level III infractions include:

1. Assault/physical act of violence
2. Terroristic threats
3. Unauthorized substances/illegal drugs
4. Weapons

The range of consequences and other interventions which may be assigned to a student for a Code of Conduct
L Q I U D F W L R Q D Unfraction Consequences W K H [3]

DESCRIPTION OF CODE OF CONDUCT INFRACTIONS

Assault/Physical Act of Violence - the deliberate or reckless attempt to cause or the actual causing of physical pain or injury to another or the deliberate or reckless attempt by physical menace to put another in fear of imminent physical pain or injury. Students are prohibited from assaulting or committing physical acts of violence on another student or school personnel.

Bullying ±intentional electronic, written, verbal or physical act, or a series of acts:

1. directed at another student or students;
2. which occurs in a school setting;
3. that is severe, persistent or pervasive; and
4. that has the effect of doing any of the following:
   a. V X E V W D Q W L D O O \ L Q W H U I H U L Q J Z L W K D V W X G H Q W ¶ V H G X F D W L R Q
   b. creating a threatening environment for any specific student or groups of students; or
   c. substantially disrupting the orderly operation of the school.

³ 6 F K R R O " V h a l l m e a n Q the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

Bullying is prohibited in the schoo O V H W W L Q J % X O O \ L Q J P D \ D O V R Q W D N H W K H ¶ V O access, downloading

offense include inappropriate and dangerous use of chemicals in a science laboratory, intentional inappropriate use of tools in a technical lab, etc.

Computer/Internet Acceptable Use ±$ VWXGHQW¶V XVH RI WKH 'LVWULFW¶V FRPSXV a privilege, not a right. Students are required to abide by the rules and reJXODWLRQV VHW IRUWK LQ ³&RPSXWHU ,QWHUQHW $FFHSWDEOH 8VH 3ROLF\´ as outlined in this Student Handbook.

Conspiracy ±A student commits a conspiracy to violate any provision of the Student Code of Conduct when:

1. the student agrees with another student or person or persons that they or one or more of them will engage in conduct which constitutes a violation of the Student Code of Conduct or an attempt or solicitation to commit such violation of the Student Code of Conduct, or

2. the student agrees to aid such other student or person or persons in the planning or commission of such violation of the Student Code of Conduct or of an attempt or solicitation to commit such violation of the Student Code of Conduct.

Any violation of the Conspiracy infraction will carry with it the same Disciplinary Action as the underlying Student Code of Conduct infraction.

Disorderly Conduct ±Fighting, threatening, engaging in violent behavior, making unreasonable noise, using obscene language or gestures, creating a hazardous or physically offensive condition for no legitimate reason, for the purpose of creating or resulting in public inconvenience, annoyance, or alarm.

Disrespect ±A lack of respect or deference shown by a student to the authority or position of a District official or employee.

Disruptive Behavior ±Student behavior, including verbal, physical, written, etc., actions, which is

Bomb Threat ±A threat to detonate an explosive device or a statement that such a device is located in a place where explosion may cause injury to people or damage to property, made to public or school authorities, regardless of whether such an explosive device exists. (NOTE: This does not include informing public or school authorities of such threats or statements made by another person for the purpose of allowing such authorities to take appropriate safety precautions.)

Riot ±Disorderly conduct by two or more persons for the purpose of committing or facilitating the commission of a crime, for the purpose of preventing or coercing official actions, or when the actor knows a firearm or deadly weapon will be used.

Creating a Dangerous and Unruly Atmosphere ±when a student chooses to engage in a fight or other altercation with another student or students while at school or at a school sponsored event, which engagement directly results in the attraction and gathering of a number of students and creates dangerous and unruly situation in the school setting.

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relationship is determined by the following factors:

i.

1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that coul 0 G [( )] TJ ET

cigar, chewing tobacco, pipe tobacco, snuff and snus.

2. Any electronic device

condition of readmission to school that the student provide competent and credible evidence from a behavioral service provider that the student does not pose a risk of harm to others.

“Terroristic threat” are threats to commit any crime of violence to another or to cause evacuation of a building, place of assembly or facility, or to cause serious public inconvenience, or in reckless disregard of the risk of causing such terror or inconvenience. The District considers pictures, drawings or illustrations depicting shooting staff and students or depicting other forms of violence against those individuals to be terroristic threats.

NOTE: Any parent or guardian of a District student who communicates a terroristic threat to any student, teacher, administrator, any other employee of the District, Board member, community member, or toward any school building shall be immediately escorted off School District property and local law officials will be notified. The parent or guardian or individuals will be notified that he or she has lost the privilege of entering school property and of attending any school related functions to which parents or guardians are invited to attend.

Threats to Staff or Students – any threatening verbal comment or physically menacing behavior made by a student to or about a District employee or official or another student. Threats to staff or students may not rise to the level of. Examples of “physically menacing behavior” limited to, raising your fist to a staff member/student, approaching a staff member/student and invading his/her personal space in a menacing or intimidating manner, drawing a “bulls eye” around a name of another individual, etc.

Trespass/Defiant Trespass – To enter or remain in or on school property or vehicles, knowing or having reason to know that one is not permitted to enter or remain.

Students who have been suspended from school, have been referred to the Alternative Education Program (AEP) and/or who have been expelled from the District are not permitted on school property or at school-sponsored events, including athletic events, extra-curricular activities, graduations, proms, etc.

Unauthorized Substances (Illegal Drug Policy) – Students are prohibited from using, possessing, distributing and being under the influence of any unauthorized substance during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.

Definitions:

“Look-alike” drugs – any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble an unauthorized substance prohibited by this policy or is used in a manner likely to induce others to believe the materials is an unauthorized substance. .

Use (of an unauthorized substance) – either the actual use during school hours or at school-sponsored activities either during or after school hours; or the use prior to arrival at school or school-sponsored activities which evidences itself by strong odor or any unusual behavior. The District considers being under the influence of an unauthorized substance while at school to fall within the meaning of “use.” For purposes of this policy, “under the influence” shall include any consumption or ingestion of unauthorized substances by a student.

Unauthorized substances – For purposes of this policy, unauthorized

2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic

Trespass/defiant trespass	„	„	„	„	„	„	„	„	„	„	„

SECTION 16 - (5 , (¶ PUBLIC SCHOOLS PROGRAMS

(U L H ¶ V 3 X E O L F 6 F K R R O V L V F R P P L W W H G W R K H O S L Q J H D F K V W X G H Q W

the National Occupational Competency Test (NOCTI). Students are accepted in Career and Technical programs based on a point system:

a. Attendance component (35%) - Students must demonstrate a commitment to consistent attendance in order to be successful in a Career and Technical Program because career and technical education programs have state mandated hours of completion. The student must maintain a specified number of training hours to remain in the program, which training hours can only be acquired through regular attendance. All Erie High School Career and Technical programs are state-approved four-year programs requiring 1,320 instructional hours and successful demonstration of specific knowledge and skills DV RXWOLQHG LQ HDFK SURJUDP¶V WDVN OLVW) for the admission criteria for the Career and Technical Program.

Students shall earn the following points based on prior year attendance, taking into account both excused and unexcused absences (NOTE: medically excused days will be.taken into consideration in assignment of points):

(i)	Perfect attendance	5 points
(ii)	Under 10 days absent	4 points (no unexcused absences or tardies)
(iii)	Under 10 days absent	3 points (Up to 2 unexcused absenses or tardies)
(iv)	Between 11-14 days absent	2 points (Up to 5 unexcused absences or tardies)
(v)	Between 15-20 days absent	1 point (Up to 10 unexcused absences or tardies)
(vi)	Over 20 days absent	0 points (More than 20 unexcused absences or tardies)

b. Academic Performance (35%) - Students shall earn the following points based on prior year academic and current semester academic performance:

(i)	3.5 GPA or higher	5 points
(ii)	3.0 to 3.4	4 points
(iii)	2.7 to 2.9	3 points
(iv)	2.4 to 2.6	2 points
(v)	2.0 to 2.3	1 point
(vi)	Under 2.0	0 points

c. Behavioral Component (30%) ±Since Career and Technical Program students are educated in a unique environment which regularly exposes them to chemicals, tools and equipment which can be very dangerously if used inappropriately, it is important that students accepted into the Career and Technical Program display an ability to comply with District rules and regulations. For this reason, the VWXGHQW¶V year disciplinary history will be weighted as follows:

(i)	Zero incidents	5 points
(ii)	One to three incidents and zero suspendable incidents	4 points
(iii)	Four to six incidents and/or one suspendable incident	3 points
(iv)	Eight to 10 incidents and/or two suspendable incidents	2 points
(v)	Over 11 incidents and/or two or more suspendanble incidents	0 points

B. Erie High School Academic Pathways for Career and College Readiness

Erie High School is dedicated to preparing graduates for successful careers in their field. To that end, Erie High offers five GLIIHUHQW FDUHHU SDWKZD\V WDLORUHG WR VWXGHQW

- Arts and Communications

c.

2. Admission Criteria.

a. The following factors will be considered when determining admissions to the Visual and Performing Arts Academy:

(i) Student participation and involvement within the realm of performing and visual arts both in and out of school.

(ii) Grades from seventh grade and eighth grade Reading/Language Arts, Math, Science, and Social Studies courses

(iii) Standardized Test Scores in Math and Reading

(iv) Teacher Recommendation

(v) Student Activities, Service, and Awards (especially within the visual and performing arts.)

(vi) Note: While behavior/discipline is not part of the admission criteria for the VPA, prior significant behavioral issues (student history of repeated suspendable offenses and/or commission of one or more expellable offense as defined by the 6WXGHQW +DQGERRN PD\ DIIHFW D VWXGHQW¶V DFFHS Performing Arts Academy, especially if there are more applicants than available slots in the VPA at that time. Students with a more positive behavioral history will be weighted more favorably to otherwise equal applicants who have previously

		Standardized Test Scores				Grades				
		Range	Pts			Range	Points			
		40-49	1			70-74	1			
		50-59	2			75-79	2			
		60-69	3			80-84	3			

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SECTION 19 ² GRADUATION REQUIREMENTS

GENERAL GUIDANCE

Students must fulfill all graduation requirements to receive a high school diploma and to be eligible to participate in graduation ceremonies

&UHGLWV UHTXLUHPHQW IRU JUDGXDWLRQ IURP (ULH¶V 3XEOLF 6FKRR requirements established for Erie High School.

COMMUNITY SERVICE

Career and Technical Education (CTE) Requirements

REQUIREMENTS FOR COMPETENCY CERTIFICATION
Student must have a minimum score of 80% in all categories of the state issued task list for labs. Student must successfully complete all other requirements of their career and technical program, including NOCTI written and performance tasks.

REQUIREMENTS FOR COMPETENCY CERTIFICATION

PDE requires all secondary concentrators, anticipated to graduate from high school in the current school year from their approved CTE programs and receive diplomas from their high school, to take a state-approved occupational competency test (NOCTI or NIMS). This requirement includes students with Individualized Education Programs (IEP).

Act 158: New graduation requirements beginning with the class or 2023:

Algebra I
Biology
Literature
Keystone Composite Pathway
Alternative Assessment
Evidence-Based Pathways
Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient
Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient
Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Northwest Pennsylvania Collegiate Academy

A minimum of 29.0 credits (grades 9-12) is required for gradation from Northwest Pennsylvania Collegiate Academy. These credits shall include:

SUBJECT	CREDITS NEEDED
Language Arts	4
Mathematics	

SECTION 20 ² HYBRID LEARNING

A. EPS Cyber Academy

7KH (ULH¶V 3XEOLF 6FKRROV &\EHU $FDGHP\ SURYLGHV flexible educational opportunities to all District students in grades K-12.

7KH 'LVWULFW¶V F\EHU VFKRRO LV GHVLJQHG WR EH DQ RFDO HGXFDW F\EHU FKDUWHU VFKRROV DFURVV WKH &RPPRQZHDOWK RU WKRVH FR online platforms provide district students with opportunities for on-time credit and credit recovery.

:KDW PDNHV (ULH¶V 3XEOLF 6FKRROV &\EHU $FDGHP\ RSWLRQ PRVW D and interaction. Students:

- ¾ Can work at home or have the option of reporting to the cyber lab with cyber teachers present for academic support.
- ¾ Can work at home with the option of online meetings with cyber teachers on a daily or weekly basis.
- ¾ Can choose to have a blended model ±take online classes as well as classes in the traditional school (i.e. an Erie High student can take their lab in school and do their core classes online).
- ¾ Can attend in-person Art, Music, and Physical Education classes at the Patrick J. DiPaolo Student Success Center at Emerson-Gridley.
- ¾ &DQ SDUWLFLSDWH LQ WKHLU KRPH VFKRRO¶V H[WUDFXUULFXODU programs and services.

Criteria for Continued Enrollment and Participation in (ULH¶V 3XEOLF Schools Cyber Choice Academy, grades K-8:

- ¾ Students/families are required to participate in an orientation session. Orientation may be in-person and/or online.
- ¾ Each student is assigned a set of materials. Families are required to pick up materials and information packets prior to student enrollment.
- ¾ Students are required to log into K12/Stride each day of the EPS school calendar and must complete their daily plan. Students are expected to complete all parts of each lesson, including workbook pages and Stride Skills Arcade Lessons. This should take a minimum of 4 hours online with additional time for offline assignment completion.
- ¾ Students who do not attend daily lab sessions will be required to attend daily, online Class Connect sessions to receive interventions, Reading and Mathematics fluency practice, and teacher support.
- ¾ (ULH¶V &\EHU &KRLFH $FDGHP\ IROORZV DOO SROLFLHV RI WKH V immunization.
- ¾ Three-Week Trial Period - 6LPSO\ HQUROOLQJ LQ (ULH¶V 3XEOLF 6FKRROV & DXWRPDWLFDOO\ PHDQ \RX¶YH IRXQG \RXU EHVW OHDUQLQJ HQYL To help students and families transition from the demands and expectations of a traditional FODVVURRP VHWWLQJ WR WKH XQLTXH GLHHUHQFHV DQG FKDOOH find in the cyber program, you will

be enrolled in a three-week Trial Period. The goal is to make sure that you are in the best possible learning environment to succeed.

- x Once you complete the trial period successfully, including meeting Attendance and Academic Progress Goals, you will be enrolled.
- x If you fall behind in your coursework and are at risk of failing, you will be placed on an Academic Support Plan that will require daily attendance in the cyber lab at Emerson-Gridley for 15 days.

¾ Academic Support Plan - if you begin to struggle you will be placed on an Academic Support Plan requiring in-person attendance. Once on a plan, you will receive one-on-one support from teachers and staff while you spend time at Emerson-Gridley. If at the end of the 15 Day Plan,

- x you have followed the Academic Support Plan and are now meeting Academic and Attendance Expectations, you will continue your enrollment in EPS Cyber Choice Academy attending Class Connect Sessions daily.
- x you have attended in-lab support for your Academic Support Plan, but the team has extended your support plan due to lack of progress, you are required to continue to come into the lab daily until further notice.
- x

- x If you fall behind in your coursework and risk failing, you will be placed on an Academic Support Plan that will require daily attendance in the cyber lab at Emerson-Gridley for 15 days.

¾ Academic Support Plan- if you begin to struggle you will be placed on an Academic Support Plan requiring in-person attendance. Once on a plan, you will receive one-on-one support from teachers and staff while you spend time at Emerson-Gridley. If at the end of the 15 Day Plan,

- x you have followed the Academic Support Plan and are now meeting Academic and Attendance Expectations, you will continue your enrollment in EPS Cyber Choice Academy attending ZOOM Sessions daily.
- x you have attended in-lab support for your Academic Support Plan, but the team has extended your support plan due to lack of progress, you are required to continue to come into the lab daily until further notice.
- x You fail to follow the Academic Support Plan, or refuse to come into the labs, we will remove you from the program and re-enroll you at your home school.
- x Student progress will be continually monitored and reviewed. Students may be placed on extended Academic Support Plans and additional plans throughout the school year. Following the Academic Support Plans is required to continue enrollment in the EPS Cyber Choice Academy.

¾ Students are required to come to Emerson-Gridley for Keystone Testing.

B. EPS Recovery Academy

7KH (ULH¶V 3XEOLF 6FKRROV 5HFRYHU\ $FDGHP\ SURYLGHV IOH[LEOH who are in high school and have fallen behind on their academic course work. Students eligible to attend the Recovery Academy are those students who are in their 11t or 12t grade cohort year and currently not on track to attain the required number of credit hours associated with their chosen high school program to graduate within four years. Typically, students who have ten or more credits are good candidates for this program.

7KH 'LVWULFW¶V 5HFRYHU\ $FDGHP\ LV GHVLJQHG WR EH D ORFDO HG attended high school for at least two years and have not yet achieved the required credits to advance into at least the 11th grade.
:KDW PDNHV (ULH¶V 3XEOLF 6FKRROV 5HFRYHU\ $FDGHP\ RSWLRQ PRV earn back lost credits while receiving the fundamental instruction in areas that may have impacted the VWXGHQW¶V DELOLW\ WR HDUQ WKHP

Criteria for Continued Enrollment and Participation in the Recovery Academy:

¾ Students must attend school daily.
¾ Students must participate in project-based leaning and online components for their academics and elective credits.
¾ Students are required to complete academic work outside of the typical school day to recover unearned credits. Working at home is required to meet the weekly 100 assignment completion requirement. Students that are not on track should be accomplishing more activity completion weekly to obtain the necessary credit to graduate.
¾ Students can attend in person art, music, and physical education classes.
¾ Students are required to come to Emerson-Gridley for Keystone Testing.
¾ Students must meet the same graduation requirements as Erie High school students. Students must earn twenty-six credits in designated areas and complete a graduation pathway.
¾ The Recovery Program follows all school district policies regarding attendance and immunizations.

7KH 'LVWULFW UHVHUYHV WKH ULJKW WR GHQ\ D VWXGHQW¶V DGPLVV
Recovery Academy if the District Administration believes that placement does not serve the best educational interests of the student.

C. Newcomer Academy

The Newcomer Academy provides students who have recently arrived and are new to the United States and who demonstrate beginning levels of English language proficiency with a safe and welcoming learning environment as they acquire English language skills and assimilate to the United States. The Newcomer Academy is intended to provide extensive language instruction while meeting the linguistic, academic, social, and cultural needs of English Learners (EL) prior to them entering the general education classroom.

1. English Language Proficiency Levels ± $ VWXGHQW¶V (QJOLVK /DQJXDJH 3UR
determined E\ WKH VWXGHQW¶V SHUIRUPDQFH RQ WKH LQLWLDO
WIDA ACCESS Test. There are six ELP levels:

1	2	3	4	5	6
Entering	Emerging	Developing	Expanding	Bridging	Reaching

a. Level 1/Entering students have not learned English. Level 1 and Level 2 students require the most intensive supports and scaffolding to make academic content areas accessible. By Level 4, students should be able to learn with minimal supports in the regular classes.

b. The EL students come to the United States with various educational backgrounds and will be assessed by the staff to determine the appropriate placement of each student individually. If the staff determines a student does not need the Newcomer Program for a specific content area, the student will be placed appropriately in the general education classroom.

c. Newcomer students may return to their homeschool for English Language Development instruction in their second year of school based on the recommendation of the educational team. The students will continue to receive support from an ESL teacher in their homeschool to meet their language and academic needs.

2. Language Instruction in the Newcomer Program:

a. All Year 1 Newcomer students will take English language acquisition classes in: English Language Arts, and language development through Social Studies, Math

b. Teachers will include sensory, graphic and interactive supports in order to reach higher level thinking skills.

c. Students will receive realia, manipulatives, diagrams, videos, charts, tables, organizers, small group work, and partner work.

d. Teachers will use the latest WIDA Can-Do descriptors to help guide their teaching as well as their assessments of the students within the newcomer program. The CAN-DO descriptors can guide teachers in their expectations for student performance.

e. Students will participate 792 re Wi Stude

SECTION 21 ² SERVICES FOR STUDENTS

STUDENT HEALTH SERVICES

In accordance with the requirements set forth by the state of Pennsylvania, all students shall receive mandated nursing/health services. These services shall include:

1. Physical Examination ±Grades K, 1, 6 and 11
   This examination is to be done by a properly licensed physician or nurse practitioner or upon original entry to school within the Commonwealth. Exam forms may be obtained from the school nurse.
   a. 6WXGHQW¶V SULYDWH SK\VLFLDQ PD\ FRPSOHWH WKLV H[DPL documentation to the school nurse; or
   b. Student may receive the exam by the school district physician free of charge.

2. Dental Examination ±Grades K, 1, 3 and 7
   This examination is to be done by a properly licensed dentist or upon original entry to school within the Commonwealth. Exam forms may be obtained from the school nurse.
   a. 6WXGHQW¶V SULYDWH GHQWLVW PD\ FRPSOHWH WKLV H[DPLQ to the school nurse; or
   b. Student may receive the exam by the school district dentist free of charge.

3. Height, Weight, Body Mass Index (BMI)
   Every year all students will receive height and weight measurement along with calculation of Body Mass Index (BMI).

4. Vision Screening ±All Grades
   Every year all students will receive a vision screening. Additional screening for color blindness in Kindergarten, depth perception in grade 1 and Plus Lens testing in grade 2.

5. Hearing Screening ±Grades K, 1, 2, 3, 7 and 11
   Hearing screenings will be conducted for students in the above grades.

6. Scoliosis Screening ±Grades 6 and 7
   Scoliosis screenings will be conducted for students in the above grades.

Forms for private dental exams, private physical exams, medication forms and special health plans are available on the District website at www.eriesd.org/health RU DW \RXU KRPH VFKRRO¶V PDLQ S ³'HSDUWPHQWV´ ³+HDOWK 6HUYLFHV´ WKHQ ³)RUPV´

MEDICATION POLICY

It is the policy of the Erie City School District that students are not permitted to carry any type of prescription or over-the-counter (OTC) medication on their person, purse, book bag, etc., EXCEPT in the instance that it is UHTXLUHG E\ WKH VWXGHQW¶V ,(3 RU6HFWLRQ SODQ DQG RU ZKH

District policies. 6 W X G H Q W V P X V W I R O O R Z W K H U H T X L U H P H Q W V R I W K H ' L V W U
Student Possession/Self Administration of Asthma Inhalers and Epinephrine Auto-Injectors Policy and any other relevant policy and be pre-approved by the District Administration before they are authorized to possess medication while at school.

IMMUNIZATION REQUIREMENTS
All immunizations must be up-to-date for the gravel the student is entering by the first day of school. Students who do not have up-to-date immunizations will be excluded from school. Immunization requirements for all students entering to school within the Commonwealth are as follows:

Diphtheria/Tetanus
Four (4) doses properly spaced, one (1) dose must be after age 4. If no dose was given after age 4, then a fifth dose is required. Pertussis not required, but often this will be given as DPT or DTap.

Polio
Four (4) doses properly spaced given by injection or the oral route.

Guidelines:

A. Restrictions on Student Possession of Medication. Students may not possess medicine on school property or at school-sponsored activities unless the student possesses an asthma inhaler or EpiPen or diabetes medication for purposes of self- D G P L Q L V W U D W L R Q D V V R D X W K R U L] Student Possession/Self Administration of Asthma Inhalers and Epinephrine Auto-Injectors Policy D Q G W K H ' L V W U L F W ¶ V ' L D E H W H V 0 D Q D J H P H Q W 3 R O L F \

B. Administration of Medication to Students in School.

1. General rule.

Our goal is to help you succeed in school. Student referrals come to the SAP team in different ways. Anyone can refer a student to the Student Assistance Program. Some students are referred by teachers or other V F K R R O S H U V R Q Q H O $ Q \ V F K R R O V W D I I P H P E H U D V W X G H Q W ¶ V I U L H

SECTION 22 [2] SPECIAL INFORMATION

SECTION 23 ² ATHLETIC EVENT GUIDELINES

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the safety of all spectators.

Per the EPS security screening procedures, all patrons and their belongings will be searched upon entry into the gymnasium, and prohibited items may be confiscated. Security screening includes hand-held metal-detecting wands, pat-downs and/or bag searches. If individuals elect not to consent to the searches, they will be denied entry.

- All visitors mus t FRPSO\ ZLWK WKH 'LVWULFW (YHQW &OHDU %D
- Unnecessary face coverings must be removed prior to entry.
- No admittance is permitted after half -time. In the case of a double-header, tickets will remain on sale until half-time of the second game.
-

SECTION 24 ² VISITOR PROCEDURES

To ensure the safety and security of students and staff, as well as the orderly operation of the Erie Public 6 F K R R O V ¶ H G X F D W L R Q D O programs, all parents, guardians and other individuals who plan to visit a building during the school day are required to follow the registration and check-in/check-out procedures. Please take time to review the following:

- All visitors to any district schoolwill be required to walk through metal detectors and are subject to search of their belongings.
- All visitors must enter through the designated VISITOR ENTRY location.Anyone planning to visit a classroom or other area of the school building during the school day should call the main office and pre-register for an appointment prior to the date of the visit. Unless it is an emergency, requests to meet with a classroom teacher or other staff member should be made at least 48 hours in advance to allow the school sufficient time to make arrangements for substitute coverage, if necessary.
- Upon arrival at the school building, all visitors must register in the office before proceeding to any other part of the building.
- As part of the registration process in the front office, all visitors will be asked to sign the Visitor Register and provide W K H L U G U L Y H U ¶ V O L F H Q V H R U R W K H U V W D W H issued photo identification.
- Once registered, the visitor will be issued a visitor identification badge, which must be displayed at all times while the visitor remains in the school building or on school premises.
- Visitors must remain in approved areas only and act in a manner appropriate to the safe functioning of the school environment at all times. Any individual who engages in uncooperative or disruptive behavior will be required to leave the premises.
- Upon conclusion of the visit, the visitor must return to the building office, sign out on the Visitor Register and return the visitor ID badge.
- A minor child who is not enrolled as a student in the district will be permitted to attend/visit a school in the district as long as the above mentioned procedures are followed and those listed below

    1. 7 K H F K L O G ¶ V O H J D O J X D U G L D Q K D V R E W D L Q H G S U L R U D S S U F
    2. The building administrator has determined the nature and length of the visit will not disrupt W K H V F K R R O ¶ V F O D V V U R R P D F W L Y L W L H V
    3. 7 K H F K L O G ¶ V O H J D O J X D U G L D Q D F F R P S D Q L H V W K H F K L O G Z K

Please note that parents and guardians who are dropping off items for a student in the front office, and who will not otherwise be proceeding into the school building proper, may do so without advance registration.

The district reserves the right to deny an individual entry to any school building, when there is reason to E H O L H Y H W K D W V X F K L Q G L Y L G X D O ¶ V S U H V H Q F H Z R X O G E e detrimental to the operation of the school and the learning environment.

7. Violates written district procedures on time, place and manner for dissemination of otherwise protected expression.

Student expression that occurs on school property or at school-sponsored events, or occurs at any time or place when created or communicated using district-provided