

MEADVILLE AREA SENIOR HIGH SCHOOL

2023-2024 Student Handbook



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Getting The Day Started

The cafeteria will be closed for breakfast dining. "Grab and Go" stations will be setup at the B-wing intersection and at the bus entry door in D-Wing. Students will be taking breakfast to the first period class to eat.

There will be no homeroom period. First period will begin at 8:30 and attendance will be taken in that class. Students that are late to first period class will be counted as late to school.

Once students arrive at school, they will be directed to their first period class after they pick up breakfast and/or upon entering the building. Roaming the halls will not be permitted. Students should be prepared to stay in their first period class until the 8:30 bell rings.

CCCTC students will report to a designated classroom to check in for morning attendance before going to Tech. Arrival must be prior to 8:30.

Students are encouraged to use the picnic tables outside while the weather permits.

Students will be required to store all items in their lockers. Student items may not be stored in teacher classrooms.

MEADVILLE AREA SENIOR HIGH SCHOOL
STUDENT HANDBOOK

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PHILOSOPHY AND GOALS OF MEADVILLE AREA SENIOR HIGH SCHOOL

We believe the purpose of our school is to educate every student. Each student should be encouraged and guided to choose a program of studies, both curricular and extracurricular that will meet his/her needs, abilities, and interests. We believe the student should become a self-supporting, cooperative, and morally responsible citizen of his/her community, state, nation, and world.

We believe the student must understand the challenges of our rapidly changing society. Each student must be prepared to adapt and prosper in an increasingly technological world.

Our program should develop in each student an understanding and sense of appreciation for his/her heritage. To achieve these ends, we believe it is critical that students learn to read, write, speak, reason, and compute to the best of their abilities.

That the school may accomplish its purpose, it is imperative that there be mutual understanding within the school community of students, parents, teachers, administrators, support staff, members of the board of education, and other residents of the school district.

The following objectives have been set forth to foster our philosophy:

- I. The development of the student toward becoming a self-supporting member of society through:
 - A. The art of communication – both written and oral.
 - B. The ability to read with accuracy and comprehension.
 - C. The mastery of fundamental arithmetic processes.
 - D. The acquisition of critical thinking skills - including problem solving and decision-making.
 - E. The acquisition of the knowledge and skills necessary for entry into a vocation and/or institution of higher learning.
 - F. The choice of a program best suited to developing his/her self-esteem, abilities, and interests.

- II. The development of the student toward becoming a full and cooperative member of society through:
 - A. The enjoyment of his/her vocation or profession and a variety of cultural and recreational activities.
 - B. The pleasure found through a sense of self-esteem and self-fulfillment.
 - C. The understanding of the necessity of cooperative living in the family, school, community, and society in general.
 - D. The acquisition of qualities necessary for cooperative living:
 1. The desire to fulfill the duties of a citizen.
 2. The awareness of the historical and political background of the world community.
 3. The appreciation for the application of the basic ideals of a democracy and the need to preserve them.
 4. The knowledge and appreciation of values and customs of other cultures.
 5. The acknowledgment of the worth of every individual.

- III. The development of the student toward becoming a morally responsible member of society through:
 1. The appreciation of the value of moral living for the individual and society.
 2. The acquisition of good physical, mental, and emotional health habits.
 3. The growth of strong habits of honesty, industry, and reliability.

- IV. The development of the student toward becoming an adaptable member of society, through:
 - A. The understanding of the reality of the changing social environment.
 - 1. Increased life expectancy
 - 2. Role changes
 - 3. Changing family structures
 - B. The fostering of the students' awareness of the economic situation locally.
 - C. The acknowledgment that education is a lifelong process.
 - 1. Ability to function effectively in a technological world.
 - 2. Ability to work toward and cope with necessary change.

MASH VISION

Our MASH community of students and staff will be united and strive daily to be models of excellence by demonstrating kindness, compassion, respect, and integrity in both academic and non-academic endeavors.

INTRODUCTION

This handbook has been provided to assist you in learning the procedures and policies of Meadville Area Senior High School. Other important information is listed to aid in the use of resources available to all students. It contains the philosophy and goals of the Meadville Area Senior High School; Attendance Policies; General Information; A Discussion of Student Activities; A Description of the Honor Code; A Description of Guidance and Health Services; School Bus Regulations; Discipline Guidelines; District Policy regarding Student Rights, Responsibilities and Discipline; District Drug and Alcohol Policy.

All students are responsible for the information contained herein and must make every effort to learn the contents of this handbook. It should also be noted that not everything or every situation can be covered by this handbook.

I. ATTENDANCE

Attendance Procedure

The Board of Directors of Crawford Central School District requires that school aged pupils enrolled in the schools of this district attend school regularly in accordance with the laws of the state. The educational program offered by this district is predicated upon the presence of the pupil and requires continuity of instruction and classroom participation.

The regular contact of pupils with one another in the classroom and participation in well-planned instructional activities under the supervision of competent teachers is vital to this purpose.

Meadville Area Senior High School follows pupil accounting procedures established by the Pennsylvania Compulsory School Attendance Laws. Since good attendance and grades are highly correlated, Meadville Area Senior High School attempts to build close contact with parents through the Attendance Office.

Students are reminded that attendance records become part of their permanent school record and can have beneficial or detrimental results depending upon the record established.

Procedure Regarding All Excused/Unexcused Absences

A parental excuse (excused absence) will be accepted for any day's absence to a total of ten (10) days absence throughout the school year. A doctor's excuse will be accepted for any absence during the year to prevent the accumulation of ten (10) days parental excuses. The doctor's excuse must be given to the attendance secretary on the student's return to school and no later than three days thereafter. Medical requests should be submitted to the nurses' office.

Students who are absent from school for any reasons are still responsible for meeting their course requirements. We understand that many absences are unavoidable and some students fall behind due to attendance reasons. For this purpose, we have implemented the following procedure to help insure academic proficiency.

***Ten Days Excused/Unexcused* – Letter sent to parents stating the district will require a written medical excuse for each day's absence from that time until the end of the school year.**

What To Do When You Are Absent

Whenever a student is absent from school, his/her parents or guardians should call the school providing the student's name, grade and reason for absence. Students are not to report themselves as absent nor should friends, neighbors, younger brothers and sisters, etc., make such calls. Calls should be placed to the attendance secretary at 336-1121 ext. 100 or 101 any time before 9:15 AM.

When the student returns to school, they must present a written excuse from home on the DAY OF RETURN. The reason for absence must be clearly stated with a parental signature. Even though a call is made, an excuse is required.

Failure to present an excuse within three school days of return to school will result in absences recorded as UNEXCUSED and/or UNLAWFUL.

Legality Of Absence

Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session, except that a principal or designee may excuse a student for temporary absences when she/he receives satisfactory evidence of such mental, physical, or other urgent conditions which may reasonably cause the student's absence.

The Board considers the following conditions to constitute reasonable cause for absence from school:

- | | |
|----------------------------------|-----------------------------------|
| 1. Illness | 6. Educational tour/trip* |
| 2. Death in the immediate family | 7. Quarantine |
| 3. Religious holidays | 8. Delay or absence of school bus |
| 4. Impassable roads | 9. Court appearance |
| 5. Emergency - "Urgent reasons" | 10. College visitation |

*Parents desiring to take their children on a vacation/educational trip must submit to the administration the destination of the trip and/or a description of the educational value. The request should be made at least one week prior to taking the trip. The proper form can be acquired at the attendance office.

NOTE: Unexcused refers to students over the age of eighteen (18); unlawful refers to students under the age of eighteen (18). Unexcused absence includes:

1. Parental neglect - Parent knows of the absence (examples: unauthorized trips, babysitting, errands, housework, oversleeping)
2. Illegal employment
3. Truancy - Absence without parental knowledge
4. Leaving school during school hours without school permission
5. Returning from school function late
6. Tardy, Unexcused

Acceptability of excuses will be determined by school attendance officials. Notification of the school DOES NOT ensure that an excuse will be considered legal. **Students eighteen (18) or older and who are absent for ten (10) consecutive school days will be withdrawn in accordance with state law.**

If a student is absent for other than the above reasons, he will be considered unexcused and unlawfully absent. The first time an unlawful absence occurs the parent will receive a first warning letter. A second warning letter will be sent to the parent after the second unlawful absence. Any additional unlawful absence during the student's school career can result in parents being fined and referred under Act 333 to child welfare authorities.

Students who are absent unexcused without parental knowledge and approval are considered TRUANT and will be assigned to in-school intervention.

AS A GENERAL RULE, ALL ACADEMIC WORK LOST DURING UNEXCUSED OR UNLAWFUL ABSENCES MAY NOT BE MADE UP AND IS RECORDED AS ZERO.

Requirement For Medical Excuses

Any pupil absent ten (10) or more days will be placed in the category of continued or repeated illness which may require the student to provide a medical excuse which will permit him to make up lost work.

Family vacations and educational trips will be considered unexcused if students are on medical notice at time of request. The administration reserves the right to make exceptions on a case-by-case basis.

For Homebound Instruction, the parent must secure a form from the Building Principal for the doctor to complete. The form must be returned to the Building Administrator in charge of attendance. Final approval is granted from the Director of Special Services.

Teenage Pregnancy And Homebound Instruction

The Crawford Central School District encourages all pregnant teenagers and teenage parents to finish school and thus be better equipped as parents and responsible citizens. The legal requirements for these students are pertinent in the areas of attendance and use of Homebound Instruction.

The Public School Code, Section 1327, requires compulsory attendance and Sections 1301 and 1302 grant all school district residents a right to free school privileges.

Becoming or being a parent does not in itself qualify a student for Homebound Instruction. A student should receive Homebound Instruction only when there is a serious illness or disability as certified by a physician. If a student has complications from the pregnancy or delivery, it is not unreasonable for the physician to certify the debilitating effects of attendance and recommend Homebound Instruction. The physician must certify in writing that school attendance would be physically harmful to the student before Homebound Instruction may be approved. Regular procedures for reporting absence should be followed for absences due to childbirth.

Make-Up Work After Absence

Students are required to make up all work missed during all LEGAL ABSENCES AND SUSPENSIONS. Work must be made up according to the following guidelines:

1. It is the responsibility of the student to make up work or make arrangements to make-up missed work upon the DAY OF RETURN TO SCHOOL.
2. Make-up work must be completed within an equal number of days absent (if your excused absence was for two days, you have two days to make up work.)
3. A student that has been suspended will have two weeks to complete make-up work (refer to Board Policy # 233.)
4. Under extenuating circumstances, the teacher and/or principal may extend the time in which work may be completed, but not the time for making arrangements to do so.
5. In the case of a student who has a one-day absence on the day of a scheduled test or pre-assigned term paper or project, that student should expect to fulfill the obligation upon the DAY OF RETURN.

Students who have not made up required work at the end of a grading period will receive a grade of (I) incomplete. Failure to submit required make-up work within two weeks of grades closing will result in conversion of the incomplete grade to an "F".

Attendance And Extra-Curricular Activities

1. Pupils taking part in school-sponsored events and extra-curricular activities such as athletics, plays, musicals, and other school activities shall be in attendance at least half day on the day on which the event is held. This also applies to practice. **PUPILS MUST BE IN ATTENDANCE BY 12:00 PM IN ORDER TO BE CONSIDERED PRESENT ONE HALF-DAY.** A half-day absence must be excused/legal to participate.
2. Exceptions may be made in case of appointments when a prior excuse has been submitted and approved. Exceptions may also be made in the case of emergencies.
3. Students must be present on the Friday before a Saturday event, unless a doctor's excuse is submitted.
4. Under no circumstances may a student who has been absent for the day, unless prior approval of the absence has been granted (i.e. college visit, doctor's appointment), be allowed to practice or participate in any extra-curricular activity on the day of the absence.
5. If a student is absent 20 or more days in a semester, that student may not participate in a P.I.A.A. practice or event until that student is present 60 school days.

Tardiness To School

Tardiness to school is greatly discouraged due to its impact on the learning process and the fact that tardies become part of the permanent record. Students that are tardy **MUST** report directly to the attendance window for an admit slip. This must be accomplished regardless of the time that you arrive. Excuses are required and follow the guidelines of an absence. If a medical excuse is required for an absence, a medical excuse is required for a tardy to be considered excused. Students that are habitually tardy will be subject to detention and possible suspension according to the following school policy.

- 5 unexcused tardies – Formal detention will be assigned.
- 6 - 10 unexcused tardies – Formal detention will be assigned.
- 11 or more unexcused tardies – Letter sent home/parent notified by administration with stronger consequences possible. (ex. – loss of driving privileges, formal detention, in-school suspension, or out-of-school. suspension)

Students that arrive after 12:00 p.m. are considered to be absent for 1/2 of a day. Please refer to Legality of Absence (page 4).

Class Tardiness

Students are considered tardy to class if they are not inside the room when the tardy bell rings. In such cases, teachers are to assign personal detention. In cases of chronic tardiness, students will be referred to the office for stronger disciplinary action. Tardiness to class beyond five (5) minutes will constitute a class cut. If a student is out of a class beyond four (4) minutes and abuses the hall pass, it will be considered a cut.

Education for Homeless Youth

The McKinney-Vento Homeless Act defines the term "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The categories of children who are "homeless" include the following:

Children and youth who are sharing the housing of others due to loss of housing, economic hardship or similar reasons; are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, “migratory children” who qualify as homeless under federal law because the children are living in circumstances described above. The term “migratory children” means children who are or whose parents(s) or spouse(s) are migratory agricultural works, including migratory dairy workers or migratory fishermen, who have moved from one school district to another in the preceding 36 months to obtain temporary or seasonal employment.

Children and youths “awaiting foster care placement,” which means children who are placed in shelters, emergency foster care, transitional foster care or respite care. These placement settings are intended to be short term, and do not typically last longer than 30 days. If the placement exceeds 30 days, contact should be made with the child welfare worker and the Homeless Liaison to determine if there is any valid reason for the child to still be awaiting foster case placement.” The Homeless Liaison can inform parents or guardians of educational rights and related opportunities available to their children.

Contact: Alisa Willey, Director of Special Services, 814-724-3960, ext. 13040 for additional information.

Early Dismissal

Students may be excused from school for medical appointments, counseling sessions, etc. In such cases, appointments should be scheduled for the afternoon session when possible. A signed excuse from parents must be submitted to the attendance office prior to school on the day of the appointment. Students must sign out on the sheet in the office and sign in immediately upon their return.

All early dismissals require signed excuses from PARENTS prior to the school day beginning. Student will NOT receive an excused absence for the following reason:

1. Going out of town unless to a doctor's appointment (Doctor's appointment card must accompany request to be excused)
2. Hair appointments
3. Church for a short period of time when church services are held before and after school
4. Personal reasons
5. Babysitting
6. Senior pictures
7. Employment that is not part of a school-approved co-op program
8. Any other excuse, which does not fall under school attendance guidelines

Students who are attending an appointment in the morning are required to return to school as soon as possible for the remaining class sessions. All students MUST sign back in at the office.

Appointments will be verified from time to time by calling the place of the appointment. **Early dismissal excuses from parents need a Dr.'s name, phone number and parent signature before being accepted.** Faxes are acceptable with a parent signature. Phone calls from parents may be directed to the administration for verification.

The only other permissible early dismissal is that of excuse for reason of illness or injury. In such cases, the school nurse must grant the excuse after contact with parents. Please refer to the section on Health

Services for further guidelines concerning illness at school. In no instance may a student excuse himself early without reporting to the health room. Students that do not follow this procedure will face disciplinary action.

Approved early dismissal does not permit the student to park anywhere other than in the student parking lot.

Parent Sponsored Educational Tours And Trips

Students must follow the following guidelines to be eligible to leave school to attend an educational trip or tour:

1. Present a written request from his/her parent or legal guardian indicating:
 - a) The dates of absence
 - b) Educational merits of the proposed trip
 - c) The names of all adult chaperons
2. Acquire signatures from all subject teachers on the form provided by the attendance secretary. Teacher signatures indicate their knowledge and awareness of your impending absence.
3. Return the signed form to the attendance secretary at the end of the school day.

This information is to be provided to the attendance secretary for administrative approval a minimum of ONE WEEK prior to the absence. Failure to get approval of the administration will render all missed days as unexcused absences. The principal shall have the authority to limit the number of days of excused absence for educational trips. Any unapproved trip will result in unexcused absences and NO CLASS WORK WILL BE PERMITTED TO BE MADE UP. Family vacations and educational trips will be unexcused if students are on medical notice at time of request.

The student is responsible for obtaining all assignments that were to be completed during the period of the trip. All work must be submitted to the teacher within an equal number of days absent (if gone for 3 days, work must be submitted within 3 days of return to school.)

NOTE: Trips will not be approved unless a parent or legal guardian accompanies the student for the entirety of the trip.

College Visitations

College visitations are granted for no more than two days during the junior and senior year. To qualify, a student must do the following:

1. Obtain permission slip from the main office and have this form completed before the day of the visitation.
2. Acquire signatures from all subject teachers on the form. Teacher signatures indicate their knowledge and awareness of your impending absence. A parental signature is required.
3. Return the signed form to the attendance secretary before the visitation is taken.
4. Proof of attendance from the college or university must be submitted to the Main Office upon return.

II. GENERAL INFORMATION

Announcements

General announcements are made each day at the beginning of first period. Those made should be as brief as possible and generally be of interest to the entire student body.

To Have An Announcement Made:

All student announcements must have approval by a club or activity advisor and be submitted to the office secretary prior to 8:20 a.m. each school day. No announcements will be made without proper approval. Coaches may only announce cancellations of a scheduled practice or event.

Academic Recovery Day

Students may be assigned to attend a Saturday morning session from 9:00 a.m.-11 a.m. to work on missing assignments and/or to bring up their grades. A teacher will be assigned to check in with those students in attendance and offer assistance. Students can be recommended for academic recovery days by their parents, classroom teachers, guidance counselor, or administrators. This is not a punishment, but rather an opportunity for students to improve their grades. Students who are identified as needing assistance, but who refuse to attend may not have another opportunity to turn in missing work. Parents/guardians will be contacted when their child has been requested to attend.

Asbestos Hazard Emergency Response Act (AHERA)

The AHERA (Asbestos Hazard Emergency Response Act) regulations require that building occupants, and their legal guardians, are informed at least once each school year of inspections, response actions, and post response action activities which are planned or in progress on a school building. Crawford Central School District is responsible for this notification.

To view progress or completion of all asbestos-related activities for the school your child attends, please contact the Instructional Support Center, Building, Grounds, and transportation Department. If you have any further questions, please contact the Building Principal.

Assemblies

Assembly programs may be held throughout the year. These programs are provided for the benefit of the student body.

Students' conduct in the assembly should be guided by consideration for the interests of others. Please cooperate with the following guidelines for assembly conduct:

1. All talking should cease when the program begins.
2. During the assembly program, you should be attentive.
3. There should be no whistling, shouting or rhythmic applause.
4. When dismissed leave the assembly quietly.
5. Do not walk on the playing floor. (Gymnasium)

Assemblies are a privilege granted to the student body. Disruptive behavior during assembly programs may result in the cancellation of scheduled events for a specified period. Students disruptive at assemblies will also be scheduled to a study hall during all remaining events for the school year.

Students will NOT be excused from CCCTC to return to Meadville High School for assemblies, movies, or other such activities, unless prior arrangements have been made with CCCTC instructors and MASH administration.

Books

Class textbooks are the property of the school and must be maintained in the best possible condition for those using these materials the following year. Students MUST keep textbooks covered at all times. In addition, care should be taken to keep all unnecessary papers from collecting in the text as they damage the binding.

Students turning in books with damage will be assessed a rebinding fee or the replacement cost of the book. Lost books are the responsibility of the student and a replacement cost will be assessed to the student.

Cafeteria

The high school cafeteria is operated as a service for all students that provides a variety of menu items and is not established to show a profit. In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age or disability.

FOOD IS NOT TO BE EATEN IN THE HALLS, CLASSROOMS, OR REMOVED FROM THE CAFETERIA AREA.

Cafeteria Procedures During Lunch

All lunches are "closed". This means that you MUST report to the cafeteria, as you would any scheduled class. Students must remain in the cafeteria throughout the entire period unless prior approval or a pass has been granted to report to another area.

Students are not to leave the school or the school grounds during lunch under any circumstances. Students that leave the grounds or the building will face disciplinary action.

Students are asked to follow these guidelines during lunch:

1. Report to the cafeteria during your scheduled lunch and remain there for the entire period.
2. No Hall Passes will be issued during lunch except to the nurse.
3. Outside visitors are not permitted during lunch.
4. Use proper manners and keep tables and floor as clean as possible.
5. Students are to walk any trash to the garbage cans and take trays to the return area. Do not throw garbage into the cans from your table and do not leave trays behind.
6. Food is not to be ordered/delivered to the school.

Candy Sales

All activity candy sales are limited to outside of school only. Students are not permitted to carry candy from class to class or to sell it between or during classes. Candy may be sold after eighth period only. Any candy brought to school must remain locked in the student's locker.

Students are responsible for any candy they accept to sell. Theft of candy does not relinquish the student's responsibility to pay for it.

Any selling of candy in school before the end of the day will result in disciplinary action by teaching and administrative staff.

Caps and Gowns

Caps and gowns are required for graduation ceremonies. Measurement for caps and gowns occurs mid-year of the senior year. Caps, gowns and tassels become the property of students following commencement.

Class Rings

Class rings can be purchased during the freshman, sophomore, junior and senior year. Class rings may be purchased from a ring salesman who comes to the high school yearly.

Payment for the ring is made to the salesman who accepts the responsibility for the quality of the rings. Meadville High School has no responsibility in regard to the purchase, receipt, or quality of the class rings.

Diplomas

Diplomas are issued to graduates at no cost. Meadville Area Senior High School reserves the right to withhold diplomas of those who have outstanding obligations such as fines, lost books, discipline, etc.

Display of Posters & Other Materials

1. All materials must be approved by the administration prior to being displayed. The only exception to this rule is game-to-game cheerleader materials.
2. Generally, only posters emanating from the Crawford Central School District and area vocational school activities will be accepted.
3. On rare occasions the principals will consider posters and announcements from other sources that would be of important concern for our faculty or students.
4. Posters must be neat, well done, in good taste and no larger than 16" x 20" in size. Other informative materials must also meet these requirements.
5. Posters and other informative material are limited to a total of six (6) per event throughout the school. They may be displayed two (2) weeks prior to the event and must be removed the following day after the event.
6. Posters and signs are not allowed on any glass surface, auditorium doors, main doors, inside cafeteria walls, painted surfaces or in the rest rooms, because tape may remove paint from walls.

*The administration will monitor these poster regulations. Unauthorized materials, defaced, or defective signs, etc., will be removed.

Dress Code

The school dress code is established to promote grooming and hygiene, prevent disruption, embrace modesty, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Skirts and shorts must be an appropriate length and not reveal undergarments or any part of the buttocks. Bottom garments must fit appropriately (not too tight and not too baggy) as to be cumbersome or compromise safety.

- The torso (chest, back, stomach) must be covered. Revealing clothing and see-through materials are not acceptable. All undergarments must be covered. Camis and strapless tops are prohibited. Midriff tops, tank tops, and muscle shirts are not permitted.
- Necklines and hemlines should reflect an appropriate environment for learning and not a social setting.
- Clothing must be of an appropriate cut and fit while sitting and/or bending. Garments should not need to be adjusted to cover while in a normal body position.
- Hats, hoods, bandanas, wave caps, skull caps, bonnets, and any other head coverings are not to be worn by students inside of school buildings.
- Pajamas, sleepwear, bathing suits/swimwear, volleyball-style shorts, and cut-off shorts are not allowed.
- Outerwear, trench coats, and capes are not allowed.
- Shoes/acceptable footwear must be worn. Bare feet and slippers are inappropriate. Tennis shoes are required for phys.ed classes.
- Sunglasses worn in the building are not acceptable, unless approved by the principal or as a result of a doctor's authorization submitted to the principal and nurse.
- Spiked jewelry, billfold/wallet chains, and large beaded chains are prohibited.
- Hair and skin must be clean and neatly groomed. All students have the responsibility to wear clean clothing, which contributes to their own health and safety as well as that of others.
- Clothing that represents illegal activities or school-inappropriate items such as profanity, drinking, sex, weapons, death, gangs, hate groups, or drugs are prohibited.

This is not an exhaustive list and final decisions are made by the administration.

Religious and Health Accommodation

Where a bona fide religious belief or health need of a student conflicts with the school dress code, reasonable accommodation shall be provided. Any student desiring accommodation shall notify the school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices, religious beliefs, or medical condition shall not be prohibited under this policy.

Penalties/Sanctions

Students who elect not to conform to the dress and grooming rules set forth by this policy will be subjected to the following disciplinary actions:

First Offense – Warning/Change Clothing

Second Offense – Parent Notification/Formal Detention/Change Clothing

Third Offense – Parent Notification/ In-School Intervention

Fourth Offense – Parent Notification/Out-of-School Suspension

Unusual Circumstances

If any unusual situation relative to dress or grooming arises which is not specifically covered in this policy, the building administrator shall have the authority to rule on the appropriateness of the attire.

Electronic And Personal Communication Devices

Personal Communication Devices include but are not limited to: cellular phones/beepers/pagers, smart watches, and wireless devices that facilitate communication as well as any new technology developed with similar capabilities.

Electronic devices include but are not limited to: Bluetooth earpods, radios, CD/DVD players, electronic games, digital cameras, MP3 players, handheld computing devices, laser pointers, video players, personal laptop computers and other media devices as well as any new technology developed with similar capabilities.

Students bring cell phones, electronic devices, and personal communication devices on school property at their own risk. District personnel will not be responsible for lost, stolen, or damaged items.

All cell phones must be silenced or turned off and out of view during instructional time during the school day. Students are expected to place phones in designated phone holders in each classroom. Cell phones and earbuds may be used during lunch and during study halls (at the teacher's discretion.) Teachers may allow phones to be used for instructional purposes with teacher permission.

The transmission of unauthorized or confidential information is restricted through cell phone or other personal communication devices.

This prohibition shall not apply in the following cases provided that the building principal approves its use in advance:

1. A student who is a member of a volunteer fire company, ambulance, or rescue squad.
2. A student who has a need for an electronic device due to a medical condition of an immediate family member or for a personal medical reason.
3. Personal communication and/or electronic devices may be used for instructional purposes under the supervision of the classroom teacher.

Violations of cell phone usage in school will result in consequences as outlined in the Discipline section of this student handbook.

Sexting (the sending of sexually explicit photographs by use of a cell phone) is strictly prohibited. Incidents of sexting on School District property will result in a student receiving a minimum three-day out-of-school suspension, and local law enforcement authorities will be contacted by the School District.

If a student is using his or her cell phone to transmit the contents of a test, the student's parent or guardian will be called. The student could receive a three-day out-of-school suspension for the first offense.

If an administrator of the School District has a reasonable suspicion to believe that a student's cell phone contains inappropriate or illegal material, the parents or guardian will be called and the School District may contact local law enforcement authorities. Refer to Policy 237 for further details.

Failure to follow cell phone regulations could result in students being asked to surrender their phones to the principal's office until a parent can be notified.

Field Trips

School-sponsored field trips are often held as part of the educational program. All trips must be chaperoned by a member or members of the faculty. In addition, a permission slip signed by the parent or guardian and initialed by the student's teachers will be required of all students participating.

Fire Drills

A fire evacuation plan is posted in each room. Students should become familiar with the particular plan and route used by each room. Use the following guidelines during all emergency drills:

1. When the fire alarm sounds, the teacher in charge will direct the students on how to proceed. Students will proceed from the room in an orderly manner along the indicated route.
2. Running and loud talking are absolutely forbidden during the drill.
3. Students are to remain with their classes and move a minimum of 50 feet from the building.
4. Teachers will take their roll book to account for all their students.
5. The alarm will sound again to signal the time to re-enter the building.

Food/Drink, Backpacks & Coats

The following guidelines have been adopted by the Crawford Central School Board as safety issues were addressed:

1. No food/drink is permitted to be consumed in hallways or taken to class without medical or administrative permission.
2. Students are not permitted to carry bookbags (backpacks) from class to class unless they are see-through/clear.
3. Students are not permitted to wear coats in class.
4. Females may carry a small purse that cannot be larger than a pencil box. Large purses/totes are not permitted.

Grievance Procedure

On December 19, 1977, the Crawford Central Board of School Directors appointed the Superintendent as Compliance Officer for Section 504 of the Rehabilitation Act of 1973.

On the same date, the Board adopted the following procedure for Section 504 of the Rehabilitation Act of 1973:

RESOLVED, that any student or employee or potential employee of this district who believes he or she has been discriminated against, denied a benefit, or excluded from participation, in any district program or activity, or denied employment in violation of the terms of Section 504 or the Rehabilitation Act of 1973, may file a written complaint with the Compliance officer. This complaint must be filed within five (5) workdays subsequent to the time of the action forming the basis for the grievance.

The Compliance Officer shall cause a review of the written complaint to be conducted and a written response mailed to the Complainant within ten (10) working days after the receipt of the written complaint. A copy of the written complaint and the Compliance Officer's response shall be provided to each member of the Board of School Directors. If the Complainant is not satisfied with such response, he or she may submit a written appeal to the Secretary of the Board of School Directors indicating with particularity the nature of the disagreement with the response and his or her reasons underlying such disagreement.

This written response must be filed within five (5) days of the date of the receipt of the Compliance Officer's response. The Board of School Directors shall consider the appeal at its next regularly scheduled Board meeting following receipt of the written appeal.

The Board of School Directors shall permit the Complainant, upon written request, to address the Board in public or closed session, as appropriate and lawful, concerning his or her complaint and shall provide the Complainant with its written decision in the matter as expeditiously as possible following completion of the hearing.

The Grievant has the right to be accompanied by a third party at all hearings. If at any time you believe that you have not been accorded the rights established under Section 504 of the Rehabilitation Act of 1973 and/or the School Board Policy contained herein, you should notify the Superintendent, as Compliance Officer, of this belief. It is this Officer's responsibility to ensure that each request is handled in a responsible manner and an adequate response is provided to the person requesting the review.

Honor Code

The MASH Honor Code was designed in June 1993 and May 1994 by a committee made up of students, a parent representative, teachers, and an administrator. The honor code is designed to address situations involving academic dishonesty. It is recognized that academic dishonesty occurs and needs to be handled consistently at all levels of occurrence. Situations of academic dishonesty in which students are not to engage include, but are not limited to:

1. Using unauthorized study guides/aides during situations when students should be providing their own answers, written compositions, test information, etc.
2. Plagiarism which, defined, is to steal and use the ideas or writings of another as one's own or to incorporate without documentation the ideas or writings of another into one's own work.
3. Copying homework, class assignments of another person, test answers, lab work, etc., to receive credit as one's own work.
4. Stealing another student's papers, work, etc., changing the name and submitting it as one's own.

The Honor Code consists of objectives, responsibilities of students, parents, teachers and administrators. Consequences are also addressed.

OBJECTIVES

1. To create an awareness of the concerns of students, teachers, parents, and administrators about cheating.
2. To instill pride in ownership of one's own work.
3. To encourage students to be responsible.
4. To enhance each student's self-esteem.
5. To reinforce honesty as an American value.

RESPONSIBILITIES OF STUDENTS

1. To be aware of the Honor Code and to understand the Honor Code.
2. Be sure of correct assignments, when they are due, how to do assignments, etc.
3. Focus on learning and doing your best.
4. Be prepared for class.
5. Study sufficiently for each class; this is on-going.
6. Develop good time management skills.
7. Encourage honesty across the curriculum and in life.
8. Be responsible for your own actions and be accepting of the consequences.

RESPONSIBILITIES OF PARENTS

1. Express clearly the values of being honest.
2. Provide support for your child when he/she gives his/her best.

3. Become involved in your child's school work and school throughout the educational process by providing a place for study, allowing study time, and making sure that after school jobs do not interfere with study time.
4. Encourage your child to be proud of his/her individuality.

CONSEQUENCES

1. If a student violates the Honor Code, the student will make a zero for that particular activity. (This could result in a poor overall grade.)
2. Each violation will be reported in writing to the administration. On second offenses one day of in-school intervention will be assigned. Thereafter, discipline is in keeping with school discipline policy.
3. If a student continues to violate the Honor Code, he/she will be referred to staffing, SAT, or other appropriate agencies/services.
4. Parents will be notified of all violations of the Honor Code.

This is only a portion of the honor code as it pertains to students and parents. A complete copy of the honor code is available at the main office.

Inclement Weather

If the school is on a 2-hour delay or closed due to weather or other emergencies, the Blackboard Connect calling system will be activated and periodic announcements will be made on local radio, tv stations, Armstrong Cable stations 72 and 201, www.craw.org and on CCSD Facebook and Twitter accounts. When a 2-hour delay is called, a decision to close school for the entire day will be made by 7:30 a.m. If the decision is made to stay with the 2-hour delay, students will be required to be in class by 10:30 a.m.

Laptops

Information on student 1:1 devices can be obtained under the Parent Resources tab on the district website, www.craw.org.

Locks and Lockers

School lockers are school property loaned to the student for the student's convenience. It is the sole responsibility of the student to keep his locker clean and in proper order. An assigned locker is the temporary personal property of an individual. It is not to be defaced by decals, writing or permanently attached pictures. Use magnets as opposed to tape to hold materials to the lockers. This type of damage as well as any other mutilation is protected by state law and will be so handled.

Students are not to share their lockers with other students and are encouraged to always secure their lockers with the combination lock. Do not share your combination with anyone. Our policy is one student, one locker.

Any repairs or adjustments needed to a locker should be reported to the office with a complete description of the problem detailed on a sheet of paper.

If at any time, the administration has information that may indicate the presence of weapons, drugs, alcohol, stolen items, or any illegal material, in a student's locker, that locker may be searched by the administration without a search warrant.

Search dogs may be used. They may be used in the school and on school property including the parking lots.

Lost & Found

All lost articles, except physical education clothes, will be kept in the Main Office of the high school. Lost articles should be claimed as soon as possible. Articles unclaimed after a reasonable period of time will not be retained.

Physical education gym wear can be claimed in the physical educator's office in the locker room area.

Meadville Media Center

POLICY AND PROCEDURE SUMMARY

The use of the Media Center is encouraged. Our diverse collection is curriculum-based to support educational goals and contains exciting titles for recreational reading.

Hours: Monday through Friday 8:00 a.m. to 4:15 p.m. Passes are required during school hours. No pass is required before and after school hours.

STUDY HALL ACCESS PROCEDURE- Students are to report to study hall first to check in with their teacher, then report directly to the library. Upon entering the Media Center, study hall students must present their library card at the circulation desk. The library staff reserves the right to send students back to the classroom or study hall if the media center is too crowded or students behave inappropriately.

STUDENT ID CARDS- Student I.D. cards are issued yearly, seventh through twelfth grades. All seniors must have their pictures taken to receive an ID card. Students are expected to use their ID cards from the previous year until new ones are issued for the current year. Student ID cards are also required for signing out materials. Replacement cards are \$1.00 for the first lost card, \$3.00 for the second lost card, and \$5.00 for all subsequent lost cards. Students using another person's card will lose Media Center privileges.

CIRCULATION-Books from the regular collection circulate two weeks, reference and reserves, overnight. Fines are charged on all overdue materials. Lost and damaged materials must be paid for. Students with library obligations may lose study hall Media Center privileges. Books in circulation may be reserved.

MEDIA CENTER ACTIVITIES-The Media Center atmosphere is conducive to collaboration, projects, as well as individual work. Disruptive behavior will not be tolerated. Students are encouraged to visit the Media Center to complete class assignments, conduct research, peruse the print collection, check out materials, , or read for pleasure. Students working on collaborative projects must have a pass from their subject teacher indicating that they are to work together.

INTERNET-Online access to information and communication is encouraged. However, the use of the electronic information age brings new levels of opportunity, as well as responsibility. The Crawford Central School District requires that students using on-line access to the Internet and e-mail have Acceptable Use Policies signed and filed with the district.

LUNCH ACCESS – Students may use the library during their lunch period if they have written permission from an administrator. Students should obtain written permission from administrators prior to the beginning of the school day.

PROHIBITED ACTIVITIES-

1. Computer games and sleeping are not acceptable forms of Media Center behavior.
2. No food, candy, or beverages are permitted in the Media Center.
3. Students using another person's library card will lose library privileges.

OFFENSES-Theft or mutilation of books, furniture, computers, or other Media Center materials will result in the loss of all Media Center privileges, payment for damages and possible legal action.

Meadville Middle School

Students from the Meadville Area Senior High School are not permitted in the Meadville Area Middle School without permission.

Pictures

The yearbook photographer will schedule senior portraits for the yearbook. Local photographers and the SAGA advisor have the specifications for these portraits should a senior prefer another photographer for their portrait. However, the print must be submitted to the SAGA staff by April 1 to meet the publication deadline. A contracted photographer will take pictures at the school early in the fall. The school will announce the time and place. Picture packages will be available for purchase by the student body.

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Profanity Toward Staff

Language that is deemed severely inappropriate and directed toward a staff member will result in a minimum three-day suspension.

Request of Student Information by Military and Institutions of Higher Education

Pursuant to the No Child Left Behind Act, the Crawford Central School District shall provide access to the names, addresses and telephone listings of secondary school students upon a request made by military recruiters or institutions of higher education.

This information shall be released without prior written consent of the parents/guardians unless the secondary school student or the parent/guardian of a secondary school student requests that this information not be released. Secondary school students and/or parents/guardians must inform the Superintendent of the School District in writing of their desire to withhold their consent of this release of information. Students and/or parents/guardians, who desire to withhold their consent of this release of information, must notify the Superintendent in writing. Letters should be addressed to:

Mr. Thomas Washington, Superintendent
Crawford Central School District
11280 Mercer Pike
Meadville, PA 16335

School Insurance

The Crawford Central School District makes available a group-accident insurance policy. This insurance is available to all members of the student body at a nominal cost and is sold soon after school begins in the fall.

All students participating in athletics are encouraged to take out insurance unless the parent or guardian signs an insurance waiver. In case of a school-related injury, the nurse must be notified immediately. All claims must be processed through the nurse's office.

Searches

Random locker searches and dog searches will be conducted during the year. The School District has purchased two metal detector wands for individual searches and will consider walk through metal detectors for special events.

1. Desks and Lockers

- Students' desks and lockers are the property of the school district and, as such, are subject to periodic inspection for the health, welfare and safety of all students. In addition, specified desks and lockers may be searched pursuant to established guidelines.
- Students' desks and lockers may be individually searched by school officials when there is a reasonable suspicion that they contain illegal or prohibited articles or articles which would constitute a danger to the health, welfare or safety of the student body or staff.
- When there is a reason to suspect that a desk or locker contains materials which pose a threat to the health, welfare or safety of the students or staff, a student's desk or locker may be searched without prior warning or the presence of the student.
- Illegal or prohibited articles found in the student's desk or lockers may be seized and used for evidence in disciplinary, juvenile or criminal proceedings.

2. Automobiles

- Automobiles parked on school property may be searched with the knowledge and permission and in the presence of the student, driver or owner.
- In the event that visual inspection indicates the presence of illegal objects or substances, or any other article, which may be deemed to constitute a threat to the health, welfare or safety of students or staff, the police shall be notified immediately.

3. Search of person/people

A school official may properly conduct a search of the student's person according to the following guidelines:

- In the event there is a reasonable suspicion to believe that such a search is necessary to maintain school discipline or to enforce school policies.
- In the event there is a reasonable suspicion to believe that a student is carrying any illegal article or any substance or article potentially dangerous to students or staff on his person, said student may be asked to voluntarily reveal the contents of his pockets, pocketbooks, book bags, or handbags.
- In the event the student does not comply with a request to disclose these items, a pat down search may be conducted of the student's person by an adult of the same sex as the student, and in the presence of an adult witness.

4. Searches of students, persons or possessions may be conducted by law enforcement officers under the following condition:
 - A clear and immediate threat to the health, welfare and safety of other students or school employees is reasonably believed to exist.
 - A search that is incident to a lawful arrest.
 - A properly executed search warrant is presented to school officials.
5. Notification of this policy shall be given to parents and students upon the enactment of this policy and/or at the beginning of each school year. Once notification has been given to parents and students, the school district will have met its obligation to advertise pursuant to this policy. Actual times or dates of planned searches will not be released in advance
6. A reasonable suspicion shall be created by any of the following observations made by any employee of the school district and reported to an assistant principal or principal.
 - Information regarding illegal objects or substances received from unnamed students.
 - Observations from teachers or other personnel of suspicious activity by the students.
 - Increased use of the student assistance program for counseling students with drug problems.
 - Calls received from concerned parents regarding illegal objects or substances.
 - Any observation made by any person of students in possession of large quantities of money.
 - The observation of students exhibiting physical signs of chemical use such as dilated pupils or any other physical sign.
 - Any other specific information received by an Assistant Principal or Principal indicating that drug activity is present within their school building.
 - Continued use of bookbags throughout the building after being warned.

USE OF DOGS TO SEARCH SCHOOL PROPERTY

The District supports the elimination of the possession or use of illegal substances. The Board wants to convey a strong message to the community, faculty, staff and student body concerning the use or possession of illegal substances.

Notification of this policy shall be given to parents and students upon the enactment of this policy and at the beginning of each school year. Once notification has been given to parents and students, the school district will have met its obligation to advertise pursuant to this policy. Actual times or dates of planned searches by dogs will not be released in advance.

1. The administration shall authorize the search by dogs and have a designee on hand while the search is taking place.
2. Notification of this policy shall be given to parents and students. It shall be included in at least one (1) newspaper article of general local circulation.
3. All school property such as lockers, classrooms and storage areas may be searched by dogs.
4. All vehicles parked on school property may be searched by dogs.
5. Individuals shall not be subjected to a search by dogs.
6. Once notification has been given to parents and students, the school district will have met its obligation to advertise the searches by dogs. Actual times or dates of planned searches will not be released in advance.
7. The law enforcement agency will be given full authorization to investigate and prosecute any person found to be responsible for illegal substance on school property.

Student Assistance Program (SAP)

Many students are troubled by problems, which not only interfere with their educational performance, but with their physical, mental, social and emotional development as well. When students are troubled, so are the teachers, counselors, administrators, and other school staff. The Student Assistance Program (SAP) is a systematic, professional and realistic response to student problems.

At the heart of SAP is the core team, made up of school administrators, guidance counselors, school nurses, teachers and consultants from community agencies. Team members have been trained to: **Identify** students who are troubled by physical, social, emotional, or chemical use problems which are, in some way, affecting their school performance; **Intervene** and refer students and families for an assessment if warranted; **Focus** on educational concerns; **Utilize** school staff and community resources when necessary; and **Enlist** the support and involvement of parents/guardians in helping the student.

Students come to the SAP team in different ways. Anyone can refer a student to the Student Assistance Program. Any school staff member, a student's friend or family member can let a SAP team member know that they are worried about someone. The student themselves can even go directly to a SAP team member to ask for help. Once referred, the SAP team will obtain parent/guardian permission to become involved.

Students and parents should not feel embarrassed or uncomfortable about asking for extra help when it is needed. Through the SAP process, your student assistance team can help you find services and assistance within the school, and, if needed, in the community. The goal of the SAP is to help students succeed in school by removing the barriers that may prevent this from occurring.

Student Internet Acceptable Use Policy

You are expected to use the network and the Internet to pursue intellectual activities. For your own safety and for the safety of others, remember to exercise caution when you are communicating with people anywhere.

Violations

The Crawford Central School District declares unethical and unacceptable behavior just cause for taking disciplinary action, revoking networking or computer privileges, and/or initiating legal action for any activity through which an individual:

- Uses the network for illegal, inappropriate, or obscene purposes, or in support of such activities. **Illegal activities** shall be defined as a violation of local, state, and/or federal laws. **Inappropriate use** shall be defined as a violation of the intended use of the network, and/or purpose and goal. **Obscene activities** shall be defined as a violation of generally accepted social standards for use of a publicly owned and operating communication vehicle.
- Uses the network for any illegal activity, including violation of copyrights or other contracts violating such matters as institutional or third party copyright, license agreements, and other contracts.
- Vandalizes, degrades, or disrupts equipment or system performance.
- Steals data, equipment, or intellectual property.
- Gains unauthorized access of others' files or vandalizes the data of another user.
- Gains or seeks to gain unauthorized access to resources or entities.
- Forges electronic mail messages or uses an account owned by another user.
- Possess any data which might be considered a violation of these rules in paper or digital.
- Intentionally disrupts network traffic or crashes the network and connected systems.
- Invades the privacy of individuals.

- Purposely using a proxy server to bypass the District firewall.
- Uses the Crawford Central School District computing resources for commercial or financial gain or fraud.
- Posts anonymous messages.

Consequences of Violations

- *Suspension of Internet access
- Revocation of Internet access
- *Suspension of all computer privileges
- Formal detention or In-School Intervention
**Length of suspensions to be determined by building administrator depending on the severity of the violation(s).*

The following consequences may result at the discretion of the building administrator:

- Revocation of computer privileges.
- Out of school suspension
- Recommendation to Superintendent for expulsion
- Prosecution by the authorities.

Students will be reminded that suspension or revocation of internet access may compromise course or graduation credit.

Remedies and Resources

If you are accused of any of the violations, you have all the rights and privileges that you would have if you were accused of school vandalism, fighting, and so forth. The district has the right to restrict or terminate computer and Internet access at any time for the reasons stated above. The district further has the right to monitor network activity in any form it sees fit to maintain the integrity of the network.

Student will only be allowed to make up the credit using an outside provider, who is approved by the building administrator, at a cost to be paid by the parent/student.

Student Parking

A student parking lot is provided at Meadville Area Senior High School. This is the only area in which students are permitted to park. Students may not park in the faculty parking lot directly across from the school or the administrative/visitor lot near the main entrance. Additionally, student parking is NOT permitted in the Rec-Complex area or the Crawford County Career and Technical Center (CCCTC) lots.

The following guidelines are to be used:

1. Fee for parking permit - \$5.00. This fee covers the cost of the sticker. The permit will expire at the end of the current school year. Applications are available in the Main Office.
2. Students must register all vehicles driven to school.
3. This permit is not valid at CCCTC or the Rec Complex lots. **NO EXCEPTIONS.**
4. School authorities will issue a driving permit. If it becomes defaced or lost, the student must advise the assistant principal.
5. The driver is responsible for observing all safety precautions, state laws, and school regulations as they pertain to the operation of a motor vehicle.
6. Students may not return to their cars until dismissal.
7. CCCTC students must park in the senior high school lot.
8. Students will park within the designated limits and observe all posted signs at the entrance and exits of the lots.
9. Parking lots and vehicles may be searched for drug and alcohol and weapon violations.
10. Students are to cooperate fully with the security personnel.
11. Any student receiving a parking ticket will be held accountable. The administration will not intercede in any way.

There are NO EXCEPTIONS to the above policy. Students that violate these rules will be subject to revocation of driving privileges and disciplinary action. Cars parked without a permit or in an area not designated for students WILL BE TOWED OR CITED AT OWNER EXPENSE WITHOUT WARNING!

Student Welfare and Safety

Crawford Central School District and Meadville Area Senior High School utilize several methods to ensure that adults can be alerted in a timely manner if a student (or others) recognize behaviors that would be cause for alarm. Two protocols that are currently in place are **Safe2Say Something** and **Gaggle**.

What is Safe2Say Something?

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” BEFORE it is too late. With Safe2Say Something, it’s easy and confidential to report safety concerns to help prevent violence and tragedies.

To report an anonymous tip: <https://www.safe2saypa.org/>
To make an anonymous call: 1-844-SAF2SAY (1-844-723-2729)

What is Gaggle?

Gaggle is a service that the district uses to monitor online student accounts. The purpose of Gaggle is to proactively identify possible dangerous situations or incidents before they become reality. It helps prevent school violence, bullying, online predators, as well as identifying students who are struggling with mental health, self-harm, suicidal ideations, and physical or sexual abuse.

Because the district subscribes to this service, further action on the part of the student or parent is not needed. If a student is flagged, the school principal is contacted by Gaggle with an incident report that will be followed up on with the student, family, and guidance counselor.

Study Halls

Each student in the study hall must have something with which to occupy him/her for study purposes. Study hall teachers may issue passes to the office, counselor's office and to the restrooms in emergency cases. Students desiring to see a teacher other than their study hall teacher must have **previously obtained a pass** from that teacher. If the student is to remain with the teacher all period, this is to be indicated on the pass.

Student Use of Scaffolding and Ladders Prohibited

The School District is required to protect students from known dangerous situations. Consequently, if school personnel who supervise students permit a student to stand on scaffolding, a ladder, a table, or a chair for a project, the District would be exposing the student to a dangerous situation, which could result in him/her suffering serious bodily injury or death. If the student was injured or killed as a result of a fall from any of these, the District could be subject to liability.

Furthermore, an offer by the student or his/her parents to sign a release or indemnification agreement (which attempts to hold the School District harmless from liability in the event of any accident) must also be rejected. Ultimately, the courts may conclude that the conduct was irresponsible and may determine the release or indemnification agreement to be null and void.

Student use of scaffolding and ladders is prohibited unless student can furnish written proof that he or she has successfully completed curriculum-based safety training in the use of scaffolding and ladders.

Tornado Drills

Students should use the following procedures:

1. Whenever possible, go to an interior hallway on the lowest floor.
2. Avoid auditorium and gymnasiums or other structures with wide free-span roof.
3. Follow the directions posted in each classroom for the safest route and area in which to take cover.
4. Assume a curled-up position on the floor as close to the wall as possible.
5. DO NOT LOOK UP! Glass and debris will be flying through halls.

Working Papers/Employment

Students who wish to obtain employment on a part-time or full-time basis and are minors between the ages of 14 and 18 must obtain and complete working papers at the high school office.

A parent or legal guardian must bring a birth certificate or acceptable proof of age to the office to initiate the application.

Visitors

Students are not permitted to bring relatives and friends as visitors during school hours. Any variation from this policy must have the approval of the principal. Requests for variation from this guideline must be presented the day preceding the requested visitation day. As a general rule, requests for visitation will be denied.

Use of Telephone

If a student feels a call home is urgent, then a request to use the phone in the Main Office may be made.

III. STUDENT ACTIVITIES/ATHLETICS

Student activities are a vital part of the educational program at Meadville Senior High School in that they offer the student the opportunity to develop responsibility and leadership, create friendships and explore a diversity of leisure time activities. Consequently, a wide variety of programs are offered under the leadership of the Director of Student Activities. All students are encouraged to take part in and profit from the activities provided.

Guidelines for Student Activities

1. The school must sanction all student activities. See Mr. Burchard to initiate approval of your activity.
2. An approved teacher advisor must exist for all activities and he or she must be present at all times.
3. Activities should be planned at least one week in advance.
4. Students shall conduct themselves in accordance with school policies.
5. If using school facilities, the student organization is responsible for returning them to proper order. Advisors should remain with the clean-up crew.
6. Students not involved in an activity must not loiter in the building.
7. Any damages occurring during an activity must be reported to the Principal's office.
8. Any needed equipment such as tables, chairs, microphones, lighting, etc. should be requested through the principal's office.
9. Any group failing to comply with the school regulations will be denied approval for future activities.

10. Students and teachers involved in activities are to account for all fundraising activity and monetary transactions in accordance with policies established by the school district and the State Auditor General.

Extra Curricular Activities

2023-2024 SCHOOL YEAR

Activity/Club	Description	Advisor/Contact
MASHappella	An audition only, 4-part singing group that rehearses once a week after school. Students should participate in a daily music ensemble (choir, band or orchestra) in order to audition. They sing a variety of music and perform at events in and around the community.	Ms. Molly Moyer Molly.Moyer@crow.org
MASHarmonics	An audition only, Tenor and Bass singing group which meets once a week after school. Students should participate in a daily music ensemble (choir, band or orchestra) in order to audition. They sing a variety of music and perform at events in and around the community.	Ms. Molly Moyer Molly.Moyer@crow.org
String Ensemble	An audition only ensemble which meets on Wednesday. Students should be in an orchestra class to participate. They perform at a variety events in and around the community.	Ms. Molly Moyer Molly.Moyer@crow.org
Forensics and Debate	Any student interested in public speaking achievement, the art of debate, oral presentation and drama would be interested in this club. Students compete amongst themselves and other schools in tournaments held throughout the year. Students involved in this activity can qualify for state competition each spring in Harrisburg.	Ms. Siobhan Brown Siobhan.Brown@crow.org
French Club	French Club is open to any student taking the French language. The aims of the club are to further the student's knowledge of the French language, make use of the French they have learned and look at French customs through films and excursions.	Mrs. Natalie Stearns Natalie.stearns@crow.org
Genders and Sexualities Alliance (GSA) SAGE	SAGE welcomes all LGBTQ+ and straight youth to come and talk about any personal or social issue concerning them. Listening and providing support are our main objectives. We hope to create a safe, confidential place to offer support, resources, and emotional outlets, as well as to have fun and meet new people. SAGE also aims to promote a more accepting school environment and empower students to take a stand for equality and social justice. We will collaborate with other community groups to organize events and activities to reduce isolation and promote positive well-being.	Mrs. Jill Hyatt Jill.hyatt@crow.org
Junior Council	The primary role of the Junior Activities council is the planning, preparation and carrying through of the Junior-Senior Prom. Fund raising is a major concern of	Mrs. Melissa Bender Melissa.bender@crow.org

	this group since all monies for the prom must be raised by the Juniors. Four class officers and representatives from each Junior Homeroom make up this activities council. A faculty adviser guides all activities.	
Key Club	This is a service organization sponsored by the Kiwanis Club. The club promotes school and community service and also participates in statewide activities.	Mrs. Barbara Kurtz Barbara.kurtz@craw.org
Drama Club	Drama Club is designed for students interested in all phases of the theater. The only prerequisite for membership is a willingness to participate. Students may elect to participate not only as actors but, may also choose to work backstage, make costumes, help with advertising or in numerous other support roles.	Mrs. Sharon Barnes Sharon.barnes@craw.org
Senior Council	The responsibility of a senior council lies mainly in the preparation of the senior class for graduation. In addition, they handle the selling of graduation announcements and selection of the student body representatives to the Senior Six. Four class officers guide senior activities: President, Vice-President, Secretary, and Treasurer. They are elected at the beginning of each school year. Representatives to the council are elected from each senior homeroom. A faculty adviser guides all activities	Mrs. Sara Carter Sara.carter@craw.org
Spanish Club	Spanish club is open to all students interested in the Spanish language and culture. Our meetings are fun-filled learning adventures, exploring the various cultures of the Spanish-speaking world: food, music, language, arts and crafts, etc.	Mrs. Barbara Kurtz Barbara.kurtz@craw.org
Student Council	Student Council is the form of student government existing at Meadville Senior High. Each spring, elections are held in the school to elect a governor, lieutenant governor, secretary, and treasurer who lead the council the following school year.	Mr. Alan Heil Alan.heil@craw.org
Bowling Club	Bowling Club participants practice Mondays and Thursdays from 5-7. They start in October and have matches in Cambridge, Franklin, Seneca, and Meadville. The cost is approximately \$140 and covers practices and matches.	Mrs. Cheri Reese creese@fccfamily.com
History Club	To explore history by visiting primary source locations (there is a requirement of taking/have taken AP US History).	Mr. Alan Heil Alan.heil@craw.org
TEAMS	TEAMS is invite based. There are eight members to a team. I invite four teams of eight and typically have one team each of 9th, 10th, 11th and 12th graders, respectively. Previous year's members automatically	Mr. Ted Weber Thaddeus.weber@craw.org

	are reinvited. It is a STEM competition. Each year, TSA (Technology Student Association) has a main topic upon which the competition is based. There is one date, usually between late February to early April, on which the teams of 8 compete in their region. On the day of the competition, the morning consists of 80 multiple choice questions, 10 each based on subtopics of the main topic. The afternoon is a building session.	
SADD	Students Against Destructive Decisions (SADD) meets once a month. SADD participates in activities like the Halloween Parade, poster contests, Mock Accident, and Prom Promise as well as Silent Day. Any student in grades 9-12 may join. We attempt to raise awareness not just about drunk and under the influence driving, but other destructive decisions such as vaping, smoking, and texting while driving.	Mr. Barry Anderson Barry.anderson@craw.org
Ukulele Club	Ukulele Club is a student run club which meets once a week after school. They perform at local nursing homes and community events. Students are encouraged to have their own instrument; however school instruments are available for use during rehearsal time at the school.	Ms. Molly Moyer Molly.Moyer@craw.org
Jazz Band	This ensemble is for advanced instrumental students by selection or audition. The MASH Jazz Band travels in plays in local communities and various High School Jazz Festivals.	Mr. Armond Walter Armond.walter@craw.org
Pep Band	This ensemble is open to all instrumental students 7-12. Pep Band attends and plays for the Boys High School Varsity Basket Games	Mr. Armond Walter Armond.walter@craw.org
Brass Ensemble	Students are selected from MASH Concert Band. This ensemble plays at various Community Events and ceremonies at MASH.	Mr. Armond Walter Armond.walter@craw.org
Bocce Club	The Bocce Club will promote the game of Bocce, partner with other schools to start clubs, and organize recreational competitive sports.	Mrs. Barbara Kurtz Barbara.kurtz@craw.org
Marching Band Color Guard	The MASH Marching Band is open to all instrumentalists in grades 7-12. The band performs at several band shows and local community events such as the Meadville Halloween Parade. This ensemble is also open to students interested in participating in the Color Guard. This is an auditioned section of the band. Students that have participated in dance should investigate this group.	Mr. Armond Walter Armond.walter@craw.org
Art Club	Art Club welcomes any student who is interested in designing, creating, appreciating, and/or responding to the visual arts. Our primary focus is to utilize our	Mr. Jacob McCoy Jacob.mccoy@craw.org

	collective skills to produce a variety of visual works for the school community and beyond. We also work alongside the Drama Club to assist in designing and painting sets for upcoming performances.	
Chess Club	Chess Club is a friendly and safe environment to casually enjoy playing chess. The club is open to anyone at any skill level. Students, faculty, and staff are welcome to join!	Mr. Matthew Jaros Matthew.jaros@craw.org
Coding Club (pending approval)	Coding Club is a place for students to learn and collaborate on computer coding. The main goal of the club is to learn to problem-solve and to reinforce what you know. Members will be encouraged to create projects that they can share with their peers and/or post on the internet. No prior coding experience is needed.	Mr. Ted Weber Thaddeus.weber@craw.org
ECO People	A club for students interested in environmental and climate related issues that impact our community and society. The purpose of this club is to educate, encourage action, and empower students, explore climate related issues, work to understand the roots of this climate crisis, and how it specifically affects said places. Students will hold monthly meetings, plan positive community outreach activities, engage in insightful discussions, and collaborate with community leaders to better educate themselves and their peers.	Ms. Taylor Hinton Taylor.hinton@craw.org
Prayer Group	Prayer Group is voluntary and meets weekly on Friday mornings before school. We invite anyone who is curious, developing, or active in their faith. This group is a safe space to share worries, ask questions, and practice praying.	Mrs. Shea Herbstritt Shea.herbstritt@craw.org

The Meadville Chapter of the National Honor Society

Membership in this chapter is an honor bestowed upon a student by a five-member faculty council and is based upon scholarship, character, leadership, and service. To be eligible for membership the candidate must have been in attendance at the school for the equivalent of one semester and have completed Algebra I. The candidate must be a member of the junior or senior class and have a minimum cumulative scholastic average of 4.50, based on a weighted, ranked scale, with courses weighted 6.0 for advanced placement, 5.0 for academic and 4.0 for all others. This cumulative average will be based on grades earned from ninth grade through the present. Transfer students' grade calculations will be based upon grades earned while attending Meadville Area Senior High School.

Candidates shall then be evaluated on the basis of service, leadership, and character. In addition, any faculty member has the option to speak to any of the council members regarding a candidate's fitness for membership. The vote is by ballot and a majority vote is required for selection. All information is kept confidential and destroyed after the selections have been made.

Once selected, members must maintain the high standards in all areas. Once dismissed, a member is never again eligible for membership.

The Meadville Chapter participates in group projects including Make a Difference Day, Salvation Army's Red Kettle Campaign, and Special Olympics. In addition, NHS annually sponsors the MASH Senior Academic Awards Program.

IV. ATHLETICS

Meadville Senior High School offers participation in the following athletic sports to their student body:

FALL SEASON

Cross Country

Head Coach: Jennifer Zamperini

Football

Head Varsity Coach: Ray Collins

Head JV Coach: Jerry Davis

Golf

Varsity Coach: Fred Garvey

Assistant Coach: Terry Tidball

Boys' Soccer

Head Varsity Coach: James Miller

Head JV Coach: Katie Miller

Girls' Soccer

Head Varsity Coach: Cheryl Andrae

Head JV Coach: TBD

Girls' Volleyball

Head Varsity Coach: Tim Schleicher

Head JV Coach: Amy Decker

WINTER SEASON

Boys Basketball

Head Varsity Coach: Mark McElhinny

Head JV Coach: TBD

Girls' Basketball

Head Varsity Coach: Shannon Pietroski

Head JV Coach: Bailey Gregor

Swimming

Head Varsity Coach: Pete Coppelli

Wrestling

Head Varsity Coach: Barry Anderson

Head JV Coach: Terry Tidball

Indoor Track

Head Coach: Amy Lynn

SPRING SEASON

Baseball

Head Varsity Coach: Tony Tartaglione
Head JV Coach: Dean Wood

Softball

Head Varsity Coach: Renee Ashton
Head JV Coach: Darren Mealy

Tennis

Head Varsity Coach: Alan Heil

Track

Head Varsity Coach: Amy Lynn

Boys' Volleyball

Head Varsity Coach: Nicholas Bancroft
Head JV Coach: Matt Izbinski

Lacrosse:

Head Coach: Charlie Anderson

Spectator Behavior

Meadville Senior High School students are expected to show sportsman-like conduct at all home and away events. It is important that students have knowledge of the following:

1. School and game officials reserve the right to refuse admission to school property and to remove from school property any person or persons who violate rules of good conduct.
2. Alcoholic beverages are prohibited on school property.
3. Obscene cheers and gestures, erratic behavior and unsportsmanlike conduct will not be tolerated.
4. Posters and signs are forbidden to be displayed by spectators or affixed to gymnasium or lobby wall (exception permanent season posters).
5. Artificial noisemakers (bells, horns, wood clackers, etc.) are not permitted in the gym.
6. Home and visiting cheerleaders may use megaphones but must keep them in their possession at all times.
7. Smoking is prohibited on school property during all events.
8. Backpacks and Bags of any kind are **not permitted** at extra-curricular events by student spectators.

Co-Curricular/Interscholastic Participants Policy

The Crawford Central School District recognizes and affirms the individual value and potential of each member of its school community. This policy has been developed to uniformly guide the students during their participation in co-curricular/interscholastic activities. Each coach/advisor is responsible for reviewing the policy with every student involved in the activity. A parent/guardian is required to sign and return the policy verifying his/her knowledge and acceptance of the guidelines.

This policy deals with substance abuse by students involved in the extra-curricular/interscholastic activities program offered by the school district. Students involved in the illegal substance abuse/use jeopardize their participation in these programs. The full policy is available in the principal's office or from

your coach/advisor. All students planning to participate in the extra-curricular /interscholastic program of the school district should familiarize themselves with this policy.

Sports/Performing Arts Eligibility

PROCEDURE FOR DETERMINING ELIGIBILITY

Article IX, section 2 of the P.I.A.A. Bylaws sets only the minimum academic standards for interscholastic athletic eligibility. Since standards are minimum standards (pass "at least four full-credit subjects"), member schools may adopt higher or more stringent academic standards, but may not lower academic standards.

The CCSD Board has determined that it is a privilege for students to participate in Interscholastic and CO-Curricular programs. Therefore:

1. All students participating in Interscholastic and Co-Curricular programs shall be evaluated on a weekly basis by the administration.
2. Students must be passing all classes with a "D" or better to be eligible for participation in Interscholastic and CO-Curricular programs.
3. Students who are ineligible for a total of 3 weeks, either consecutively or cumulatively will be terminated from that program for the remainder of that season.
4. Eligibility is checked on Friday of each week, for the following Sunday to Saturday.
5. If deemed ineligible, that student will not participate in any athletic/extracurricular activity during the period commencing Sunday and extending through the following Saturday.

- * Students who are ineligible will not be permitted to practice.
- * Coaches may arrange tutoring for "ineligible" student as a means to assist the student athlete to become eligible.
- * A student that is ineligible due to illness or injury for two consecutive weeks or longer must produce a written physician's approval prior to resuming in any athletic endeavor.

NOTE: A student may become ineligible because of attendance reasons. (See "Attendance & Extra-Curricular Activities")

SUSPENSIONS:

If a student is assigned an in-school or out-of-school suspension, the administration will contact the coach to discuss participation in practice and/or athletic events before they are permitted to return to the extra-curricular activity.

Specifics are as follows:

1. Any discipline assignment not satisfied on Friday would make a student ineligible over the weekend.
2. An assignment completed on Friday would make a student ineligible for participation that day. The student would, however, become eligible for Saturday events.

V. GUIDANCE

Guidance Services are available for every student in the school. These services include assistance with educational planning. Interpretation of test scores, occupational and career information, study helps, help with home, school, personal and/or social concerns, or any question the student may feel he or she would like to discuss with the counselor.

Students and/or parents wishing to visit a counselor should contact the secretary in the guidance office to arrange for an appointment. The guidance telephone number is 336-1121 ext. 19520.

Graduation Requirements

Refer to policy #217 of the Crawford Central School District. This policy can be accessed through the Meadville High School Guidance office and the Academic Registration Handbook, page 4.

**The responsibility for meeting graduation requirements rests with the student. Each student is to determine that his or her schedule satisfies school policy and fulfills graduation requirements. Further, each student is given a course selection guide and an unofficial transcript every year that they register for the following school year. During the months of April, May and June, students will meet with their counselor to finalize a schedule for the following school year.*

Academic Ranking

Academic ranking is based on weighted courses. Courses that are more skill related than academic are not included in the ranking process.

Purpose

The Board acknowledges the usefulness of a system of computing grade point averages and class rank for secondary school students to inform students, parents/guardians and others of their relative academic placement among their peers.

Authority

The Board authorizes a weighted system of ranking for students in grades 9-12.

A student's weighted and non-weighted grade point average shall be entered on the student's record and transcripts at the end of each school year and shall be subject to Board policy on release of student records.

The district shall not report class rank publicly. The district will only report percentiles of ranking alphabetically.

The district shall not recognize honorary distinctions of valedictorian and salutatorian after the graduating class of 2019-2020. The district shall institute a Latin, college-style, honors system beginning with the class of 2020-2021. Such a system shall recognize all students with weighted GPA's.

Any student with a weighted GPA will be recognized with the following honors at the end of their senior year:

Summa Cum Laude	5.400-5.600
Magna Cum Laude	5.100-5.399
Cum Laude	4.700-5.099

Honor Roll

The policy states Grades 7 – 12

Honor Roll is High Honors 95% or higher combined averages of all classes

Honor Roll is 83-94% of all averages of all classes

Students must achieve a 70% in every class

Calculated using a non-weighted scale

Credit Make-up

- Option 1: Tutoring Make-up
- Option 2: High School Correspondence Courses (On-Line)
- Option 3: Replacement Course
- Option 4: Retake the Course

Students needing to make-up credits are to schedule an appointment with their guidance counselor.

Tutoring Requests & College Credits

Students wishing to take college credits to be applied to high school graduation requirements must submit a request in writing to the principal for approval.

The request must contain the name of the accredited college or tutor offering the course work and certification documentation of the tutor. A planned curriculum that is to be followed must be submitted with the request before any approval can be given.

Guidelines established by the Department of Education prevail in the granting of any request for tutoring. It should also be noted that any costs incurred for college course work or tutoring are the sole responsibility of the student. Students should contact their guidance counselor for any additional information regarding Tutorial Requests and College Credits.

Schedule Changes & Withdrawal from Courses

Students are given ample time to study course selections and alternates. The guidance staff meets individually with each student to discuss course selections. Student signatures at registration indicate agreement with the courses selected.

Homebound Instruction

Provision can be made for homebound instruction for students who are unable to attend school for an extended period of time (maximum of five hours per week). A physician's statement as to the reason for disability and the length of time for the disability must accompany the request. Becoming or being a parent does not qualify a student for Homebound Instruction. The parent, through the school principal, should initiate a request for homebound instruction.

Student Records

Policies are needed for the collection and dissemination of information contained in a student's file to ensure that the student's right to privacy is not invaded when the information is gathered or when it is released. Policies are needed to help school authorities to which officials can have access to a student's file, and to determine how much of the file shall be open for inspection. Policies are needed to protect both the student and the school officials when information concerning the student is requested by schools, businesses, or other third parties.

Student files contain information covering nearly every phase of a student's existence. In addition to academic records, student files often contain data from personality, psychological and intelligence tests; health records; reports from school psychologists; reports by guidance counselors; and anecdotal records and evaluations by teachers and administrators. Much of this information is of a personal and private nature and, if improperly released, could operate to the prejudice or impairment of the student's reputation or personal security. Where that result could occur, Pennsylvania's "Right to Know" law restricts the release of the information.

Crawford County Career & Technical Center

Students may apply to the Crawford County Career and Technical Center during their freshman year for any of their 3-year courses. The guidance office has information on all courses offered at CCCTC.

Once accepted at the CCCTC, a student spends one-half their day at Meadville Senior High and the other half at the CCCTC.

Students accepted for study at the CCCTC must be aware that they come under the jurisdiction of both schools. Misconduct at one school may mean disciplinary action at the other school.

Students will not be excused from the CCCTC to return to Meadville High School for assemblies, movies, or other such activities. Certain activities such as testing, class work or participation in athletics will be considered on an individual basis by the administration of both schools.

Work Release Program

Senior students may be eligible to participate in the work release program operated by the CCCTC. To qualify, the student must have sufficient credits scheduled to meet graduation requirements and be employed during school hours. Application must be made through the guidance office.

The student must adhere to all rules as established by the Crawford County Career & Technical Center and home school. A student may be removed from this program for failure to comply with school rules and graduation could be affected.

External Test Schedule

Meadville Area Senior High School schedules external tests for college-bound students. A list of registration dates is available in the Guidance Office.

Transcripts

A fee of \$3.00 per transcript will be charged for transcripts to employers, colleges, scholarship committees, individuals and for unofficial copies (without school seal and signature). This fee will be charged to students no longer enrolled in Crawford Central School District and also to graduates the following year after graduation.

VI. HEALTH SERVICES

Health Room Procedures - During school hours, the school nurse will administer first aid to students who have accidents, are ill, or have other emergencies. The program is not responsible for definitive treatment.

When a student finds it necessary to see the nurse, he/she must first secure a pass from the teacher before reporting to the medical room. Report DIRECTLY to the nurse's office. Failure to do so will be considered a class cut.

NOTE: Any student who misses a class due to illness must report to the nurse or be charged with a class cut and disciplinary action.

If the school nurse determines that a student is ill and should be sent home, a parent or guardian must be contacted so that parental permission can be obtained to release the student from school. It is the responsibility of the parents to provide transportation home. A student that has driven to school and

becomes ill may drive home if the school nurse feels that he or she is well enough to drive and if the parent approves.

No student is permitted to be excused from class to drive an ill student home except by special permission from the office and permission of all involved parents.

Administration of Medication - State law prohibits school personnel from giving medication or treatments to students in school unless ordered in writing by a physician. See "Guidelines for the Administration of Medication to Students During School Hours".

Physicals - Vision tests, height and weight measurements are done annually on all students. All pupils in grade 11 and others who have a hearing problem receive an audiometric test.

Physical examinations are required for juniors and for students moving from other school districts into the Crawford Central School District without health records. These examinations may be done by a private physician or by the school physician. Proper forms are provided by the school nurse.

Anyone having a special health problem, i.e., diabetes, epilepsy, a heart condition is urged to discuss this with the school nurse so that he/she will receive the appropriate medical attention during the school day.

Accidents and Injuries - Parents are responsible for all costs associated with emergency transportation, and/or treatment due to accidents that occur in school or at school related activities.

Accident Reports

It is the policy of the Crawford Central School District that any student injured at school or while participating in any extra-curricular activity, must have an accident report filed within 48 hours of the accident. Forms are completed by the school nurse.

Guidelines For The Administration And Self-Administration Of Medication During School Hours

The Crawford Central School District recognizes that parents have the primary responsibility for the health of their children. The School and classroom are not clinical settings; therefore, the School District strongly recommends that medication be given in the home. The District does realize that in special situations, the health of some children requires that they receive medication while in school. Parents must confer with the child's physician to arrange medication time intervals to avoid school hours whenever possible or to comply with this policy.

School personnel, in most cases the School Nurse or a Registered Nurse will administer all regularly scheduled medications. School personnel will receive instruction from the School Nurse on the procedure to administer medication in the absence of the Nurse.

It is the parent's right to come to school to administer medication to his/her own child.

When medication absolutely must be given during school hours, the following procedures must be followed:

PRESCRIPTION AND NON-PRESCRIPTION MEDICATIONS:

1. The physician must complete an order for the administration of medication during school hours. The form is available from the School Nurse.
2. The parents must sign a consent form for the administration of medications during school hours.
3. All medication to be given during school hours should be delivered directly to the School Nurse, School Principal or his/her designee by the parent or a responsible adult.
4. A supply of the medication must be delivered to school in a pharmaceutically dispensed, properly labeled container.

5. A medication log will be kept for any child receiving medication during school hours from Crawford Central School Personnel.
6. All medication will be kept in a locked container or cabinet

ADMINISTRATION OF TEMPORARY MEDICATIONS:

It is recognized that a student may need to receive medications administered at school for a temporary period of time. To do so, the following regulations must be met:

1. The parent /guardian must send in a note including the following information:
 - a. Name of the medication
 - b. The reason the medication is being given
 - c. The time and frequency the medication is to be taken
 - d. The number of days the medication is to be taken.
2. If the medication is to be taken for longer than three (3) weeks, the student's doctor and parent must complete and sign the request for administration of medication form.
3. The student **must** register the medication (present the note and medication to the nurse).
4. After the medication is registered, a student may either carry a daily amount of medication or keep a supply of the medication locked in the health office for administration according to the doctor's/parent's guidelines.

Self-Administration

Students may self-administer prescription or non-prescription medications in accordance with the district policy for administration of medications. Self-medication is permitted for non-scheduled medications only. Parent's requesting the self-administration of medications for their child must include a statement releasing the school of any responsibility for the benefits or consequences of the medication and acknowledging that the school bears no responsibility for ensuring that medication is taken.

Asthma Inhalers / Epipens

Students may possess and self-administer an asthma inhaler or an epipen. To do so, the student must:

1. Demonstrate the capability for self-administration or have their parent or physician indicate that the student is capable of responsibly using and safeguarding the medication.
2. Notify the school nurse following each use of the inhaler or epipen.
3. Not permit or provide the use of the inhaler or epipen by other school children.

Failure to comply with these guidelines may result in the confiscation of the asthma inhaler or epipen and the loss of privileges for self-administration.

In order to comply with the school's Drug & Alcohol Policy, students may neither store in desks and lockers nor carry a **supply** of prescription or non-prescription medication at school.

A student **may not** carry on their person **any** medication that is not properly registered with the nurse or principal/designee.

VII. SCHOOL BUS REGULATIONS

Bus assignments for transportation to and from school are given to pupils whose homes are so located as to justify such assignments. It is a violation for pupils to ride a bus other than the one to which they are assigned or to leave the bus at a stop other than their assigned stop.

Student(s) Pick-up and Drop-off

Students will be permitted to have one pick-up location and one drop-off location only. The pick-up location and drop-off location do not need to be the same. An example would be (AM pick-up at *home address* and PM drop-off at *daycare*).

Split days per week with multiple pick-up and drop-off locations will no longer be permitted. An example would be (*M, W, F* AM pick-up at *home address T, TH* at *daycare* and *M, W, F* PM drop-off at *babysitter* and *T, TH* at *home address*).

Past practice in transporting students in a split custody situation, by court order, will still remain the same with parents submitting the requests to the school or the transportation office prior to school starting and to the school after the year has begun.

Use of Bus Notes

A parent/guardian is **NOT** permitted to write a note/bus pass for a child to ride a bus to or from school or an alternate location.

Students who ride buses to and from school are expected to conduct themselves in an acceptable manner. Bus conduct guidelines in effect in the Crawford Central School District are as follows:

Prior to Loading (On the road and at school)

- Be on time at the designated bus stops-not more than 5 minutes prior to scheduled arrival.
- Use care in going to bus stops.
- Stay off the roadway while waiting for the bus.
- Be considerate of private property-keep off lawns and away from buildings.
- Be orderly at bus stops.
- Wait until the bus comes to a complete stop and the red lights are flashing before attempting to board the bus.
- Do not push or crowd when boarding.

While on the Bus

- Go directly to an available or assigned seat and remain seated until leaving the vehicle.
- Keep head, hands and arms inside the bus.
- Keep the aisle clear.
- Loud talking and boisterous conduct are not permitted.
- Treat bus equipment as you would valuable furniture in your own home. Damage to seats, window, etc., must be paid for by the offender.
- Never tamper with the bus or any of its equipment.
- Do not throw anything out of the bus windows.
- Be quiet when approaching a railroad crossing stop.
- Behavior should be similar to regular classroom conduct except for ORDINARY conversation.
- Scuffling, fighting, horseplay, tobacco use, and profane or indecent language are STRICTLY FORBIDDEN.
- Pets are not permitted on school vehicles.
- Alcoholic beverages are not permitted on school vehicles.

When Leaving the Bus

- Students may not leave the bus at any stop other than their assigned stop.
- The driver will not discharge riders at places other than the regular bus stops unless authorized by school officials.
- Do not push or shove when leaving the bus.
- Be alert to danger signal from the driver.
- Help look after the safety and comfort of other students.
- After exiting the bus, if it is necessary to cross the road, do so at least 10 feet in front of the bus and only after looking to be sure that no traffic is approaching from either direction.

Extracurricular Trips

The above rules and regulations apply to any trip under school sponsorship.

Evacuation Drills and Emergencies

The purpose of school evacuation drills is to have each pupil riding on a bus know exactly what to do in case of an emergency. All bus riders MUST cooperate fully with the bus driver and the assigned helpers during evacuation drills. Pupils must observe absolute silence during evacuation drills.

Bus Driver Rights and Responsibilities

- Pupils transported in a school bus shall be under authority of, and responsible to, the driver of the bus. Continued disorderly conduct, or persistent refusal to submit to the authority of the driver, shall be sufficient reason for a pupil to be denied transportation in accordance with regulations of the governing board of the district. The driver of any school bus shall be held responsible for the orderly conduct of the pupils transported.
- Bus drivers are authorized to assign seats to students.
- The bus driver should establish proper rapport with passengers.
- The bus driver is responsible for the safety and conduct of students while they are on the bus.
- No bus driver shall require any student to leave the bus before such pupil has reached his/her destination.
- No bus driver shall refuse to transport a student until informed by a building principal that official action has been taken denying transportation.

Disciplinary Action

Discipline for violating any of the school bus regulations will be handled in the following manner:

- **First Offense** - Driver will immediately submit a written (checklist) report to the Transportation Contractor, for his approval and signature. This report will be sent to the building principal concerned for disciplinary action and written parent notification.
- **Second Offense** - Same procedure as first offense. Possible suspension of bus privileges for one day or more (Form II).
- **Third Offense** - Same procedure as first offense. Three (or more) days suspension of bus privileges (Form II).
- **Further offenses will be handled by the school authorities.**

NOTE:

1. Suspension of school bus privileges does not relieve the parents of their responsibility in so far as the compulsory attendance laws apply. Absence from school for the above reason is considered as an unexcused/unlawful absence depending upon the age of the student.
2. Destruction of property will result in payment for all damages by parents or guardians.
3. The carrying and/or consumption of alcoholic beverages on a school bus will result in an automatic suspension of bus privileges.

School Bus Accident Emergency Procedures
Crawford Central School District
January 29, 2004

While bus accidents are considered rare taking into account the volume of students transported on a daily basis, they do occur. Accident scenes can often result in mass confusion. This memo, while not intended to cover all possible scenarios, is intended to provide some general guidelines to follow in the event of a bus accident. Common sense should be used. You should be familiar with these procedures if you are involved with the transportation of school students. The primary intent of this memo is to provide for the continued well-being of all Crawford Central School District Students and their families. Rest assured that the Crawford Central School District Superintendent and administration are available to assist you in the event that a bus accident does occur.

In the event of a minor school bus accident involving no injuries or only minor injuries (while in route to school), the following procedures should be followed:

Contact Crawford Central School District Administration @ 724-3960

Secure bus roster and determine what students were on the bus. Contact principal of destination school(s) informing them of the bus number, listing of students riding the bus, and any accident information that is known so that parents of children involved in the accident who call the school can be informed.

If the school bus is drivable, the bus driver should drive the bus to the destination school building or some other agreed upon location where all students involved in the accident can be checked/treated by a school nurse prior to returning to class. All parents not already contacted should be notified by the destination school's principal or designee and informed of the accident and their child's condition. If the bus is not drivable, the bus driver or contractor shall make alternative arrangements to transport students to their destination school and to pick up any remaining students along the route.

The school nurse shall advise the Transportation Coordinator in writing as to the status of all students who were involved in the accident.

School bus accidents involving injuries where medical attention is necessary:

1. Call 911 immediately. Reassure students that emergency help is on the way. Locate the bus roster and determine which students were on the bus at the time of the accident.
2. Contact Crawford Central School District Administration @ 724-3960
3. Contact principal of destination school(s) informing them of the bus number, names of students on the bus at the time of the accident, and any accident information available so that parents of children involved in the accident who call the school can be kept informed. Be careful not to give out confidential information to persons not entitled to receive such information (i.e. T.V., radio, newspaper reporters). Only the Crawford Central School District Superintendent is authorized to issue a press release concerning a bus accident.
4. All students should remain on the bus unless a dangerous situation exists that would warrant otherwise. It would be more dangerous and more difficult to treat injured students wandering around outside the bus than if contained within the bus. The response by emergency personnel on the scene will determine the course of action to be taken.
5. If students require transportation to a medical center for treatment, medical center personnel will notify parents/guardians as soon as possible after arrival at the medical center. To facilitate this process, confidential contact information will need to be provided by school district administration as soon as possible. The bus number along with a roster noting all students on the bus at the time

of the accident should be faxed to Crawford Central Administration. Emergency contact information will then be compiled and faxed back to the medical center so that parent can be notified.

6. Students under the age of 18 cannot refuse medical treatment. Once treatment is provided by a medical center to a minor, an adult must authorize further treatment if necessary and/or pick up the student and sign all release documentation. If injuries are minor, the student may return to school at the parent's discretion but should be monitored by the school nurse.
7. Any student that is not transported to a medical center for treatment, shall be transported to the destination school building to be evaluated by a school nurse. If not already contacted, the principal of the destination school or a designee shall be responsible for contacting the remaining parents to inform them of the accident and their child's condition. The school nurse shall advise the Transportation Coordinator in writing as to the status of each student evaluated and provide follow-up to students injured when they return to school. The bus contractor shall deliver a properly completed "School Bus Accident Report" to the Transportation Coordinator with 48 hours of the accident.

Minor school bus accidents during non-school hours (involving no injuries or injuries which do not require immediate medical attention):

In the event that a school bus is involved in an accident during non-school hours and there are no injuries (or only minor injuries), the school district official riding the bus shall ask each student individually if they were injured or not, taking written note of their individual responses. Based on this information, the school district official shall determine whether: 1) a school nurse should be contacted to evaluate students, or 2) the students can be released directly to their parents upon arriving back at the point of origination. If a school nurse is deemed necessary, a convenient location should be decided where each student can be evaluated. All students shall remain on the bus until they are checked by the school nurse unless a parent/guardian requests that their child be released into their custody (in which case a parent's signature authorizing the child's release with a statement that they are assuming full responsibility shall be obtained).

The school district official riding the bus or the school nurse shall inform the Transportation Coordinator in writing as to the status of each student riding the bus. If deemed necessary, the schools district official riding the bus will be responsible for notifying parents of the accident. If the bus is not operable, the driver or the contractor shall arrange alternative transportation.

School bus accidents during non-school hours (involving injuries, which require immediate medical treatment):

In the event that a school bus is involved in an accident during non-school hours and there are injuries which require immediate medical attention, the bus driver or school district official riding the bus should call 911 and attempt to keep all students calm. Unless a dangerous situation exists, all students should remain on the bus until emergency personnel arrive. It would be more dangerous and more difficult to provide treatment to students wandering around outside the bus. No one shall leave the accident scene until released by emergency personnel. An attempt should be made to provide whatever basic medical attention is available to any injured person until emergency personnel arrive. Once on the scene, emergency personnel shall determine the type of advanced medical treatment necessary.

Students under the age of 18 cannot refuse medical treatment provided by emergency medical personnel. Any student taken to a medical center for treatment under the age of 18 will require that an adult (parent/custodian) be notified to authorize additional treatment or to sign release documentation. The school district official riding the bus should have a complete listing of all students riding the bus with emergency contact information. This is very important as this information will be needed by medical center staff to quickly contact parents of students taken to the medical center. While medical center staff

will contact parents of students treated, it will be the responsibility of the school district official riding the bus or a designee to contact all remaining parents of students who were on the bus.

The school district official on the bus or the driver (if uninjured) shall notify Crawford Central Administration Officials of the accident as soon as possible.

All students not requiring immediate medical attention shall remain on the bus until emergency personnel release them. A parent may request to take their minor student off the bus prior to such a release by providing a signature to the school district official riding the bus. If the bus is not drivable, the bus driver shall make arrangements for alternative transportation. If the bus is drivable, uninjured students shall be transported to a location mutually agreed upon by school district officials where parents may pick up the remaining students. The school district official riding the bus is responsible for remaining at this location until all parents are contacted and students are picked up. The school nurse shall be informed of the accident so that follow-up with all students can be made when they return to school. The Transportation Coordinator shall be informed by the school nurse in writing as to the status of each student riding the bus.

The bus contractor shall provide the school district with a properly completed "School Bus Accident Report" within 48 hours of the accident so that the Transportation Coordinator can file the report with the Bureau of Traffic Safety Operations. No one other than the Superintendent is authorized to release information to a news agency relative to the accident.

VIII. DISCIPLINE GUIDELINES

Student Behavior: Levels Of Misconduct And Consequences

It is expected that all students will conduct themselves in a manner acceptable for young adults. Students should exhibit respect for themselves, others, and property. The rules established in this handbook help to provide a safe, purposeful learning environment conducive to the educational process.

DEFINITIONS:

Classroom Detention (Personal) – This is assigned and carried out by the classroom teacher in accordance with a particular teacher's classroom rules. This form of detention is usually assigned after school and lasts from 10 – 20 minutes. Parents will receive a detention slip stating date and time of personal detention and classroom rule(s) not followed. Parents must sign detention slip to be returned with student. Failure to serve a personal detention will result in the student being referred to the school administration. Parents should be given a minimum of 24-hour notice. Parental contact is required for repeated detention notices.

Formal Detention – This is assigned and carried out by the school administration in accordance with school policy. This form of detention is assigned after school and lasts from 3:30 – 4:15 P.M. in a designated classroom. Formal detention can be assigned Tuesday through Thursday. There is no Formal Detention on Monday or Friday. Failure to serve a formal detention will result in an in-school intervention day being assigned.

In-School Intervention – This is assigned and carried out by the school administration in accordance with school policy. In-School Intervention is assigned during the regular school day and lasts from 8:30 am to 3:25 pm. Teachers will provide work for the student(s) in advance or will bring it to them the day(s) in which student(s) are serving In-School Intervention. Any student removed from In-School Intervention will result in an automatic out-of-school suspension

*If you happen to be absent on the day you are to serve detention, you **MUST** serve on the day of your return to school. Failure to serve a personal detention **AUTOMATICALLY** results in receiving a **FORMAL DETENTION**.

*Students that receive a formal detention from one of the principals must sign-in at the designated room with the detention monitor. Failure to do so will result in not receiving credit for the detention. If you are absent the day you are to serve **FORMAL**, you **MUST** fulfill this obligation on the day of your return to school.

The lists on the following pages are intended to serve as examples. They are by no means all-inclusive. The administration reserves the right to make final decisions in all matters of school discipline.

PROCEDURES LEVEL I

Misbehavior on the part of the student, which impedes the management of the classroom or interferes with the operation of the school, should initially be addressed by the staff member (personal detention, parent contact, behavioral improvement plan, etc.) For those instances for which the seriousness of the occurrence is beyond the authority and/or control of the teacher to administer, a "Discipline Referral" will be sent to the main office which will include pertinent information of the disciplinary infraction and/or inappropriate behavior. The administrator shall have the authority to exercise other corrective actions if the circumstances warrant. Any decision regarding the disciplinary action of a behavior problem rests with the administration.

LEVEL I

EXAMPLES OF MISBEHAVIOR

1. Minor, infrequent disruptive conduct in the school, classroom or on the bus
2. Misuse of hall pass
3. Failure to follow staff directives
4. Use of profanity in conversation
5. Public display of affection
6. Use of CD player, cell phone, portable speakers, etc.
(Electronic devices are subject to confiscation)
7. Leaving the classroom without permission
8. Cutting Class (1st Offense)

POSSIBLE CONSEQUENCES

- Verbal/Written Warning
- Formal Detention
- In-school Intervention
- Parent Contact
- Behavioral Improvement Plan
- Suspension of driving privileges

PROCEDURES LEVEL II and III

These levels include behaviors whose frequency or seriousness tends to disrupt the learning environment of the school/classroom. These infractions, which usually result from the continuation of Level I misbehaviors, require the intervention of personnel of the administrative level because the execution of Level I disciplinary options has failed to correct the situation.

A parental conference shall be held with an administrator and counselor, if necessary, prior to the reinstatement of any suspended student at the convenience of the school.

Those offenses, which violate the legal statutes of the township, state, or federal governments, will be properly processed with the appropriate law enforcement agency.

The administrator shall have the authority to exercise other corrective actions if the circumstances warrant. Any decision regarding the disciplinary action of a behavior problem rests with the administration.

The student may be referred to the Student Assistance Program.

The student may receive immediate suspension from school.

LEVEL II

EXAMPLES OF MISBEHAVIOR

1. Excessive violations of Level I
2. Chronic use of abusive, profane, language or gestures
3. Forging or using forged notes, excuses, or hall passes
4. Insubordination
5. Vandalism
6. Possession/Distribution/Use of tobacco or nicotine products including electronic cigarettes and/or inhaling devices (including any part of a vaping device or pod) (first offense)
7. Petty Theft
8. Emotional Violence, including but not limited to intimidation, threats, degradation, and inappropriate gestures, bullying and victimization.
9. Fighting or physical violence (1st Offense)
10. Cutting class (2nd Offense)
11. Truancy
12. Refusal to serve Formal detention

POSSIBLE CONSEQUENCES

- Parent Contact
- In-School Intervention
- Suspension
- Behavioral Improvement Plan
- Citation filed with the District Justice
- Involvement of Meadville City Police
- Suspension of Driving Privileges
- Referral to the Student Assistance Program

LEVEL III

EXAMPLES OF MISBEHAVIOR

1. Threatening, harassing, or coercing students or teachers
2. Incurability
3. Possession/Use/Distribution of alcohol, narcotics or other restricted drugs or substances
4. Teacher/Student assault
5. Making, participating, or being involved in a bomb threat
6. Theft
7. Possession, selling, dispensing or use of toxic inhalants or a drug look-a-like
8. Threatening use of abusive or profane language or gestures directed toward staff

9. Possession/Use/Distribution of tobacco or nicotine products including electronic cigarettes or any part of a vaping device (two or more times)
10. Fighting (two or more times)

POSSIBLE CONSEQUENCES

- Parent Contact
- In-School Intervention
- Suspension
- Referral to the Student Assistance Program
- Involvement of the Meadville City Police
- Citation filed with the District Justice
- Referral for Expulsion

PROCEDURES LEVEL IV

Any student who brings a firearm/dangerous weapon to school and/or on school property or to any school related activities could face expulsion from school by the School Board of Crawford Central School District for a period of not less than one year. Charges will be filed with the appropriate law enforcement agencies. A hearing will be held with the parent, student and appropriate staff. (Act 26, Section 1317.2 or 1995)

LEVEL IV

EXAMPLES OF MISBEHAVIOR

1. Possession of firearms
2. Possession of dangerous weapons – including but not limited to knives, box cutters, razor blades, animate or inanimate material or substance, which under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable or perceived to be capable of causing death or serious injury.
3. Terroristic Threats/Acts

CONSEQUENCES

- Parent contact
- Immediate Suspension from school
- Referral for expulsion for not less than ONE YEAR in conformance with formal due process proceedings required by law.
- Report to law enforcement officials.

The Superintendent, in conjunction with the building principal involved, may recommend modifications of such expulsion requirements for a student on a case-by-case basis. In the case of a Special Education Student, the Superintendent shall take all necessary steps to comply with the Individuals with Disabilities Act.

<p>IX. CRAWFORD CENTRAL SCHOOL DISTRICT ALCOHOL AND DRUG POLICY STATEMENT</p>
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1. The Board of School Directors of the Crawford Central School District, recognizing that the misuse of chemicals is a serious problem with legal, physical, emotional and social implications

for the whole school community, adopts the position that students must be chemically free in order that they may develop in the most productive and healthy manner.

2. It is therefore this district's policy to prevent and prohibit the possession and/or use, mimic of use, sale, and/or intent of distribution of any illegal or controlled mood-altering chemical medication, or abused chemical including alcohol or intoxicating beverages not approved by the health office, on school property, at school-sponsored events, on school buses and en route to and from school or any school sponsored events by any mode of travel.
3. Such prevention and/or prohibition shall occur through a three-faceted program, including (1) education, (2) prevention (school climate), and (3) intervention.
4. Violations of this policy include the possession, use, sale or mimicking the possession, use, sale or distribution of chemicals as defined and described within the parameters of this policy. The consequences of such violations will result in disciplinary action including suspension or permanent expulsion. Drug and alcohol violations will be cumulative throughout the student's educational career in the Crawford Central School District.
5. This policy will be implemented through the cooperative efforts of the faculty, administration, school employee groups, students, parents/guardians, bus drivers and community agencies of the Crawford Central School District. In those schools where a student assistance program is in effect, students with chemical problems will be channeled through the Student Assistance Program, hereafter referred to as S.A.P.
 - a) A student or any of the above named persons may contact any school employee to request a referral to the S.A.P. regarding the drug or alcohol use of another student.
 - b) A student suspected of using drugs or alcohol may be referred even though there is not clear evidence or obvious behavior change.
 - c) A student may volunteer information about personal drug and alcohol use.
6. The confidentiality of situations such as those that follow is the responsibility of all parties involved.

TERMS

AFTERCARE a school based support group facilitated by trained SAP members for students who have successfully completed drug and alcohol treatment and remains sober.

CONFISCATION when there is probable cause to believe that a student is in possession of alcohol, drugs, or mood-altering chemicals, there is an obligation to search for and seize chemicals or substances by all professional employees or any other district employees designated by the administration. This will include school lockers, cars on school property, clothing, purses, book bags, books, and other personal property. Reasonable efforts will be made to secure the student's voluntary agreement to the search and to have the student present at the time of the search.

COOPERATIVE BEHAVIOR shall be defined as the willingness of a student in word and deed to work with staff and school personnel in a responsible and helpful manner, complying with request and recommendations of said staff.

DISTRIBUTION the act of passing, sharing, selling or in any way transferring or intending to transfer mood-altering chemicals or alcohol to another person.

DRUG AND ALCOHOL AGENCY is an agency that is licensed by the Pennsylvania Department of Health, Office of Drug and Alcohol Programs.

DRUGS AND MOOD-ALTERING CHEMICALS as stated above may be used interchangeably, shall include any alcohol or malt beverage, controlled substance, or illegal and abused substance or medication not approved and registered by the health office and any substance which is intended to alter mood.

DRUG PARAPHERNALIA any utensil, item or apparel which in the Principal's or other administrator's judgment can be associated with the use of controlled substances. Examples include, but are not limited to: roach clips, pipes, bowls, cigarette rolling papers, beer can, liquor bottles, etc.

DUAL ASSESSMENT a professional drug/alcohol and mental health appraisal by state licensed practitioner or agency.

INTERVENTION GROUP a school based group for students who volunteer and for students who are required to attend because of drug/alcohol violations of the Alcohol and Drug Policy at school or in the community.

SCHOOL PROPERTY shall include not only actual buildings, facilities and grounds on the school campus, but shall also include school buses, school bus stops, school parking areas and any facility being used for a school function.

SCHOOL SPONSORED EVENTS This shall include, but not be limited to, all extra-curricular activities. (academic and athletic competition, dances, plays, field trips, etc.)

(STUDENT ASSISTANCE PROGRAM .S.A.P.) A group composed of school personnel (teachers, staff, administrators, nurses, counselors and may include representatives from Drug and Alcohol, Mental Health or other appropriate community agencies) who have been trained to evaluate student behavior and school performance that could indicate chemical use, abuse or dependency. The group will play a primary role in the identification and referral process of students coming to their attention through the procedures outlined in this policy. Other student problems that place a student at risk will be referred for evaluation to alternate agencies.

UNCOOPERATIVE BEHAVIOR shall be defined as any resistance or refusal, either verbal, physical or passive, on the part of the student to comply with the reasonable request or recommendations of a staff member at the time that the student is apprehended using or in possession of drugs or mood-altering chemicals. Defiance, assault and deceit shall constitute examples of uncooperative student behavior.

INTRODUCTION

The procedures incorporated in this policy have been formulated for the effective enforcement of this policy in a fair and consistent manner. Recognizing that drugs, mood-altering chemicals and/or alcohol use and abuse may be indicative of the disease process of chemical dependency, every effort will be made to offer the student the help and assistance he or she would receive for any other illness. Early identification and referral of a student evidencing a problem with chemical or alcohol abuse or dependency will be the primary goal. Disciplinary procedures will be administered with the best interests of the student and the student body in mind.

Due consideration has been given to the legal rights and responsibilities of the school administration, staff, students and parents/guardians. Section 1317 of the Pennsylvania School Code specifies that "every teacher, vice-principal and principal in the public schools shall have the right to exercise the same authority as to conduct and behavior over the pupils attending his school, during the time they are in attendance, including the time required in going to and from their home, as the parents, guardians or persons in parental relation to such pupils may exercise over them".

ALCOHOL AND DRUG ADMINISTRATIVE PROCEDURES

SITUATION 1: A staff member is concerned about a student's inappropriate behavior, poor class performance, tardiness absenteeism, etc.

PROCEDURE:

- 1.1 - IMMEDIATE ACTION - A written referral is made to the SAP describing the student's inappropriate behavior in terms of observable, measurable performance and any attempts at previous intervention and the results.
- 1.2 - INVESTIGATION - The investigation will be conducted by the SAP team according to the prescribed guidelines.
- 1.3 - NOTIFICATION OF PARENTS - Parents will be notified at the discretion of the SAP.

1.4 - CONFIDENTIALITY - The information gathered by the Student Assistance Program (SAP) in each matter shall be kept confidential and knowledge of such information shall be limited to the SAP, school administrators, school counselors, involved teachers, parent and student.

1.5 - DISPOSITION OF SUBSTANCE - Not applicable.

1.6 - FOLLOW UP ACTION - Following prescribed guidelines, the team will collect data, meet and discuss the information, and make possible recommendations for possible resolution of the problem. Appropriate in and out of school referrals will be made. The student will be encouraged to attend the next scheduled SAP intervention group.

1.7 - NOTIFICATION OF POLICE - Not applicable.

SITUATION 2: A student demonstrates symptoms of possible drug or alcohol use (staggering, slurred speech, dazed appearance, incoherence, inability to respond, vomiting, unconsciousness, etc.). This situation is handled as a medical emergency.

PROCEDURE:

2.1 - IMMEDIATE ACTION - All standard health and first aid procedures will be followed. The student shall not be left alone. The school nurse shall be summoned immediately. If the student must be taken to a medical facility, he/she will be accompanied by a parent/guardian or in their absence the nurse and other designated school personnel.

2.2 - NOTIFICATION OF PARENTS - Parent(s) will be immediately notified of the incident as a health problem or medical emergency and will be provided a description of the situation and symptoms. If the parent(s) cannot be reached, then contact will be made with the person listed on the medical emergency card.

2.3 - INVESTIGATION - If alcohol or drug use is suspected or indicated, the principal or authorized delegate shall be responsible for all necessary investigation. This investigation may include a search to determine whether or not any drug/alcohol or related materials are on school property.

2.3a - SAP INVOLVEMENT - The SAP will be notified of the incident and initiate appropriate action if drug/alcohol use is suspected.

2.4 - CONFIDENTIALITY - The information gathered by the Student Assistance Program (SAP) in each matter shall be kept confidential and knowledge of such information shall be limited to the SAP, school administrators, school counselors, involved teachers, parent and student.

2.5 - DISPOSITION OF SUBSTANCE - If a substance is discovered at the time of the emergency, it will be provided to the appropriate medical personnel for the sole purpose of aiding in treatment. The substance will then be sealed, documented, and submitted to the police with a request for analysis.

2.6 - DISCIPLINE - In the case of drug-alcohol involvement, the discipline shall be set forth under the category most applicable to the situation (i.e. - Situation 3 When the student is in possession of . . .)

2.7 - NOTIFICATION OF POLICE - The police shall be notified by the school personnel in cases of confirmed drug/alcohol involvement or if the safety of the emergency victim or general school population is at risk.

IF IN THE COURSE OF THE INVESTIGATION ADDITIONAL EVIDENCE OF DRUG OR ALCOHOL INVOLVEMENT IS REVEALED, THE STUDENT MAY RECEIVE ADDITIONAL DISCIPLINARY ACTION ACCORDING TO THE SITUATION.

SITUATION 3: A student possesses over-the-counter drugs or mood-altering substances (i.e. Aspirin, Tylenol, No-Doz, Vivarin, etc.)

PROCEDURE:

3.1 – IMMEDIATE ACTION – The student will be given a verbal warning with notation of such warning placed in his/her disciplinary file.

3.2 – NOTIFICATION OF PARENTS – The parents will be notified by administration.

3.3 – DISPOSITION OF SUBSTANCE – Disposal depends on contact with parents.

SITUATION 3 A: A student possesses unregistered over-the-counter drugs or mood-altering substances (i.e. Aspirin, Tylenol, No-Doz, Vivarin, etc.) Second Offense

PROCEDURE:

3.1A – Immediate Action – The student will be assigned (1) day out of school suspension with written notice placed in his/her disciplinary file.

3.2A – NOTIFICATION OF PARENTS – The parents will be notified by administration.

3.3A – DISPOSITION OF SUBSTANCE – Disposal depends on contact with parents.

SITUATION 4: A student possesses or uses drug related paraphernalia.

PROCEDURE:

4.1 - IMMEDIATE ACTION - The staff member will promptly notify the administrator and the student will be escorted to the principal's office. The paraphernalia will be confiscated, if possible, by either the staff member or the principal. An anecdotal report of the incident is written by the staff member.

4.2 - INVESTIGATION - The principal will request that the student empty his/her pockets, purse, book bag, etc. and volunteer all drug paraphernalia and substances. A search will be conducted to determine whether or not any additional drug/alcohol or related materials are on school property. The investigation will include a written anecdotal record of all meetings and phone calls.

4.2a - SAP INVOLVEMENT - The SAP will be notified by the administration.

4.3 - NOTIFICATION OF PARENTS - The parent(s) will be notified by the administration.

4.4 - CONFIDENTIALITY - The information gathered by the Student Assistance Program (SAP) in each matter shall be kept confidential and knowledge of such information shall be limited to the SAP, school administrators, school counselors, involved teachers, parent and student.

4.5 - DISPOSITION OF SUBSTANCE - The confiscated items will be labeled, documented and may be turned over to the police with a request for analysis.

4.6 - DISCIPLINE - The type of disciplinary action taken depends on whether it is a first or repeated offense and if the student is cooperative (See appropriate situation category). If this is the first drug/alcohol related incident, the student shall be assigned three (3) days in-school or out- of-school

suspension. Within ten (10) school days the student must have a dual assessment. The student is required to actively participate in next scheduled SAP intervention group.

4.7 - NOTIFICATION OF POLICE - The police may be notified by school administration.

IF IN THE COURSE OF THE INVESTIGATION ADDITIONAL EVIDENCE OF DRUG OR ALCOHOL INVOLVEMENT IS REVEALED, THE STUDENT MAY RECEIVE ADDITIONAL DISCIPLINARY ACTION ACCORDING TO THE SITUATION.

SITUATION 5: A student is involved with or under the influence of drugs, designer drugs or look-alike drugs or alcohol for the first time and is cooperative with the investigation.

PROCEDURE:

5.1 - IMMEDIATE ACTION - The staff member will promptly notify the administrator and the student will be escorted to the principal's office. The paraphernalia will be confiscated, if possible, by the staff member or the principal.

5.2 - INVESTIGATION - The principal will request that the student empty his/her pockets, purse, book bag, etc. and volunteer all drug/alcohol substances. A search will be conducted to determine whether or not any additional drug/alcohol or related materials are on school property. The investigation will include a written anecdotal record of all meetings and phone calls.

5.2a - SAP INVOLVEMENT - The SAP will be notified of the incident and will initiate appropriate action.

5.3 - NOTIFICATION OF PARENTS - The parent(s) will be notified by the administrator.

5.4 - CONFIDENTIALITY - The information gathered by the Student Assistance Program (SAP) in each matter shall be kept confidential and knowledge of such information shall be limited to the SAP, school administrators, school counselors, involved teachers, parent and student.

5.5- DISPOSITION OF SUBSTANCE - Any confiscated items will be labeled, documented, and turned over to the police with a request for analysis. The substance may be used as a basis for legal proceeding and evidence.

5.6 - DISCIPLINE - The student will be suspended in-school or out-of-school for five (5) days. Within ten (10) school days, the student must have a dual assessment. Compliance with the recommendations is also a condition of remaining in the regular school program. The student is also required to attend, actively participate in, and abide by the ground rules established by the SAP Intervention planned program. This is also a condition for remaining in the regular school program.

5.7 - NOTIFICATION OF POLICE - Police shall be notified by the school administration.

IF IN THE COURSE OF THE INVESTIGATION ADDITIONAL EVIDENCE OF DRUG OR ALCOHOL INVOLVEMENT IS REVEALED, THE STUDENT MAY RECEIVE ADDITIONAL DISCIPLINARY ACTION ACCORDING TO THE SITUATION.

SITUATION 6: The student is involved with or under the influence of drugs or alcohol for the first time and is uncooperative with the investigation.

PROCEDURE:

6.1 - IMMEDIATE ACTION - The staff member will promptly notify the administrator and the student will be escorted to the principal's office. The paraphernalia will be confiscated, if possible, by the staff member or the principal.

6.2 - INVESTIGATION - The principal will request that the student empty his/her pockets, purse, book bag, etc. and volunteer all drug/alcohol substances. A search will be conducted to determine whether or not any additional drug/alcohol or related materials are on school property. The investigation will include a written anecdotal record of all meetings and phone calls. (If the student refused to cooperate with the search, the police will be called to conduct the search.)

6.2a - The SAP will be notified of the incident and will initiate appropriate action.

6.3 - NOTIFICATION OF PARENTS - The parent(s) will be notified by the administrator.

6.4 - CONFIDENTIALITY - The information gathered by the Student Assistance Program (SAP) in each matter shall be kept confidential and knowledge of such information shall be limited to the SAP, school administrators, school counselors, involved teachers, parent and student.

6.5 - DISPOSITION OF SUBSTANCE - Any confiscated substances and or additional drug/alcohol related items will be labeled, documented, and turned over to the police with a request for analysis. The substance and/or items may be used as the basis for legal proceedings and as evidence.

6.6 - DISCIPLINE - The student will be suspended from school for ten (10) days. Within ten (10) school days the student must have a dual assessment. Compliance with their recommendations is a condition for remaining in the regular school program. A hearing may be held before the Superintendent of Schools or a designee of the Superintendent to consider additional disciplinary measures and conditions of return. The student is required to attend, actively participate in, and abide by the ground rules established by the SAP Intervention Program. This is also a condition for remaining in the regular school program.

6.7 - NOTIFICATION OF POLICE - Police shall be notified to carry out searches and the investigation when the student is uncooperative.

IF IN THE COURSE OF THE INVESTIGATION ADDITIONAL EVIDENCE OF DRUG OR ALCOHOL INVOLVEMENT IS REVEALED, THE STUDENT MAY RECEIVE ADDITIONAL DISCIPLINARY ACTION ACCORDING TO THE SITUATION.

SITUATION 7: The student is found with paraphernalia, involved with using, in possession of, or suspected of being under the influence of drugs or alcohol when attending as a participant or spectator at any school sponsored function on or off school property, including any athletic event or activity at another school district, school or public/private location.

PROCEDURE:

7.1 - IMMEDIATE ACTION - The group sponsor, coach or accompanying administrator will be notified.

7.2 - INVESTIGATION - The student will be requested to empty his/her pockets, purse, book bag, etc. and volunteer all drugs/alcohol substances. A search will be conducted to determine whether or not any additional substances are to be found at the location.

7.2a - SAP INVOLVEMENT - The SAP will be notified of the incident and initiate the appropriate action.

7.3 - NOTIFICATION OF PARENTS - The parent(s) will be notified and may be requested to provide transportation home for the student. (Suggested to those in charge: Take a master list of phone numbers and addresses.)

7.4 - CONFIDENTIALITY - The information gathered by the Student Assistance Program (SAP) in each matter shall be kept confidential and knowledge of such information shall be limited to the SAP, school administrators, school counselors, involved teachers, parent and student. Signed release forms will be necessary before information can be shared with outside agencies.

7.5 - DISPOSITION OF SUBSTANCE - Any confiscated substances and or additional drug/alcohol related items will be labeled, documented, and turned over to the police with a request for analysis. The substances and/or items may be used as the basis for legal proceedings and as evidence.

7.6 - DISCIPLINE - The student will be dealt with according to the situation category that best suits the circumstances based on the principal's investigation.

7.7 - NOTIFICATION OF POLICE - The police may be notified and requested to investigate.

IF IN THE COURSE OF THE INVESTIGATION ADDITIONAL EVIDENCE OF DRUG OR ALCOHOL INVOLVEMENT IS REVEALED, THE STUDENT MAY RECEIVE ADDITIONAL DISCIPLINARY ACTION ACCORDING TO THE SITUATION.

SITUATION 8: The student is involved in a repeated offense of categories 3, 4, 5 or 6.

PROCEDURE:

8.1 - IMMEDIATE ACTION - The staff member will promptly notify the administrator and the student will be escorted to the principal's office. The chemical or paraphernalia is confiscated, if possible, by the staff member or the principal. An anecdotal report is written by the staff member.

8.2 - INVESTIGATION - The principal will request that the student empty his/her pockets, purse, book bag, etc. and volunteer all drug/alcohol substances. A search will be conducted to determine whether or not any drug/alcohol or related items are on school property. Refusal to cooperate with the investigation will result in the police being called to conduct the searches. The investigation will include a written anecdotal record of all meetings and phone calls.

8.2a - SAP INVOLVEMENT - The SAP will be notified of the incident and initiate the appropriate action.

8.3 - NOTIFICATION OF PARENTS - The parent(s) will be contacted by the administrator.

8.4 - CONFIDENTIALITY - The information gathered by the Student Assistance Program (SAP) in each matter shall be kept confidential and knowledge of such information shall be limited to the SAP, school administrators, school counselors, involved teachers, parent and student. Signed release forms will be necessary before information can be shared with outside agencies.

8.5 - DISPOSITION OF SUBSTANCE - Any confiscated substances and or additional drug/alcohol related items will be labeled, documented, and turned over to the police with a request for analysis. The substances and/or items may be used as the basis for legal proceedings and as evidence.

8.6 - DISCIPLINE - The student will be suspended from school for ten (10) days. Within ten (10) school days the student must have a dual assessment. A hearing will be held before the Superintendent of Schools or a designee of the Superintendent to consider expulsion or additional conditions of return to school. A condition of reentry if the student is expelled is a certificate of successful completion of a licensed drug/alcohol treatment program. The student will be required to actively participate and abide

by the established ground rules of an aftercare/intervention program, whichever is appropriate. This is a condition for remaining in the regular school program.

8.7 - NOTIFICATION OF POLICE - The police shall be notified, based on the situation category, by the administrator at the time of the incident and asked to investigate.

IF IN THE COURSE OF THE INVESTIGATION ADDITIONAL EVIDENCE OF DRUG OR ALCOHOL INVOLVEMENT IS REVEALED, THE STUDENT MAY RECEIVE ADDITIONAL DISCIPLINARY ACTION ACCORDING TO THE SITUATION.

SITUATION 9: The student delivers, transfers, or intends to deliver or transfer, or sells chemicals or alcohol to anyone.

PROCEDURE:

9.1 - IMMEDIATE ACTION - The staff member will promptly notify the administrator and the student will be escorted to the principal's office. The chemical or paraphernalia is confiscated, if possible, by the staff member or the principal. Anecdotal report is written by the staff member.

9.2 - INVESTIGATION - The principal will request that the student empty his/her pockets, purse, book bag, etc. and volunteer all drug/alcohol substances. A search will be conducted to determine whether or not any drug/alcohol or related items are on school property. Refusal to cooperate with the investigation will result in the police being called to conduct the searches. The investigation will include a written anecdotal record of all meetings and phone calls.

9.2a - SAP INVOLVEMENT - The SAP will be notified of the incident and initiate the appropriate action.

9.3 - NOTIFICATION OF PARENTS - The parent(s) will be contacted by the administrator.

9.4 - CONFIDENTIALITY - The information gathered by the Student Assistance Program (SAP) in each matter shall be kept confidential and knowledge of such information shall be limited to the SAP, school administrators, school counselors, involved teachers, parent and student. Signed release forms will be necessary before information can be shared with outside agencies.

9.5 - DISPOSITION OF SUBSTANCE - Any confiscated substances and or additional drug/alcohol related items will be labeled, documented, and turned over to the police with a request for analysis. The substance and/or items may be used as a basis for legal proceedings and as evidence.

9.6 - DISCIPLINE - The student will be suspended from school for ten (10) days. Within ten (10) school days the student must have a dual assessment. A hearing will be held before the Superintendent of Schools or a designee of the Superintendent to consider expulsion or additional conditions of return to school. A condition for reentry if the student is expelled is a certificate of successful completion of a licensed drug/alcohol treatment program. The student will be required to actively participate and abide by the established ground rules of an aftercare/intervention program, whichever is appropriate. This is a condition for remaining in the regular school program.

9.7 - NOTIFICATION OF POLICE - The police shall be notified, based on the situation category, by the administrator at the time of the incident and asked to investigate.

IF IN THE COURSE OF THE INVESTIGATION ADDITIONAL EVIDENCE OF DRUG OR ALCOHOL INVOLVEMENT IS REVEALED, THE STUDENT MAY RECEIVE ADDITIONAL DISCIPLINARY ACTION ACCORDING TO THE SITUATION.

X. TITLE IX SEXUAL HARASSMENT AFFECTING STUDENTS

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.

The District's Title IX Coordinator is: Luke Gealy, Confidential Executive Assistant to the Superintendent – Personnel; Phone: 814-724-3960, ext. 13041, Email address: luke.gealy@crow.org; Address: 11280 Mercer Pike, Meadville, PA 16335.

The District's Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and the associated Attachment 2 "Discrimination Complaint Procedures" and Attachment 3 "Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints" are set forth in full on the District's website and can be accessed at: <https://www.crow.org/about-us/district-policies-info>.

Definitions

"Discrimination" shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy and/or handicap/disability.

"Harassment" is a form of discrimination based on the protected classifications listed above consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

sufficiently severe, persistent or pervasive; and

A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the service, activities or opportunities offered by the District or a school.

It shall be a violation of this policy to harass a student or District employee. Bullying can be a form of harassment. A student's sending, sharing, viewing, selling, purchasing or otherwise disseminating of obscene, pornographic, lewd, sexually explicit or nude images, photographs or video content of another student may be considered harassment.

"Title IX Sexual Harassment" - means conduct on the basis of sex that satisfies one or more of the following:

A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.

Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.

Sexual assault, dating violence, domestic violence or stalking.

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:

- Length of relationship.
- Type of relationship.
- Frequency of interaction between the persons involved in the relationship.

Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

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.

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:

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

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Violations of this **Harassment/Sexual Harassment/Title IX Sexual Harassment Policy**, as set forth more fully in Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and associated Attachments 2 and 3, including acts of retaliation as described in the policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures. This Policy prohibits individuals from knowingly submitting false information during the Title IX grievance process outlined in Attachment 3 of Policy 103 and during other grievance or hearing processes established by Board policy and procedures and/or the Student Code of Conduct. A violation of this prohibition by district students may lead to discipline up to and including referral for expulsion.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation and Grievance Procedure:

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal or the Title IX Coordinator, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student's parents/guardian or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal or the Title IX Coordinator.

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

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

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form which has been developed for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed. A copy of this Report Form can be accessed on the District's website at: <https://www.craw.org/about-us/district-policies-info>, and through the building principal or the Title IX Coordinator.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures as defined by Title IX. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the District's Discrimination Complaint Procedures (Attachment 2 to Policy 103) or if the reported circumstances meet the definition of Title IX sexual harassment and shall be addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints (Attachment 3 to Policy 103). Those procedures are lengthy and copies of the procedures are not reproduced in full in this Student Handbook but can be accessed on the District's website at: <https://www.craw.org/about-us/district-policies-info> and/or hard copies are available in the building principal's office and through the Title IX Coordinator.

Please refer to Appendix A for a copy of Policy 103: Discrimination/Title IX Sexual Harassment Affecting Students.

XI. STUDENT RIGHTS AND RESPONSIBILITIES

This policy on Student Rights, Responsibilities and Discipline shall be in effect in the Crawford Central School District.

Free Education and Attendance

All persons residing in the Crawford Central School District between the ages of five and twenty-one years are entitled to a free and full education in the District's public schools.

Parents or guardians of all children between the ages of six and eighteen are required by compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused.

Unlawful and/or Unexcused Absences: Students who are absent from school or class may be subject to suspension or expulsion (See Pennsylvania School Code, Article XIII, Sections 1301 through 1357). Students who are 18 years of age or older are subject to withdrawal from school upon accumulation of 20 or more days of Unexcused absence in any school term.

Tardiness to School or Class: Continual violation of school regulations as to class and school tardiness may result in suspension from school or class.

The school administration is empowered to require that a student provide a medical statement, or excuse, from a licensed practitioner of the healing arts for every absence from school, subsequent to that student having accumulated absences of 10 school days in any school term. Failure to provide the requested medical excuse may result in such absence being classified as Unexcused.

Students may not be asked to leave school merely because they have reached eighteen years of age if they are fulfilling their responsibilities as students, as defined hereafter. A student may not be excluded from the public schools or from extracurricular activities because of being married or pregnant.

In cases of pregnancy, participation in extracurricular activities or in physical education shall be based on the health and welfare of the student. In matters of question a physical examination shall be required.

No student will be denied access to a free and full public education on account of race, religion, sex, or national origin.

Students shall be permitted to make up work missed while absent within the following guidelines:

- The student should recognize that it is in his/her own best interest, to complete work as quickly as possible.
- The student is responsible to contact the teacher to find out what needs to be made up and to make arrangements for taking tests, etc
- A student has as many days of absence to make up work upon re-admission after an absence (i.e., homework, tests, quizzes, etc.).
- When circumstances warrant, (such as a prolonged absence of three days or more) the student should be given an extended period of time to make up work, with the length of that period to be agreed upon by the student, teacher and principal.
- Pre-assigned term papers and projects are due on the date of re-admission unless appropriate arrangements have been made with the teacher.

Student Responsibilities

Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.

It is the responsibility of the students to:

- Express their ideas and opinions in a respectful manner so as not to offend or slander others.
- Be aware of all rules and regulations for student behavior and conduct themselves in accord with them.
- Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property
- Be willing to volunteer information in disciplinary cases and cooperate with school staff should he/she have knowledge of importance in relation to such cases.
- Dress and groom themselves so as to meet fair standards of safety and health, and so as not to cause substantial disruption to the educational processes.
- Assume that until a rule is waived, altered or repealed it is in full effect.
- Assist the school staff in operating a safe school for all students enrolled therein.
- Be aware of and comply with state and local laws.
- Exercise proper care when using public school facilities and equipment.
- Attend school daily, except when excused, and be on time at all classes and other school functions.

- Make all necessary arrangements for making up work when absent from school.
- Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local school authorities.
- Avoid inaccuracies and indecent or obscene language and illustrations in student newspapers or publications.
- Avoid indecent or obscene language and gestures.
- Avoid active or passive discrimination against another student or group of students because of sex, race, color, creed, social status or political following
- Refrain from public displays of affection such as hugging and kissing.

General Policy Concerning Rules

Building principals shall distribute to all their students a complete list of student rules. New rules or changes in existing rules should become effective at the start of a new school year or semester. Administrators and teachers who introduce new rules or changes in existing rules for students under their supervision shall make known precise statements of the regulations. This should be done at least three days prior to the effective date. This is in order to facilitate student awareness of the rules and the fair, uniform enforcement of these regulations. All rules must conform to School Board Policy.

The Pennsylvania School Code provides that teachers, administrators and other school officials have the right to exercise the same authority as to conduct and behavior over pupils attending their school, during the time they are in attendance, including the time required going to and from their homes, as parents, guardians, or persons in parental relation to such pupils may exercise over them.

Discipline, including self-discipline is necessary to prepare the student mentally for learning and to provide an atmosphere in which learning can take place, thus permitting the student to develop to the maximum of his potential. These basic concepts are embodied in educational philosophy of the Crawford Central School District

Since discipline begins in the home between parent/guardian and child and continues in the classroom with the relationship between teacher and pupil, each individual along the way should have a mutual responsibility for the maintenance of that discipline and for enforcement of rules governing behavior in the schools.

Direct, personal, and active responsibility for school rules throughout the district shall be shared among parents, students, teachers, administrators, and School Board Members.

The School Board has the authority to make reasonable and necessary rules governing the conduct of students in school. The rule-making power, however, is not unlimited: It must operate within statutory and constitutional restraints. A School Board has only those powers that are enumerated in the laws of the state, or which may reasonably be implied or necessary for the orderly operation of the school.

It is the intent of the Crawford Central School Board not to make rules which are arbitrary, capricious or outside their grant of authority from the General Assembly. The rules must pass the test of fairness and reasonableness. A rule is generally considered reasonable if it uses a rational means of accomplishing some legitimate school purpose.

School rules are assumed to be "reasonable" until they are rescinded or waived. Students, therefore, should obey school rules while working through channels to help change those of which they do not approve.

Within his/her classroom or area of assignment, the teacher is responsible for establishing what he/she considers to be an appropriate climate for learning. A professional employee of the school district shall be permitted to exercise authority without interference from individual students or groups of students or from school employees having limited control over students.

Parents/guardians retain the right to consult with school authorities (Board, administrators, teachers) on implementation of this policy statement. The School District recognizes that parents/guardians have the primary responsibility for the behavior of their children. Parents/guardians are asked to see that their children understand and abide by this policy and assume the responsibilities enumerated in this document.

Grievance Procedure: Students and parents/guardians will have the right to appeal to the school principal, the superintendent of schools and the School Board should they feel that imposed discipline is unjust. However, in the case of an appeal, the original decision will be in effect until a final ruling is made.

Use of Physical Restraint

Under the "in loco parentis" doctrine, teachers and school officials may administer reasonable and necessary physical restraint:

- To quell a disturbance
- To obtain possession of weapons and/or other dangerous objects
- To provide adequate self-defense
- To protect persons or property
- To eliminate activities disruptive to the learning process and normal function and operation of school

Dismissal From Class

When a student has been dismissed from class for any reason, he may be readmitted:

- After consultation with the teacher involved;
- After consultation with the teacher and principal;
- After consultation with the teacher, principal and guidance counselor;
- After consultation with the teacher, principal, guidance counselor and parents/guardian.

A student may be readmitted to a similar class consultation with the teachers involved, the principal and the guidance counselor.

If agreement for re-admittance to the class cannot be arranged, the problem will be referred to the superintendent of schools or his designee whose decision will be final. These types of cases shall be arbitrated as quickly as possible to avoid loss of class time (within five days).

Until a final decision is reached the student will not attend the class or classes involved but will be considered to be in suspension status from that class.

Exclusion From School (Suspensions and Expulsions)

Exclusions from school. (Suspension and Expulsion)

The board of school directors shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain exceptional students shall be governed by 22 PA Code 13.62 and 341.91 (relating to right to education and disciplinary exclusions of certain handicapped student from special education placement).

Exclusion from school may take the form of suspension or expulsion.

1. Suspension is exclusion from school for period of from 1 to 10 consecutive days.
 - a. Suspensions may be given by the principal or person in charge of the public school.
 - b. No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the student community is threatened.
 - c. The parents and the superintendent of the district shall be notified immediately in writing when the student is suspended.

- d. When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in Article IX (relating to hearings).
 - e. Students shall be notified of their right to make-up academic work missed during the suspension period.
2. Expulsion-Exclusion from school by the board of education for a period exceeding 10 days school or permanent expulsion from the school rolls.
 - a. If the parents or guardian are unable to provide for the required education, they must within 30 days submit to the school district written evidence so stating. The District then has the responsibility to make some provision for the student's education. If 30 days pass without the district receiving satisfactory evidence that the required education is being provided to the student, it must again contact the parent and, pending the parent's or guardian's provision of such education, the district must make some provision for the student's education or proceed under paragraph (c) or do both.
 - b. If the approved educational program is not complied with, the school district may take action in accordance with Chapter 63 of the Juvenile Act (42 PA C.S. 6301-6308), to ensure that the child will receive a proper education.
 3. Exclusion from classes – In-School Intervention
 - a. No student may serve in-school intervention unless the student has been informed of the reasons for the intervention and has been given an opportunity to respond before the intervention classes take place.
 - b. Communication to the parents or guardian shall follow the decision to provide in-school intervention.
 4. Students shall be permitted to make up exams and work missed while being disciplined by Suspension within the following guidelines.
 - a. A student has 2 weeks from the date of re-admission from school suspension to make-up missed work (i.e., homework, tests, quizzes, etc.) while suspended from class or classes.
 - b. The student is responsible to contact the teacher to find out what needs to be made up and to make arrangements for taking tests, etc.
 5. In cases of Suspension, a student will be prohibited from attending or participating in all school activities for the term of the suspension. In cases of Expulsion the Board shall determine whether the expelled student may attend school activities.
 6. If, when Expulsion proceedings are initiated, it is determined by the superintendent after an informal hearing, that a student's presence in his/her normal class would constitute a threat to the health, safety, morals or welfare of others, and it is not possible to hold an Expulsion Hearing within the period of a Suspension, the student may be excluded from school for more than ten school days, provided the Expulsion Hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative instruction.
 7. Students who are less than eighteen years of age are still subject to the compulsory school attendance law even though expelled, and must attend school. The responsibility for placing the student in school rests initially with the student's parents or guardian.

However, if the student is unable to attend another public school, cannot afford to attend or is unable to be accepted at a private school, the student's school district has the responsibility to make some provision for the child's education either through instruction in the home or by readmitting the child. If none of these alternatives is acceptable, the school district must take action in accordance with the provisions of the Juvenile Act of 1972 to ensure that the child will receive a proper education.

Hearings

Informal suspension

- a. The purpose of the informal suspension hearing is to enable the student to meet with the appropriate school officials to explain the circumstances surrounding the event for which

the student is being suspended, to demonstrate that there is a case of mistaken identity or to show that there is some compelling reason why the student should not be suspended. The informal suspension hearing also encourages the student's parents or guardian to meet with the principal.

- b. This hearing shall take place within the first five (5) school days of suspension.
- c. At the suspension hearing, the following due process requirements are to be observed:
 - Notification of the reasons for the suspension in writing given to the parent or guardian and to the student.
 - Sufficient notice of the time and place of the suspension hearing.
 - The right to cross-examine any witnesses.
 - The student's right to speak and produce witnesses on his/her own behalf.
- d. In case of a suspension of a student, any information or testimony concerning the incident shall be classified as Category B information and shall remain confidential unless the parent/guardian gives written permission for its release to identified sources. Said release shall be directed to the Board.

Expulsion Hearings (School Board)

Education is a fundamental right and students must be afforded all appropriate elements of due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to an Expulsion Hearing, which is a fundamental element of due process.

At the Expulsion Hearing, the following due process requirements are to be observed:

- Notification of the charges in writing, sent to the parents or guardian by certified mail, and to the student.
- Sufficient notice of the time and place of the hearing.
- The right to an impartial tribunal.
- The right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses
- The right to be represented by counsel.
- The right to demand that any such witnesses appear in person and answer questions or be cross-examined.
- The student's right to testify and produce witnesses on his/her own behalf.
- A record must be kept of the hearing by a court reporter.
- The student is entitled, at the student's expense, to a copy of the transcript.
- The proceeding must be held with all reasonable speed.
- The hearing shall be held in private unless the student or parent requests a public hearing.

Crawford Central School District Hearing Procedure

Time of Hearing: The hearing date shall be held within fifteen (15) days of the notification of charges unless the parties agree to extend the time for the hearing.

Student Under Temporary Expulsion: If, when Expulsion proceedings are initiated, it is determined by Superintendent after an informal hearing, that a student's presence in his/her normal class would constitute a threat to the health, safety, morals, or welfare of others, and is not possible to hold an Expulsion Hearing within the period of a Suspension, the student may be excluded from school for more than ten (10) school days, provided the Expulsion Hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative instruction.

Hearing Procedure

- The President of the Board of School Directors or his/her nominee shall preside at all hearings.
- It shall be the duty of the Chairperson to instruct the accused student, his/her parents or guardian or their counsel, that the student accused is not compelled to testify, and his/her refusal to testify shall not be construed as an admission of guilt.
- Hearings shall be private unless the accused student, his/her parent/guardian or their counsel request that the hearing be public.

- Such request must be in writing and must be received by the Board twenty-four (24) hours before the hearing begins. Hearings shall be attended by the following: Members of the Board or a duly authorized committee of the Board (preferably composed of no fewer than three members of the School Board), Board Solicitor, court reporter, the student accused, his/her parents/guardian, their respective counsel, and all witnesses to be called by the parties involved. At the request of any of the parties involved, or the Board, witnesses may be separated.
- All witnesses shall be sworn by the court reporter or the Chairman of the Board.
- The Board, its solicitor, the student and/or his/her parent or guardian, or counsel for either of them, shall have the right to examine and cross-examine all witnesses.
- Only relevant and competent evidence shall be received and considered by the Board, but strict rules of legal evidence shall not be followed so that every opportunity may be afforded by the Board to hear and obtain all relevant pertinent facts.
- The accused student's past record shall not be consulted or any testimony pertaining thereto received in evidence, until after the Board determines the guilt or innocence of the student accused. If the student is found guilty, the Board has the right to review "past" academic and discipline reports to determine the student's penalty.
- The testimony of all witnesses shall be recorded by the court reporter so that it may be transcribed later if required.
- After the evidence is closed, the accused student, his/her parent/guardian or their legal counsel, may make a summation of the testimony and argument, not to exceed 15 minutes in length.

Disposition of the case

- As promptly as is possible after said hearing is closed, the full Board shall convene to consider the evidence and, by majority of members present by roll call vote, determine the guilt or innocence of the accused student, and shall further determine the penalty, if any. The Board may reprimand, suspend, or expel.
- If the charges are sustained, the Board shall prepare a written adjudication which shall include findings of fact and conclusions setting forth in summary the evidence and the reasons for its decision and penalty imposed, if any. It shall transmit, by certified mail, a copy thereof to the student accused or to his/her parents/guardian and to their counsel, not later than five (5) days from the date of such Board meeting.
- In case of an Expulsion of a student, any information or testimony concerning the incident shall be classified as Category B information, and shall remain confidential, unless the parents/guardian gives written permission for its release to identified sources. Said release shall be directed to the Board.
- If the Board shall find in favor of the student, all references to the alleged incident shall be removed from the student's records.
- Where the student is dissatisfied with the results of the hearing, recourse can be had to the appropriate state or federal court.

Freedom of Expression

A. Policy Statement on Freedom of Expression

1. The right of public students to freedom of speech was affirmed by the United States Supreme Court in the case of *Tinker V. Des Moines Community School District*, 393 U.S. 503 (1969), where the Court said:

"It can hardly be argued that students or teachers shed their constitutional rights to freedom of speech or expression at the school house gate. Students in school as well as out of school are "persons" under the Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves must respect, their obligations to the State. In our system, students may not be regarded as closed-circuit or only that which the State chooses to communicate. They may not be confined to the expression of those sentiments that are officially approved. In the absence of a specific showing of

constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views."

The right is qualified, however. The U.S. Supreme Court stated that:

"But conduct by the student, in class or out of it, which for any reason whether it stems from time, place, or type of behavior - materially disrupts class work or involved substantial disorder or invasion of rights of others, is, of course, not immunized by the constitutional guarantee of freedom of speech."

Students have the right to express themselves in any manner unless such expression directly interferes with the educational process, threatens immediate harm to the welfare of the school or community, or encourages unlawful activity, or interferes with another individual's rights.

Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, and any other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities. Students have the responsibility to be aware of these feelings and opinions of others and to give others a fair opportunity express their views.

B. Bulletin Boards

1. The principal of each building will designate certain bulletin boards for school announcements. Bulletin board space will be provided for the use of students and student organizations, in addition.
2. The following general limitations on postings are applied:
The principal will prohibit material which is obscene according to the current legal definitions; which is libelous, or which inflames or incites students so as to create a clear and present danger of the commission of unlawful acts or of physical disruption of the orderly operation of the school.

Identification on any posted notice will be required of student or student groups, including the name of at least one person of the group, posting such notice. The principal will require that notices or other communications be officially dated before posting, and that such material be removed after a prescribed reasonable time to assure full access to the bulletin boards.

C. School Newspapers and Publications

1. Students have the responsibility to refrain from libel and obscenity and to observe the rules for responsible journalism. Within these bounds, students have a right and are free as editors of other newspapers to report the news and to editorialize.
2. The principal or his/her designated advisor will supervise student run newspapers published with school equipment and remove obscene or libelous material. In addition, he/she will edit material that would cause a substantial disruption or material interference with school activities.
3. The above is subject to the following:
 - a. School officials will not censor or restrict material simply because it is critical of the school or its administration.
 - b. Rules of the school prior submission for review of obscene or libelous material, and material advocating illegal actions, will be reasonable and not calculated to delay distribution.
 - c. Each principal will establish prior approval procedures. They will identify to whom the material is to be submitted, the criteria by which the material is to be evaluated, and a limitation on the time within which a decision must be made. If the prescribed time for approval elapses without a decision, the literature will be considered as authorized for distribution.

4. Students who are not members of the newspaper staff and other members of the school community will have access to its pages. The criteria for submission of material by non-staff members will be prepared, published and distributed to all students by the principal or his/her designate.
5. Newspaper staff members will be held responsible for materials which are libelous or obscene, and such publications may be prohibited by the building principal.

D. Unofficial Publications

1. The constitutional right of freedom of speech guarantees the freedom of public school students to publish on their own, materials other than those sanctioned by the school. The school has no responsibility to assist students or to provide facilities in the publishing of such materials, nor may the school be held responsible for any statements published in them. The newspaper staff members themselves have sole responsibility for any statements published. Unofficial publications have moral and legal obligations to observe the rules of responsible journalism.

E. Distribution of Literature, Leaflets and Newspapers

1. Courts have ruled that school authorities may prohibit the distribution or dissemination of student oriented material on school grounds only when such material would materially and substantially interrupt the educational process or intrude upon the rights of others (the rationale of the United States Supreme Court in the Tinker case).
2. Students have the right to distribute leaflets, newspapers and other printed material adjacent to school property without any restriction by school authorities. However, the School Board of Directors has the right to have printed material submitted to the appropriate school official prior to distribution within the school for the purpose of determining whether distribution would result in substantial disruption of, or material interference with school activities. Such material shall be submitted to the principal not less than three (3) school days prior to the expected date of distribution. Before distribution can be denied, the threat of disturbance must be real and not immaterial. Also the Board will assert the right of those who have approved materials to distribute them in a peaceful and lawful manner.
3. The school principal may set forth the time and place of distribution so that distribution would not materially and substantially interfere with the requirements of appropriate discipline in the operation of the school. A proper time and place set for distribution is one which would give the students the opportunity to reach fellow students. The place of such activity may be restricted to permit the normal flow of traffic within the school and at exterior doors.
4. All printed matter and petitions distributed on school property shall bear the name and sponsoring organization and the name of one individual of such organizations.

F. Buttons, Badges and Armbands

1. The wearing of buttons, badges, armbands or other insignia bearing slogans or saying by students will be permitted even though unpopular with students or school district employees unless one of the following conditions is determined by the principal.
 - a. The wearing of the material would lead to a substantial disruption of, or material interference with school activities.
 - b. The wearing of the material would inflame or incite students so as to create a clear and present danger of the commission of unlawful acts.
 - c. The message expressly or by implication is obscene according to current legal definitions, or libelous.
 - d. The wearing of the objects presents a clear and present danger to the physical safety of the wearer or others involved with the school process.

G. Access to School Facilities

1. Students may have access to school facilities and equipment under the following conditions:
 - a. With written approval of the parent and/or principal and of the teacher or other person responsible for the facility and/or equipment desired. Approvals shall be filed in the school office.
 - b. The student has had adequate training in the use of the specified equipment. Use of power driven equipment, other than simple office machines and audiovisual equipment, shall not be permitted.
 - c. Use of the facility or equipment will in no way conflict with the instruction, extracurricular or maintenance program.
 - d. No equipment shall leave the school location in which it is normally used.
 - e. Group use shall require a faculty sponsor to be present
 - f. Use of the facility or equipment could not result in more than incidental expense to the district.
 - g. Approval for student use of facilities and/or equipment shall mean use of students who reside in the Crawford Central School District attendance area only, and not for other students or non-students.

H. Flag Salute and the Pledge of Allegiance

1. It is the responsibility of every citizen to show proper respect to his/her country and its flag. However, students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag, on the basis of personal belief or religious convictions. This right has been affirmed by the United States Supreme Court in the case of *West Virginia State Board of Education v. Barnette*, 319 U. S.624 (1943). Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate in a meaningful ceremony. A student who chooses not to participate may either stand or sit, remaining respectfully silent.

Hair and Dress

- A. Student has the responsibility to keep themselves, their clothes, and hair clean.
- B. Regulation on hair and dress will be considered only when the student's health, safety or welfare is jeopardized or the learning process is disrupted.
- C. Students may be required, however, to wear certain types of clothing while participating in physical education classes, shop classes or in extracurricular activities such as band.

Confidential Communications

- A. Information received from a student in confidence by:
 1. a guidance counselor; or
 2. a school nurse; or
 3. a school psychologist in public or private schools while in the course of that person's professional duties in privileged information to the extent that it cannot be divulged in any legal proceeding, civil or criminal, without the consent of the student, or if still a minor, the student's parents/guardian.
- B. However, such information may be revealed without the student's consent to the student's parents/guardian to teachers or to principals.
- C. An exception to the above is information revealed by the student concerning child abuse, neglect, or injury, which all school personnel are under legal duty to report to the authorities.

Student Records

- A. Under certain circumstances a student has a right to examine his/her records. (See Crawford Central School District Policy on Collection, Maintenance and Dissemination of Pupil Records.)

Searches

- A. School authorities may search a student's locker and seize any illegal materials. Such materials may be used as evidence against the student in disciplinary juvenile or criminal proceedings.
- B. School lockers are school property loaned or rented to the student for the student's convenience. School authorities may search the student's locker without prior warning in seeking contraband, because standing in loco parentis, school authorities are charged with the safety of all students under their care and supervision. Such a search is not an "illegal" search under the Fourth Amendment to the Federal Constitution, but reasonable exercise of board power in the interests of health, welfare, and safety of all school students. Courts have reasoned that the school extends locker use to students only for legitimate purposes.
- C. Students should be informed of the conditions governing use of school lockers when locker assignments are made.
- D. Searches should only be made by an official duly authorized for that purpose by the principal. The search of a particular locker should only be made upon a reasonable assumption that the student is secreting evidence of an illegal act.
- E. Blanket searches of every locker should not be permitted except for an emergency.
- F. Search of a student's person should be done by school officials of the same sex as the student being searched.

Implementation

- A. Because of the great differences in building design and student body make up, each building head and/or discipline committee shall establish discipline rules and procedures within the context of this policy.
- B. In no way will a student's or parents'/guardians' legal right be infringed upon in the implementation of this policy. No students should be subjected to excessive degrading or humiliating punishment. Each student has the right to be treated with decency and understanding. It is the intention of the Crawford Central School District to emphasize efforts to correct and prevent misbehavior rather than simply punish misbehavior and also to encourage self-discipline on the part of students at all levels.
- C. All professional employees of the school district should be most alert for indications of possible developing problem areas of students within the schools and report the same to persons who are best able to aid in deterring the problem. These persons include school psychologists, guidance counselors and attendance officers.
- D. As much as possible, parents and students will be involved in resolving discipline questions. Parents/guardians might serve as advisors to a school's discipline committee, and ways of emphasizing their primary responsibility for their children's behavior should be developed. At the secondary level in particular, students should have a means of being involved in their development and implementation of discipline codes and procedures for their building.
- E. All disciplinary offenses should be considered on an individual basis. Students should not be punished as a group at large for the offenses of known or unknown individuals.
- F. Crawford Central School Board will establish a committee to review this policy on a yearly basis. The School Board will give, to the fullest extent permissible, legal and financial support to teachers and administrators in the enforcement of the provision of this policy and will, where necessary, file charges against flagrant violators of the policy.

APPENDIX A

Book	Policy Manual
Section	100 Programs
Title	Discrimination/Title IX Sexual Harassment Affecting Students
Code	103
Status	Active
Adopted	September 23, 2013
Last Revised	October 26, 2020
Prior Revised Dates	4/23/2018

Authority

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

The Board also declares it to be the policy of this 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. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the district and is prohibited at or, in the course of, district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures. This policy prohibits individuals from knowingly making false statements or knowingly submitting false information during the Title IX grievance process outlined in Attachment 3 and during other grievance processes established by Board policy and procedures and/or the Student Code of Conduct. A violation of this prohibition by district students may lead to discipline up to and including referral for expulsion.[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)

The Board directs that the foregoing statement of Board policy be included in each student and staff handbook, and that this policy and related attachments be posted to the district's website.

The Board requires a notice stating that the district does not discriminate in any manner, including Title IX sexual harassment, in any district education program or activity, to be issued to all students, parents/guardians, employment applicants, employees and all unions or professional organizations

holding collective bargaining or professional agreements with the district. All discrimination notices and information shall include the title, office address, telephone number and email address of the individual(s) designated as the Compliance Officer and Title IX Coordinator.

This Policy 103 references two (2) documents, entitled “103 Attachment 2, Discrimination Complaint Procedures,” and “Attachment 3, Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints.” The Board intends these two (2) attachments to be substantive components of this policy and incorporates them by reference into this policy as if fully set forth herein.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal or the Title IX Coordinator, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student’s parents/guardians or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal or the Title IX Coordinator.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal or the Title IX Coordinator, as well as properly making any mandatory police or child protective services reports required by law.[22]

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 attached to this policy for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

The building principal (or any other employee of the district who received the report) shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant and, if deemed to be necessary, the reporter if not the complainant, regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures for the complainant. The Title IX Coordinator shall consider the complainant’s wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment of the information supplied by the reporter and/or complainant to determine whether the reported circumstances, if presumed to be true, could constitute Title IX sexual harassment or retaliation. If they do not, they may be addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy. If the reported circumstances, if presumed to be true at this point in the process, meet the definition of Title IX sexual harassment, they shall be addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3. If the reported circumstances, presumed to be true, do not constitute either Title IX sexual harassment or retaliation nor conduct otherwise prohibited in the Policy 103 and Attachment 2, the Title IX Coordinator shall refer the report for follow-up under any other applicable Board policy and/or the Student Code of Conduct.

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

When a report alleges Title IX sexual harassment, disciplinary sanctions may not be imposed until the completion of the grievance process for formal complaints outlined in Attachment 3. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance process for formal complaints.[18][20][23][24]

If possible, the district will refrain from pursuing disciplinary action pursuant to the Student Code of Conduct until such time the Title IX grievance process has concluded. This means suspensions and expulsion referrals may be temporarily postponed until the conclusion of the Title IX grievance process when/if the district, in consultation with the Title IX Coordinator, determines that supportive measures and other non-punitive actions agreed to by the parties (ex: complainant and respondent voluntarily agree to stay away from each other; respondent voluntarily participates in the school district's online/virtual education program or other alternative setting during the grievance process, etc.) result in there being no immediate threat to the physical health or safety of any student or other individual arising from the allegations during the grievance process period.

The respondent shall be provided with notice and provided an opportunity for due process, in accordance with law, regulations and Board policy. When expulsion is necessary because continuation of educational services is not feasible, If, however, the district, in consultation with the Title IX Coordinator, after having taken an initial individualized safety and risk analysis, believes the respondent must be removed from the district's education program or activity on an emergency basis during the Title IX grievance process in order to address an immediate threat to the physical health or safety of an individual, the process outlined in detail in Attachment 3 shall be followed.

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, this policy, the attachments and the district's legal and investigative obligations.[25][26][27][28][29]

Retaliation

The Board prohibits retaliation by the district or any other person against any person for:[28]

1. Reporting or making a formal complaint of any form of discrimination or retaliation, including Title IX sexual harassment.
2. Testifying, assisting, participating or refusing to participate in a related investigation, process or other proceeding or hearing.
3. Acting in opposition to practices the person reasonably believes to be discriminatory.

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if retaliation is believed to have occurred.

Definitions

Complainant shall mean an individual who is alleged to be the victim.

Respondent shall mean an individual alleged to be the perpetrator of the discriminatory conduct.

Discrimination

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including but not necessarily limited to race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Definitions Related to Title IX Sexual Harassment

Formal complaint shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints. The phrase "document filed by a complainant" refers to a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.[\[27\]](#)[\[30\]](#)

Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.[\[30\]](#)

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. Supportive measures may include, but are not limited to:[\[30\]](#)

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Mutual restrictions on contact between the parties.
6. Changes in work or housing locations.
7. Leaves of absence.

8. Increased security.
9. Monitoring of certain areas of the campus.
10. Assistance from domestic violence or rape crisis programs.
11. Assistance from community health resources including counseling resources.

Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Board policy.[17][18][23][24][31]

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:[30]

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
3. Sexual assault, dating violence, domestic violence or stalking.
 - a. **Dating violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:[32]
 - i. Length of relationship.
 - ii. Type of relationship.
 - iii. Frequency of interaction between the persons involved in the relationship.
 - b. **Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.[32]
 - 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.[33]
 - 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:[32]
 - i. Fear for their safety or the safety of others.
 - ii. Suffer substantial emotional distress.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An **education program or activity** includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.[\[26\]](#)[\[27\]](#)[\[30\]](#)

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Superintendent as the district's Compliance Officer and Confidential Executive Assistant to the Superintendent - Personnel as the Title IX Coordinator. The Compliance Officer can be contacted at:[\[34\]](#)

Address: Crawford Central School District, 11280 Mercer Pike, Meadville, PA 16335

Email: thomas.washington@craw.org

Phone Number: 814-724-3121

The Title IX Coordinator can be contacted at:

Address: Crawford Central School District, 11280 Mercer Pike, Meadville, PA 16335

Email: luke.gealy@craw.org

Phone Number: 814-724-3960, ext. 13041

The Compliance Officer and Title IX Coordinator shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas, as appropriate:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provide training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, and available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.[\[35\]](#)
6. Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

Guidelines

Title IX Sexual Harassment Training Requirements

The Compliance Officer and Title IX Coordinator, investigator(s), decision-maker(s), or any individual designated to facilitate an informal resolution process related to Title IX sexual harassment shall receive the following training, as required or appropriate to their specific role:

1. Definition of sexual harassment.
2. Scope of the district's education program or activity, as it pertains to what is subject to Title IX regulations.
3. How to conduct an investigation and grievance process for formal complaints, including examination of evidence, drafting written determinations, handling appeals and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
5. Use of relevant technology.
6. Issues of relevance including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
7. Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.
8. How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or Board policy.

All training materials shall promote impartial investigations and adjudications of formal complaints of Title IX sexual harassment without relying on sex stereotypes.

All training materials shall be posted on the district's website.

Disciplinary Consequences

A student who is determined to be responsible for violation of this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:[18][19][20]

1. Loss of school privileges.
2. Temporary or permanent transfer to another school building, classroom or school bus.
3. Exclusion from school-sponsored activities.
4. Detention.
5. Suspension.
6. Expulsion.
7. Referral to law enforcement officials.

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials.[21][36]

Reports of Discrimination

Any reports of discrimination that are reviewed by the Title IX Coordinator and do not meet the definition of Title IX sexual harassment but are based on race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability shall follow the Discrimination Complaint Procedures in Attachment 2 to this policy.

Reports of Title IX Sexual Harassment

Any reports deemed by the Title IX Coordinator to meet the definition of sexual harassment under Title IX shall follow the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3 to this policy.

Legal

1. 22 PA Code 12.1

2. 22 PA Code 12.4

3. 22 PA Code 15.1 et seq

4. 22 PA Code 4.4

5. 24 P.S. 1301

6. 24 P.S. 1310

7. 24 P.S. 1601-C et seq

8. 24 P.S. 5004

9. 43 P.S. 951 et seq

10. 20 U.S.C. 1681 et seq

11. 34 CFR Part 106

12. 29 U.S.C. 794

13. 42 U.S.C. 12101 et seq

14. 42 U.S.C. 1981 et seq

15. 42 U.S.C. 2000d et seq

16. U.S. Const. Amend. XIV, Equal Protection Clause

17. Pol. 103.1

18. Pol. 113.1

19. Pol. 218

20. Pol. 233

21. Pol. 317

22. Pol. 806

23. Pol. 113.2

24. Pol. 113.3

25. 20 U.S.C. 1232g

26. 34 CFR 106.44

27. 34 CFR 106.45

28. 34 CFR 106.71

29. 34 CFR Part 99

30. 34 CFR 106.30

31. Pol. 113

32. 34 U.S.C. 12291

33. 20 U.S.C. 1092

34. 34 CFR 106.8

35. Pol. 150

36. Pol. 317.1

18 Pa. C.S.A. 2709

20 U.S.C. 1400 et seq

28 CFR Part 41

28 CFR Part 35

34 CFR Part 100

34 CFR Part 104

34 CFR Part 110

U.S. Const. Amend. I

Bostock v. Clayton County, 590 U.S., 140 S. Ct. 1731 (2020)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Office for Civil Rights - Resources for Addressing Racial Harassment

Pol. 122

Pol. 123

Pol. 138

Pol. 216

Pol. 220

Pol. 247

Pol. 249

Pol. 251

Pol. 252

Pol. 320

Pol. 701

Pol. 815

Pol. 832

DISCRIMINATION/SEXUAL HARASSMENT/BULLYING/ HAZING/DATING VIOLENCE/RETALIATION REPORT FORM

The Board declares it to be the policy of this district to provide a safe, positive learning and working environment that is free from bullying, hazing, dating violence, sexual harassment and other discrimination, and retaliation. If you have experienced, or if you have knowledge of, any such actions, we encourage you to complete this form. The Title IX Coordinator will be happy to support you by answering any questions about the report form, reviewing the report form for completion and assisting as necessary with completion of the report. The Title IX Coordinator's contact information is:

Position: Confidential Executive Assistant to the Superintendent – Personnel

Address: 11280 Mercer Pike, Meadville, PA 16335

Email: luke.gealy@craw.org

Phone Number: 814-724-3960, ext. 13041

Retaliation Prohibited

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against you for filing this report. Please contact the Title IX Coordinator immediately if you believe retaliation has occurred.

Confidentiality

Confidentiality of all parties, witnesses, the allegations and the filing of a report shall be handled in accordance with applicable law, regulations, Board policy, procedures, and the district's legal and investigative obligations. The school will take all reasonable steps to investigate and respond to the report, consistent with a request for confidentiality as long as doing so does not preclude the school from responding effectively to the report. If you have any questions regarding how the information contained in this report may be used, please discuss them with the Title IX Coordinator prior to filing the report. Once this report is filed, the district has an obligation to investigate the information provided.

Note: *For purposes of Title IX sexual harassment, this Report Form serves initially as an informal report, not a formal complaint of Sexual Harassment under Title IX.*

I. Information About the Person Making This Report:

Name: _____

Address: _____

Phone Number: _____

School Building: _____

I am a:

- Student Parent/Guardian Employee Volunteer Visitor
- Other _____(please explain relationship to the district)

If you are not the victim of the reported conduct, please identify the alleged victim:

Name: _____

- The alleged victim is: Your Child Another Student A District Employee
- Other: _____(please explain relationship to the alleged victim)

II. Information About the Person(s) You Believe is/are Responsible for the Bullying, Hazing, Harassing or Other Discrimination You are Reporting

What is/are the name(s) of the individual(s) you believe is/are responsible for the conduct you are reporting?

Name(s):

The reported individual(s) is/are:

- Student(s) Employee(s)
- Other _____(please explain relationship to the district)

III. Description of the Conduct You are Reporting

In your own words, please do your best to describe the conduct you are reporting as clearly as possible. Please attach additional pages if necessary:

When did the reported conduct occur? (Please provide the specific date(s) and time(s) if possible):

Where did the reported conduct take place?

Please provide the name(s) of any person(s) who was/were present, even if for only part of the time.

Please provide the name(s) of any other person(s) that may have knowledge or related information surrounding the reported conduct.

Have you reported this conduct to any other individual prior to giving this report?

Yes No

If yes, who did you tell about it?

If you are the victim of the reported conduct, how has this affected you?

I affirm that the information reported above is true to the best of my knowledge, information and belief.

Signature of Person Making the Report

Date

Received By

Date

FOR OFFICIAL USE ONLY

This section is to be completed by the Title IX Coordinator based on reviewing the report with the complainant or other individual making the report.

The purpose of this form is to assist the Title IX Coordinator in gathering information necessary to properly assess the circumstances surrounding the reported conduct to determine if the allegations fall under the definition of Title IX sexual harassment or if the matter merits review and action under the Code of Student Conduct and/or other Board policies. The Title IX Coordinator shall gather as much information as possible in cases of incomplete or anonymous reports (including those that may be received through the Safe2Say Something program) to assess the report.

Upon receipt of the report, The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures as described in Policy 103 and Attachment 3. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

I. Reporter Information:

Name: _____

Address: _____

Phone Number: _____

School Building: _____

Reporter is a:

Student Parent/Guardian Employee Volunteer Visitor

Other _____ (please explain relationship to the district)

If the reporter is not the victim of the reported conduct, please identify the alleged victim:

Name: _____

The alleged victim is: Reporter's Child Another Student Another Employee

Other: _____ (please explain relationship to the alleged victim)

II. Respondent Information

Please state the name(s) of the individual(s) believed to have conducted the reported violation: Name(s):

The reported respondent(s) is/are:

- Student(s) Employee(s)
- Other _____(please explain relationship to the district)

III. Level of Report:

- Informal Formal (see additional information below on Title IX formal complaints)

IV. Type of Report:

- Title IX Sexual Harassment Discrimination Retaliation Bullying
- Hazing Dating Violence Other _____

Nature of the Report (check all that apply):

- Race
- Color
- Religion
- Sexual Orientation
- National Origin
- Marital Status
- Handicap/Disability
- Hazing
- Age
- Creed
- Sex
- Sexual Harassment (Title IX)
- Ancestry
- Pregnancy
- Bullying
- Dating Violence

V. Reported Conduct

Describe the reported conduct below, including specific actions, dates, times, locations and any other details necessary to properly assess the reported incident(s).

How often did the conduct occur?

Is it being repeated? Yes No

Do the circumstances involve a student identified as a student with a disability under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act?

No.

Yes, please identify the student with a disability and contact the Director of Special Education.

Date Director of Special Education was contacted: _____

How has the conduct affected the alleged victim's ability to fully participate in the school's academic, programs, activities or school employment?

What is the alleged victim's relationship with the alleged respondent?

Insert names, descriptions, and/or contact information of individuals believed to have observed the conduct or who otherwise may have knowledge of the conduct and/or related circumstances.

Additional observations or evidence including pictures, texts, emails, video or other information submitted to the Title IX Coordinator.

VI. Safety Concerns

Are there safety concerns that may require Emergency Removal of or Administrative Leave for a respondent? (This requires an individualized safety and risk analysis as to whether there is an immediate threat to the physical health or safety of a student or other individual.)

No.

Yes, please describe:

VII. Other Reports

Has the conduct been reported to the police or any other agency?

- No
- Yes Date reported: _____
Agency: _____

VIII. Identification of Policies Implicated by Reported Conduct

Check all that apply:

- Policy 103. Discrimination/Title IX Sexual Harassment Affecting Students
- Policy 104. Discrimination/Title IX Sexual Harassment Affecting Staff
- Policy 247. Hazing
- Policy 249. Bullying
- Policy 252. Dating Violence
- Other _____

To meet the definition of Title IX sexual harassment, the conduct must have taken place during a district education program or activity involving a person in the United States. 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 sexual harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Did the incident occur during a school program or activity involving a person in the United States?

- Yes
- No

To meet the definition of Title IX sexual harassment, the conduct needs to satisfy one or more of the following (please check all that apply):

- A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
- Sexual assault, dating violence, domestic violence or stalking.

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:

- Length of relationship.
- Type of relationship.
- Frequency of interaction between the persons involved in the relationship.

Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Sexual assault means a sexual offense under a 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.

Stalking 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:

1. Fear for their safety or the safety of others.
2. Suffer substantial emotional distress.

IX. Recommended Course of Action

After consultation with the complainant and consideration of the reported information, the Title IX Coordinator directs the report to proceed under the provisions of (check all that apply):

- No further action at this time. Reason:
- Policy 247. Hazing
- Policy 249. Bullying
- Policy 252. Dating Violence
- Other _____
- Policy 103 Discrimination/Title IX Sexual Harassment Affecting Students: Attachment 2
Discrimination Complaint Procedures
- Policy 104 Discrimination/Title IX Sexual Harassment Affecting Staff: Attachment 2
Discrimination Complaint Procedures
- Policy 103. Discrimination/Title IX Sexual Harassment Affecting Students: Attachment 3 Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints

- Policy 104. Discrimination/Title IX Sexual Harassment Affecting Staff: Attachment 3 Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints

X. Title IX Information to Complainant

What supportive measures were discussed with the complainant, and what were the complainant's wishes with respect to supportive measures?

Upon designating a course of action under Title IX sexual harassment, the Title IX Coordinator will promptly:

1. Explain to the complainant the process for filing a formal complaint.
2. Inform the complainant of the continued availability of supportive measures with or without the filing of a formal complaint.
3. The Title IX Coordinator shall contact a student complainant's parents/guardians and provide them with information regarding the report and Title IX sexual harassment procedures and grievance process for formal complaints.

If the complainant/reporter, school staff or others with professional knowledge relating to the complainant's health and well-being indicate that notifying the parents/guardians could cause serious harm to the health or well-being of the complainant or other person(s), the Title IX Coordinator will determine, in consultation with such individuals and upon advice of legal counsel, whether to withhold or delay notification of the report from the complainant's parents/guardians.

4. Determine what supportive measures may be offered to the respondent.
5. Determine whether the complainant wishes this report to be treated as a formal complaint.

XI. Title IX Coordinator Signature

I recommend the above course of action based on my consultation with the complainant and the information available at this time.

Title IX Coordinator: _____

Date: _____

XII. Title IX Formal Complaint Action

The Title IX Coordinator shall have the complainant check the appropriate box and sign and date below to indicate whether or not the complainant wishes to have this form serve as a formal complaint pursuant to Title IX.

I would like my report to be treated as a formal complaint pursuant to Title IX.

Yes No

Complainant's Signature: _____

Date: _____

If the complainant does not wish this report to be treated as a formal complaint pursuant to Title IX, the Title IX Coordinator must assess whether actions limited to supportive measures are a sufficient response to alleged behavior, or whether a formal complaint process is necessary to investigate and address the situation adequately. If the facts as contained in the Report, if presumed as true, could meet the definition of Title IX sexual harassment, the Title IX Coordinator must proceed with the filing of a formal complaint. The Title IX Coordinator may consult with the school solicitor and other district officials in making this decision.

As Title IX Coordinator, I have determined that, notwithstanding the complainant's preference, it is necessary to proceed with the Grievance Process for Formal Complaints for the following reasons:

Therefore, I am signing this form for the purpose of serving as the formal complaint initiating that process:

Title IX Coordinator's Signature: _____

Date: _____

DISCRIMINATION COMPLAINT PROCEDURES

The Discrimination Complaint Procedures prescribed in this Attachment apply to reports of retaliation or discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability that do not constitute Title IX sexual harassment as defined in the Policy 103.

All reports of discrimination shall be reviewed by the Title IX Coordinator upon receipt to determine if the allegations meet the definition and parameters of sexual harassment or retaliation under Title IX. If the result of this review determines that the allegations fall within the scope of Title IX sexual harassment, then the process set forth in Policy 103 Attachment 3 for Title IX Sexual Harassment shall be followed.

All reports of discrimination and retaliation brought pursuant to the district's discrimination policy shall also be reviewed for conduct which may not be proven discriminatory under Policy 103 but merits review and possible action under the Code of Student Conduct and other Board policies. (Pol. 103.1, 218, 247, 249, 252)

Definitions

Complainant shall mean an individual who is alleged to be the victim.

Respondent shall mean an individual who has been reported to be the perpetrator of the alleged conduct.

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Retaliation shall mean actions including, but not limited to, intimidation, threats, coercion, or discrimination against a victim or other person because they report discrimination or harassment, participate in an investigation or other process addressing discrimination or harassment, or act in opposition to discriminatory practices.

Reasonable Accommodations

Throughout the discrimination complaint procedures, the district shall make reasonable accommodations for identified physical and intellectual impairments that constitute disabilities for all parties, and address barriers being experienced by disadvantaged students such as English learners and homeless students, consistent with the requirements of federal and state laws and regulations and Board policy. (Pol. 103.1, 113, 138, 251, 832, 906)

Required Reporting Under Other Policies

In addition to implementing the disciplinary complaint procedures, the building principal or Compliance Officer shall ensure that reported conduct which meets the definition of other laws, regulations or Board policies, is also appropriately addressed in accordance with the applicable laws, regulations or Board policies, including but not limited to, incidents under the Safe Schools Act, reports of educator misconduct, threats, or reports of suspected child abuse. (Pol. 218, 317.1, 806, 824)

Timeframes

Reasonably prompt timeframes shall be established for completing each step of the discrimination complaint procedures, including timeframes for filing and resolving appeals.

The established timeframes included in these procedures may be adjusted to allow for a temporary delay or a limited extension of time for good cause. Written notice of the delay or extension and the reason for such action shall be provided to the complainant and the respondent, and documented with the records of the complaint. Good cause may include, but is not limited to, considerations such as:

1. The absence of a party or a witness.
2. Concurrent law enforcement activity.
3. Need for language assistance or accommodation of disabilities.

PROCEDURES FOR COMPLAINTS OF DISCRIMINATION

Step 1 – Reporting

A student or individual who believes they have been subject to discrimination by any student, employee or third party is encouraged to immediately report the incident to the building principal using the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form or by making a general report verbally or in writing to the building principal.

Parents/Guardians of students have the right to act on behalf of the complainant, the respondent, or other individual at any time.

Any person with knowledge of discrimination in violation of Board policy or this procedure is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to discrimination shall immediately report the incident to the building principal. Additionally, employees who have reasonable cause to suspect that a child is the victim of child abuse, shall immediately report the suspected abuse, in accordance with applicable law, regulations and Board policy. (Pol. 806)

The building principal shall immediately notify the Title IX Coordinator and Compliance Officer of the reported discrimination.

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

The complainant or reporting individual shall be encouraged to use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form, however, complaints shall be accepted in person, by telephone, by mail or email, or by any other means that results in the appropriate individual receiving the individual's verbal or written report. Verbal reports shall be documented using the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form, and these procedures shall be implemented.

The Title IX Coordinator shall review reports and complaints and may gather additional information from the individual submitting the report and other parties identified in the report using the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form. The Title IX Coordinator shall promptly contact the reporter and/or the complainant if different than the reporter regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the Discrimination Complaint Procedures prescribed in this Attachment 2, or if the reported circumstances meet the definition

and parameters of Title IX sexual harassment and are most appropriately addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3, or other applicable Board policies.

If the Title IX Coordinator determines that the report should be addressed through the discrimination complaint procedures, the Compliance Officer shall be notified and the complaint procedures in this Attachment 2 implemented.

When any party is an identified student with a disability, or thought to be a student with a disability, the Title IX Coordinator shall notify the Director of Special Education and coordinate to determine whether additional steps must be taken for the party, while the discrimination complaint procedures are implemented. Such measures may include, but are not limited to, conducting a manifestation determination, functional behavioral assessment (FBA) or other assessment or evaluation, in accordance with applicable law, regulations or Board policy. FBAs must be conducted when a student's behavior interferes with the student's learning or the learning of others and information is necessary to provide appropriate educational programming, and when a student's behavior violates the Code of Student Conduct and is determined to be a manifestation of a student's disability. (Pol. 113, 113.1, 113.2, 113.3)

Step 2 – Initial Communications/Supports

The complainant shall be informed about the Board's policy on discrimination, including the right to an investigation of both verbal and written reports of discrimination.

The building principal or designee, in consultation with the Compliance Officer, Title IX Coordinator and other appropriate individuals, shall promptly implement appropriate measures to protect the complainant and others as necessary from violation of the policy throughout the course of the investigation.

The building principal or designee may provide to the complainant factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or respondent.

The building principal or designee shall seek to obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18), and inform parents/guardians of the complainant that the complainant may be accompanied by a parent/guardian during all steps of the complaint procedure. When a parent/guardian requests confidentiality and will not consent to the alleged victim's participation in an investigation, the building principal or designee shall explain that the school shall take all reasonable steps to investigate and respond to the complaint consistent with that request for confidentiality as long as doing so does not preclude the school from responding effectively to the discrimination and preventing discrimination that affects other students.

The building principal or Compliance Officer or Title IX Coordinator shall provide relevant information on resources available in addition to the discrimination complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources, including counseling resources.

Informal Remedies -

At any time after a complaint has been reported, if the Compliance Officer or Title IX Coordinator believes the circumstances are appropriate, the Compliance Officer or Title IX Coordinator may offer the parties involved in the complaint the opportunity to participate in

informal remedies to address the reported conduct. Informal remedies can take many forms, depending on the particular case. Examples include, but are not limited to, mediation, facilitated discussions between the parties, restorative practices, acknowledgment of responsibility by a respondent, apologies, a requirement to engage in specific services, or other measures to support the parties.

If the matter is resolved to the satisfaction of the parties, the district employee facilitating the informal remedies shall document the nature of the complaint and the proposed resolution of the matter, have both parties sign the documentation to indicate agreement with the resolution and receive a copy, and forward it to the Compliance Officer or Title IX Coordinator.

The Compliance Officer or Title IX Coordinator shall contact the complainant to determine if the resolution was effective and to monitor the agreed upon remedies, and shall document all appropriate actions.

*If the informal remedies result in the final resolution of the complaint, the following steps are not applicable.

Step 3 – Investigation

The Compliance Officer or Title IX Coordinator shall assess whether the investigation should be conducted by the building principal, another district employee, the Compliance Officer or Title IX Coordinator or an attorney and shall promptly assign the investigation to that individual. When a parent/guardian has requested confidentiality and will not consent to the alleged victim's participation in an investigation, the Compliance Officer or Title IX Coordinator shall provide the parent/guardian with a letter containing information related to the district's legal obligations to conduct an investigation and address violations of Board policy, and any other information appropriate to the specific complaint.

The Compliance Officer or Title IX Coordinator shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination and retaliation issues and Board policy, and how to conduct investigations and draft an investigative report.

The investigator shall work with the Compliance Officer or Title IX Coordinator to assess the anticipated scope of the investigation, who needs to be interviewed and what records or evidence may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the respondent may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the respondent, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the

investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer or Title IX Coordinator, who shall promptly inform law enforcement authorities about the allegations.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation, and the reason for such delay shall be documented by the investigator.

Step 4 – Investigative Report

The investigator shall prepare and submit a written report to the Compliance Officer or Title IX Coordinator within twenty (20) school days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The investigative report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated Board Policy 103 and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discrimination or harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of Board policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the respondent shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written investigative report, to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The respondent shall not be notified of the individual remedies offered or provided to the complainant.

Step 5 – District Action

If the investigation results in a finding that some or all of the allegations of the discrimination complaint are founded and constitute a violation of Board policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the district education program or activity. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer or Title IX Coordinator shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different policy was violated separately from or in addition to violations of Policy 103 or these procedures, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary. (Pol. 113.1, 218, 233, 247, 249)

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws and regulations. (Pol. 103, 104, 113.1, 218, 233, 317, 317.1)

Appeal Procedure

If the complainant or the respondent is not satisfied with a finding made pursuant to these procedures or with recommended corrective action, they may submit a written appeal to the

Compliance Officer or Title IX Coordinator within fifteen (15) school days of receiving notification of the outcome of the investigation. If the Compliance Officer or Title IX Coordinator investigated the complaint, such appeal shall be made to the Superintendent.

The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.

The person handling the appeal shall prepare a written response to the appeal within twenty (20) school days.

Copies of the response shall be provided to the complainant, the respondent and the investigator who conducted the initial investigation.

TITLE IX SEXUAL HARASSMENT PROCEDURES AND GRIEVANCE PROCESS FOR FORMAL COMPLAINTS

The Title IX sexual harassment procedures and grievance process for formal complaints prescribed in this attachment apply only when a report includes allegations of sexual harassment and retaliation subject to Title IX regulations. (34 CFR 106.44, 106.45)

All other reports or complaints of discrimination or retaliation which do not meet the definition of Title IX sexual harassment or retaliation shall follow the complaint procedures established in Policy 103 Attachment 2 regarding discrimination.

Definitions

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the district's Title IX Coordinator or any district official who has the authority to institute corrective measures on behalf of the district, or to any employee of an elementary and secondary school, other than the respondent.

Complainant means an individual who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.

Exculpatory evidence means evidence tending to exonerate the accused or helps to establish their innocence.

Inculpatory evidence means evidence tending to incriminate the accused or indicate their guilt.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator the complainant or other party during the grievance process. The phrase "**document filed by a complainant**" refers to a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

Retaliation shall mean actions including, but not limited to, intimidation, threats, coercion, or discrimination against a victim or other person because they report conduct that may constitute discrimination or harassment, including Title IX sexual harassment, in accordance with Board policy and procedures, participate in an investigation or other process addressing discrimination or Title IX sexual harassment, testified, assisted or participated or refused to participate in any manner in an investigation or hearing outlined in this policy, or act in opposition to discriminatory practices.

The following actions shall not constitute retaliation:

1. An individual exercising free speech under the rights protected by the First Amendment.
2. The assignment of consequences consistent with Board policy and the Code of Student Conduct when an individual knowingly makes a materially false statement in bad faith in an investigation. The fact that the charges of discrimination were unfounded or unsubstantiated

shall not be the sole reason to conclude that any party made a materially false statement in bad faith.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.

Supportive measures mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

Supportive measures shall be designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. Supportive measures may include, but are not limited to:

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Mutual restrictions on contact between the parties.
6. Changes in work or housing locations.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.
10. Assistance from domestic violence or rape crisis programs.
11. Assistance from community health resources including counseling resources.

Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Board policy. (Pol. 103.1, 113, 113.1, 113.2, 113.3)

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
3. Sexual assault (as defined in 20 U.S.C. 1092(f)(6)(A)(v)), dating violence (as defined in 34 U.S.C. 12291(a)(10)), domestic violence (as defined in 34 U.S.C. 12291(a)(8)) or stalking as defined in 34 U.S.C. 12291 (a)(30)).
 - 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:
 - 1) Length of relationship.
 - 2) Type of relationship.
 - 3) Frequency of interaction between the persons involved in the relationship.
 - b. **Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
 - c. **Sexual assault** means an offense 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 engaging in a course of conduct directed at a specific person that would cause a reasonable person to either:
 - 1) Fear for their safety or the safety of others.
 - 2) Suffer substantial emotional distress.

Such above-described 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 subject to Title IX regulations. An **education program or activity** includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs.

TITLE IX SEXUAL HARASSMENT PROCEDURES

General Response – (with or without a formal complaint)

Any person, whether the alleged victim or not, may report Title IX sexual harassment using the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form or by making a general report verbally or in writing to the building principal, or by using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Upon receipt of a report, school staff shall immediately notify the building principal and/or the Title IX Coordinator.

A report may be made at any time, including during nonbusiness hours. Verbal reports shall be documented by the Title IX Coordinator or employee receiving the report using the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form, and these procedures shall be implemented appropriately.

District staff who become aware of bullying, hazing, harassment, Title IX sexual harassment or other discrimination affecting a student or staff member shall promptly report it to the building principal or the Title IX Coordinator.

Parents/Guardians of students have the right to act on behalf of the complainant, the respondent, or other individual at any time.

When the district has actual knowledge of Title IX sexual harassment, the district is required to respond promptly and in a manner that is not deliberately indifferent, meaning not clearly unreasonable in light of the known circumstances.

All sexual harassment reports and complaints received by the building principal shall be promptly directed to the Title IX Coordinator, in accordance with Board policy. The Title IX Coordinator shall use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form to gather additional information from the reporter and/or the complainant if different than the reporter, to determine if the allegations, if taken as true at this point in the proceedings could meet the legal definition of Title IX sexual harassment.

The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall initially assess whether the reported conduct:

1. Meets the definition of Title IX sexual harassment.
2. Occurred in a district program or activity under the control of the district and against a person in the United States.
3. Involves other Board policies or the Code of Student Conduct.
4. Indicates, based on an individualized safety and risk analysis, that there is an immediate threat to the physical health or safety of an individual which may necessitate the

implementation of the “emergency removal” provisions articulated in the Title IX regulations at 34 C.F.R. §106.44(c).

5. Involves a student identified as a student with a disability under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act. (Pol. 103.1, 113)

If the result of this initial assessment determines that none of the allegations fall within the scope of Title IX sexual harassment, but the matter merits review and possible action under the Code of Student Conduct and other Board policies or Attachment 2 addressing Discrimination Complaints, then the Title IX Coordinator shall redirect the report to the appropriate administrator to address the allegations. (Pol. 103, 103.1, 113.1, 218, 247, 249, 252, 317, 317.1)

If the result of the initial assessment determines that the allegations may constitute Title IX sexual harassment, the Title IX Coordinator shall promptly explain to the complainant the process for filing a formal complaint and inform the complainant of the continued availability of supportive measures with or without the filing of a formal complaint.

The Title IX Coordinator shall contact the parents/guardians and provide them with information regarding the report and Title IX sexual harassment procedures and grievance process for formal complaints.

If the complainant, school staff or others with professional knowledge relating to the complainant’s health and well-being indicate that notifying the parents/guardians could cause serious harm to the health or well-being of the complainant or other person(s), the Title IX Coordinator will determine, in consultation with such individuals and upon advice of legal counsel, whether to withhold or delay notification of the report from the complainant’s parents/guardians.

The Title IX Coordinator shall also determine what supportive measures may be offered to the respondent.

If either party is an identified student with a disability, or thought to be disabled, the Title IX Coordinator shall contact the Director of Special Education to coordinate the required actions in accordance with Board policy. (Pol. 113, 113.1, 113.2, 113.3)

The school district shall maintain as confidential supportive measures provided to the complainant or respondent except as may be permitted by law or regulations (including but not limited to such confidentiality would not impair the ability of the school district to provide the supportive measures. (20 U.S.C. Sec. 1232g; 34 CFR Parts 99, 106; Pol. 113.4, 216)

The district shall treat complainants and respondents equitably by:

1. Offering supportive measures to the complainant and to the respondent, subject to the “emergency removal” process described below.
2. Following the grievance process for formal complaints before imposing disciplinary sanctions or other actions that are not supportive measures on the respondent.

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment -

When reports allege Title IX sexual harassment, disciplinary sanctions may not be imposed until the completion of the grievance process for formal complaints. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance process for formal complaints.

If possible, the district will refrain from pursuing disciplinary action pursuant to the Student Code of Conduct until such time the Title IX grievance process has concluded. This means suspensions and expulsion referrals may be temporarily postponed until the conclusion of the Title IX grievance process when/if the district, in consultation with the Title IX Coordinator, determines that supportive measures and other non-punitive actions agreed to by the parties (ex: complainant and respondent voluntarily agree to stay away from each other; respondent voluntarily participates in the school district's online/virtual education program or other alternative setting during the grievance process, etc.) result in there being no immediate threat to the physical health or safety of any student or other individual arising from the allegations during the grievance process period.

The respondent shall be provided with notice and provided an opportunity for due process, in accordance with law, regulations and Board policy. When expulsion is necessary because continuation of educational services is not feasible, If, however, the district, in consultation with the Title IX Coordinator, after having taken an initial individualized safety and risk analysis, believes the respondent must be removed from the district's education program or activity on an emergency basis during the Title IX grievance process in order to address an immediate threat to the physical health or safety of an individual, the following process shall be followed:

1. If the duration of the emergency removal is between 1 – 10 school days, the school district shall ensure the respondent is provided with the level of due process outlined in 22 Pa. Code §12.8(c) pertaining to "informal hearings." At the informal hearing, the school district shall provide the respondent an opportunity to challenge the determination that his/her emergency removal is necessary to address an immediate threat to the physical health or safety of any student/individual arising from the allegations of Title IX sexual harassment.
2. If the duration of the emergency removal shall exceed ten consecutive schools days:
 - a. The district shall provide the respondent with the opportunity to participate in an "informal hearing" as set forth in 22 Pa. Code §12.8(c). At the informal hearing, the school district shall provide the respondent an opportunity to challenge the determination that his/her emergency removal is necessary to address an immediate threat to the physical health or safety of any student/individual arising from the allegations of Title IX sexual harassment. At this informal hearing the school district will also address the underlying Student Code of Conduct violations for which the student is being referred to the Board for an expulsion hearing.
 - b. If after the informal hearing the district believes evidence exists to justify a referral for expulsion (e.g., removal from school for more than ten consecutive days), the district shall comply with the district's expulsion policy and the due process procedures outlined in 22 Pa. Code §12.8(b).

- c. At the expulsion hearing held pursuant to 22 Pa. Code §12.8(b):
 - i. The Board shall make a determination of whether the student shall be expelled for Student Code of Conduct violations.
 - ii. At the “consequence” stage of the expulsion hearing, presuming the Board determines the student has violated provisions of the Student Code of Conduct justifying expulsion, the Board shall be informed there is a pending Title IX grievance procedure involving the respondent and that the student be expelled for a period of time necessary to avoid identified health and safety risks associated with the alleged Title IX violation. The Board’s written adjudication of expulsion shall address the pending Title IX process and the impact of the outcome of the Title IX process on a student’s emergency removal status. (20 U.S.C. Sec. 1400 et seq. ; 29 U.S.C. Sec. 794 ; 42 U.S.C. Sec. 12101 et seq. ; 34 CFR 106.44 ; Pol. 103.1, 113.1, 233)
 - iii. The Board shall be informed that the expulsion hearing will be re-convened at the conclusion of the Title IX grievance process to determine what appropriate disciplinary consequences, if any, should be imposed on the student/respondent pursuant to the outcome of the Title IX grievance process and/or the Student Code of Conduction violations which were the subject of the underlying expulsion hearing.
3. If the respondent is an identified student with a disability, or thought to be disabled, the Title IX Coordinator shall contact the Director of Special Education to coordinate the required actions in accordance with Board policy. The district shall comply with applicable law pertaining to the discipline or change of placement of a student with a disability where applicable, pursuant to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. (Pol. 113.1, 113.2, 113.3, 233)

When an emergency removal is not required, disciplinary sanctions will be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable. (Pol. 113.1, 113.2, 218, 233)

Supportive Measures -

All supportive measures provided by the district shall remain confidential, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. (34 CFR 106.44)

When any party is an identified student with a disability, or thought to be a student with a disability, the Title IX Coordinator shall notify the Director of Special Education and coordinate to determine whether additional steps must be taken as supportive measures for the party while the Title IX procedures are implemented. Such measures may include, but are not limited to, conducting a manifestation determination, FBA or other assessment or evaluation, in accordance with applicable law, regulations or Board policy. FBAs must be conducted when a student's behavior interferes with the student’s learning or the learning of others and information

is necessary to provide appropriate educational programming, and when a student's behavior violates the Code of Student Conduct and is determined to be a manifestation of a student's disability. (Pol. 113, 113.1, 113.2, 113.3)

Reasonable Accommodations –

Throughout the Title IX sexual harassment procedures, the district shall make reasonable accommodations for identified physical and intellectual impairments that constitute disabilities for any party, and address barriers being experienced by disadvantaged students such as English learners and homeless students, consistent with the requirements of federal and state laws and regulations and Board policy. (Pol. 103.1, 113, 138, 251, 832)

Emergency Removal/Students with Disabilities -

If the district has determined, based on an individualized safety and risk analysis, that there is an immediate threat to the physical health or safety of any student or other individual due to the allegations of Title IX sexual harassment, the respondent may be removed from the district's education program or activity or moved to an alternative setting in accordance with the "emergency removal" process outlined above, but also consistent with all rights under federal and state laws and regulations, and Board policy, including but not limited to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Administrative Leave -

When an employee, based on an individualized safety and risk analysis, poses an immediate threat to the health or safety of any student or other individual, the employee may be removed on an emergency basis.

An accused nonstudent district employee may be placed on administrative leave during the pendency of the grievance process for formal complaints, consistent with all rights under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, and in accordance with state law and regulations, Board policy and an applicable collective bargaining agreement or individual contract. (29 U.S.C. Sec. 794, 42 U.S.C. Sec. 12101 et seq., 34 CFR 106.44, Pol. 317)

Required Reporting Under Other Policies -

In addition to implementing the Title IX sexual harassment procedures, the Title IX Coordinator shall ensure that reported conduct which meets the definition of other laws, regulations or Board policies, is also appropriately addressed in accordance with the applicable laws, regulations or Board policies, including but not limited to, incidents under the Safe Schools Act, reports of educator misconduct, threats, or reports of suspected child abuse. (Pol. 218, 317.1, 806, 824)

Timeframes

Reasonably prompt timeframes shall be established for the conclusion of the grievance process for formal complaints, including timeframes for the informal resolution process and timeframes for filing and resolving appeals.

The established timeframes included in these procedures may be adjusted to allow for a

temporary delay or a limited extension of time for good cause. Written notice of the delay or extension and the reason for such action shall be provided to the complainant and the respondent, and documented with the records of the complaint. Good cause may include, but is not limited to, considerations such as:

1. The absence of a party, a party's advisor or a witness.
2. Concurrent law enforcement activity.
3. Need for language assistance or accommodation of disabilities.

Redirection or Dismissal of Title IX Formal Complaints

Formal complaints may be dismissed, if at any time during the investigation or written determination steps described below:

1. A complainant provides written notification of withdrawal of any allegations or of the formal complaint.
2. The respondent is no longer enrolled or employed by the district in a district program or activity.
3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations.

Only alleged conduct that occurred in the district's education program or activity, and against a person in the United States, may qualify as Title IX sexual harassment within the district's jurisdiction. If it is determined during the investigation or written determination steps below that none of the allegations, if true, would meet the definition and parameters of Title IX sexual harassment within the district's jurisdiction, the Title IX Coordinator shall dismiss the formal complaint under Title IX. If the matter merits review and possible action under the Code of Student Conduct and other Board policies or Attachment 2 addressing Discrimination Complaints, then the Title IX Coordinator shall redirect the report to the appropriate administrator to address the allegations.

Written notification shall be promptly issued to the parties simultaneously of any allegations found not to qualify or that are dismissed in compliance with Title IX. Written notification shall state whether the allegations will continue to be addressed pursuant to the Code of Student Conduct and other Board policies or Attachment 2 addressing Discrimination Complaints.

A dismissal may be appealed via the appeal procedures set forth in this Attachment.

Consolidation of Title IX Formal Complaints

The district may consolidate formal complaints against more than one (1) respondent, or by more than one (1) complainant against one or more respondents, or by one (1) individual against another individual, where the allegations of sexual harassment arise out of the same facts or circumstances.

GRIEVANCE PROCESS FOR FORMAL COMPLAINTS

Step 1 – Formal Complaint

The district is required to initiate the grievance process for formal complaints when a complainant or the complainant's parent/guardian files a formal complaint. The Title IX Coordinator is also authorized to initiate formal complaint process even if/when a complainant declines to proceed and wishes a formal complaint not be initiated. In such circumstances, and when the Title IX Coordinator determines that the facts as understood and known as of the initial report would or could constitute Title IX sexual harassment if those allegations were presumed to be true, the Title IX Coordinator shall initiate the formal complaint process to avoid the argument that the district is responding in a clearly unreasonable and therefore, deliberately indifferent manner. Only the Title IX Coordinator is authorized to initiate the formal complaint process despite a complainant's wishes, but the Title IX Coordinator may consult with the school solicitor and other district officials in making this decision.

The complainant or the Title IX Coordinator shall use the designated section of the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form to file or sign a formal complaint.

The Title IX Coordinator shall assess whether the investigation should be conducted by the building principal, another district employee, the Title IX Coordinator or an attorney and shall promptly assign the investigation to that individual.

The Title IX Coordinator, investigator, decision-maker, or any individual designated to facilitate the informal resolution process, each must have completed the required training for such roles as designated in Board policy and shall not have a conflict of interest or bias for or against an individual complainant or respondent, or for or against complainants or respondents in general.

The respondent shall be presumed not responsible for the alleged conduct until a written determination regarding responsibility has been made at the conclusion of the grievance process for formal complaints.

Notice Requirements -

Upon receipt of a formal complaint, or when the Title IX Coordinator signs a formal complaint to initiate the grievance process for formal complaints, the Title IX Coordinator shall provide written notice to all known parties, and the parents/guardians of known parties, where applicable, providing the following information:

1. Notice of the district's grievance process for formal complaints and any informal resolution process that may be available.
2. Notice of the allegations potentially constituting Title IX sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - a. The identity of the parties involved, if known.
 - b. The conduct allegedly constituting sexual harassment.

- c. The date and location of the alleged incident(s), if known.
3. A statement that a written determination regarding responsibility shall be made at the conclusion of the grievance process for formal complaints and, until that time, the respondent is presumed not responsible for the alleged conduct.
4. Notice that parties may have an advisor of their choice, who may be, but is not required to be, an attorney. The advisor may inspect and review evidence.
5. Notice that Board policy and the district's Code of Student Conduct prohibits knowingly making false statements or knowingly submitting false information to school officials in connection with reports of misconduct or discrimination complaints.
6. Notice to all known parties of any additional allegations that the district decides to investigate during the course of the investigation.

Step 2 – Informal Resolution Process

[Note: The informal resolution process cannot be offered or used to facilitate a resolution for any formal complaint where the allegations state that an employee sexually harassed a student.]

At any time after a formal complaint has been filed, but prior to reaching a determination of responsibility, if the Title IX Coordinator believes the circumstances are appropriate, the Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process, which does not involve a full investigation and adjudication of the Title IX sexual harassment complaint.

The district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal Title IX sexual harassment complaints. Similarly, a district may not require the parties to participate in an informal resolution process.

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, mediation, facilitated discussions between the parties, restorative practices, acknowledgment of responsibility by a respondent, apologies, a requirement to engage in specific services, or supportive measures.

When offering an informal resolution process, the Title IX Coordinator shall:

1. Provide the parties a written notice disclosing the following:
 - a. The allegations.
 - b. The requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process for formal complaints.

- c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtain the parties' voluntary, written consent to the informal resolution process. As part of the consent process, all parties shall be informed of the rights being waived by agreeing to the informal resolution process and shall acknowledge such agreement in writing.
3. The informal resolution process shall be conducted within ten (10) school days, although the parties may mutually agree to a reasonable extension if necessary to continue the resolution process.

If the matter is resolved to the satisfaction of the parties, the district employee facilitating the informal resolution process shall document the nature of the complaint and the proposed resolution of the matter, have both parties sign the documentation and receive a copy, and forward it to the Title IX Coordinator. Within ten (10) school days after the complaint is resolved in this manner, the Title IX Coordinator shall contact the complainant to determine if the resolution was effective and to monitor the agreed upon remedies. The Title IX Coordinator shall document the informal resolution process, responses from all parties, and an explanation of why the district's response was not deliberately indifferent to the reported complaint of sexual harassment.

***If Step 2 Informal Resolution Process results in the final resolution of the complaint, the following steps are not applicable.**

Step 3 – Investigation

The designated investigator, if other than the Title IX Coordinator, shall work with the Title IX Coordinator to assess the scope of the investigation, who needs to be interviewed and what records or evidence may be relevant to the investigation. The investigation stage shall be concluded within twenty (20) school days.

When investigating a formal complaint, the investigator shall:

1. Bear the burden of proof and gather evidence and conduct interviews sufficient to reach a written determination. During the process of gathering evidence, unless the district obtains the voluntary, written consent of the party, or the party's parent/guardian when legally required, the district cannot access, consider, disclose or otherwise use a party's records which are protected by legal privilege, such as those records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with providing treatment to the party. (Pol. 113.4, 207, 209, 216, Safe2Say Something Procedures)
2. Objectively evaluate all available evidence, including inculpatory and exculpatory evidence.
3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence. However, the district may request a nondisclosure agreement be signed by the parties and their advisor(s), if any, stating that they will not

disseminate or disclose evidence and documents exchanged in the investigation.

5. Provide the parties with the same opportunities to have others present during any interview or other meeting, including an advisor of the party's choice. The district may establish restrictions, applicable to both parties, regarding the extent to which the advisor may participate.
6. Provide written notice to any party whose participation is invited or expected during the investigation process with the following information, in sufficient time for the party to prepare to participate:
 - a. Date.
 - b. Time.
 - c. Location.
 - d. Participants.
 - e. Purpose of all investigative interviews or other meetings.
7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations, including evidence the district does not intend to rely on to reach a determination regarding responsibility and any inculpatory and exculpatory evidence, whether obtained from a party or other source.

If at any point the investigation expands to include additional allegations that were not included in the initial notice provided upon initiation of the grievance process for formal complaints, the investigator shall alert the Title IX Coordinator. The Title IX Coordinator shall provide written notice of the new allegations to the known parties.

Prior to the completion of the investigative report, the investigator shall:

1. Send to each party and the party's advisor, if any, the evidence subject to inspection and review in electronic or hard copy format.
2. Provide the parties at least ten (10) school days following receipt of the evidence to submit a written response.
3. Consider the written response prior to drafting the investigative report.

The investigator shall draft an investigative report that fairly summarizes relevant evidence and shall provide the investigative report to all parties and to the designated decision-maker.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Title IX Coordinator, who shall promptly inform law enforcement authorities about the allegations and make any additional required reports, in accordance with law, regulations and Board policy. (Pol. 218, 317.1, 806)

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The

investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to request for a delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation and the reason for such delay shall be documented by the investigator. The time-lines regarding the investigation stage of the grievance process established above may be extended for this purpose.

In the course of an investigation, it is possible that conduct other than, or in addition to, Title IX sexual harassment may be identified as part of the same incident or set of circumstances. The fact that there may be Title IX sexual harassment involved does not preclude the district from addressing other identified violations of the Code of Student Conduct or Board policy. If such other conduct is being investigated and addressed together with Title IX sexual harassment as part of the Title IX grievance process for formal complaints, disciplinary action normally should not be imposed until the completion of the Title IX grievance process for formal complaints. A decision whether and when to take such action should be made in consultation with the school solicitor.

Step 4 – Written Determination and District Action

Designation of Decision-Maker -

To avoid any conflict of interest or bias, the decision-maker cannot be the same person as the Title IX Coordinator or the investigator. The responsibility as the decision-maker for complaints of Title IX sexual harassment shall generally be designated to the building principal.

If the Decision-Maker has a conflict of interest or is a party in the formal complaint process, they shall disclose the conflict and the Title IX Coordinator shall designate another individual to serve as the decision-maker.

Written Determination Submissions -

A written determination of responsibility (written determination) must not be finalized less than ten (10) days after the investigator completes the investigative report and provides it to all parties. Before the decision-maker reaches a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that a party wants to be asked of any party or witness, shall provide each party with the answers, and shall allow for additional, limited follow-up questions from each party.

Relevant questions for a party or witness must be submitted by each party within three (3) school days following receipt of the investigative report. Follow-up questions must be submitted by each party within three (3) school days of being provided the answers to the initial questions.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as part of the follow-up questions and responses, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The decision-maker shall explain to the party proposing the questions about any decision to exclude a question as not relevant.

Written Determination -

The decision-maker must issue a written determination for the conduct alleged in formal complaints. To reach this determination, the decision-maker shall apply the preponderance of the evidence standard, meaning that the party bearing the burden of proof must present evidence which is more credible and convincing than that presented by the other party or which shows that the fact to be proven is more probable than not.

In considering evidence, the decision-maker shall ensure credibility determinations are not based on an individual's status as a complainant, respondent or witness.

After considering all relevant evidence, the decision-maker shall issue a written determination that includes:

1. Identification of the allegations potentially constituting Title IX sexual harassment.
2. A description of the procedural steps taken from the receipt or signing of the formal complaint through the written determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence.
3. Findings of fact supporting the determination.
4. Conclusions regarding the application of the district's Code of Student Conduct or Board policies to the facts.
5. A statement of, and rationale for, the result as to each allegation, including:
 - a. Determination regarding responsibility.
 - b. Disciplinary sanctions.
 - c. Remedies designed to restore or preserve equal access to the district's education program or activity that will be provided by the district to the complainant. Such remedies may be punitive or disciplinary and need not avoid burdening the respondent.
6. The procedures, deadline and permissible bases for the complainant and respondent to appeal.

The written determination shall be provided to the parties simultaneously. The determination becomes final either:

1. On the date that the district provides the parties with the written decision of the result of the appeal, if an appeal is filed;
2. Or, if an appeal is not filed, on the date on which an appeal would no longer be considered timely, in accordance with the timeframe established for appeals in this Attachment.

The Title IX Coordinator shall be responsible to ensure that any remedies are implemented by the appropriate district officials and for following up as needed to assess the effectiveness of such remedies. Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws and regulations, including specific requirements and provisions for students with disabilities. (Pol. 113.1, 218, 233, 317, 317.1)

Appeal Process

Districts must offer both parties the right to appeal a determination of responsibility and the right to appeal the district's dismissal of a Title IX formal complaint or any allegation in the Title IX formal complaint. The scope of appeals related to Title IX sexual harassment are limited to the following reasons for appeal as stated in the Title IX regulations:

1. A procedural irregularity that affected the outcome of the matter.
2. New evidence that that could affect the outcome was not reasonably available at the time the decision to dismiss or determination of responsibility was made.
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against the individual complainant or respondent or for or against complainants or respondents generally that affected the outcome of the matter.

Written notice of a party's appeal shall be submitted to the Title IX Coordinator within five (5) school days after the date of the written determination. Notice of appeal shall include a brief statement describing the basis for the appeal.

The Title IX Coordinator shall ensure that the designated appeal authority is not the same person as the decision-maker that reached the determination, the investigator, or the Title IX Coordinator. The designated appeal authority shall be the Superintendent and/or outside counsel.

For all appeals, the designated appeal authority shall:

1. Provide written notice to the other party when notice of an appeal is filed and implement appeal procedures equally for both parties.
2. Provide both parties a reasonable, equal opportunity to submit a written statement in support of or challenging the stated basis for the appeal. Supporting statements shall describe in detail as applicable the procedural irregularities asserted to have affected the outcome of the determination, the nature of any new evidence asserted to have affected the outcome, and the nature of any bias asserted to have affected the outcome, with an explanation of how the outcome was affected by such factors. If evidence exists supporting the basis for appeal, it shall accompany the supporting statement, or it shall identify where such evidence may be found.

Supporting statements must be submitted to the appeal authority and provided to the other party within five (5) school days of the written notice of appeal.

Statements in opposition to the appeal shall be submitted within five (5) school days of the submission of supporting statements. If a statement in opposition to an appeal refers to any

evidence beyond what is described in a supporting statement, it shall accompany the statement in opposition, or it shall identify where such evidence may be found.

The appeal authority may accept and consider evidence in support of or in opposition to an appeal in making any conclusions necessary to deciding the appeal. Alternatively, when the appeal authority determines that factors exist making it necessary for the decision-maker to further develop the evidentiary record relevant to the basis for appeal, the appeal authority may return the matter to the decision-maker for that limited purpose.

3. Determine whether the appeal meets the grounds for permitted reasons for appeal and justifies modifying the written determination.
4. Issue a written decision setting forth the respects, if any, in which the written determination is modified and the rationale for the result within twenty (20) school days.
5. Provide the written decision simultaneously to both parties. A copy of the written decision shall also be provided to the Title IX Coordinator.

Recordkeeping

The district shall maintain the following records for a of a minimum of seven (7) years after conclusion of procedures and implementation of disciplinary sanctions and/or remedies, or in the case of a complainant or respondent who is a minor, until the expiration of the longest statute of limitations for filing a civil suit applicable to any allegation:

1. Each Title IX sexual harassment investigation, including any written determination and any audio or audiovisual recording or transcript, and disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity.
2. Any appeal and the result.
3. Any informal resolution and the result.
4. All materials used to train the Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process.
5. Records of any district actions, including any supportive measures, taken in response to a report or formal complaint of Title IX sexual harassment. In each instance, the district shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If a district does not provide a complainant with supportive measures, then the district must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

ADDRESSED TO: **Alleged Victim's Parents/Guardians**

RE: **Report** of discrimination made on **[DATE]** on behalf of **[STUDENT]**

Dear _____:

On **[DATE]** you met with **[NAME OF: BUILDING PRINCIPAL, COMPLIANCE OFFICER, TITLE IX COORDINATOR]** to discuss an alleged violation of **[SCHOOL DISTRICT'S]** Policy No. 103, prohibiting **Title IX sexual harassment and other discrimination affecting students**. The allegations involved **[VERY BRIEF DESCRIPTION OF INCIDENT OR GENERAL INCIDENTS WITHOUT NAMING NAMES, e.g. that a fellow student reported a teacher in the high school inappropriately texted your child suggesting they have dinner together; that your student reported a classmate in math class has been touching their thigh every day and talking about how cute they are, making them uncomfortable; that a custodian reported hearing an identified group of students use racial slurs against your child; that your child reported to you that a teacher criticized your family's religion as being terroristic, etc.]**.

In this discussion, you stated that you wish to maintain confidentiality and do not consent to **[STUDENT'S]** participation in an investigation. Because the district has a legal obligation to address potential violations of Policy 103, the district will conduct an investigation and maintain confidentiality to the extent this is consistent with the district's obligations to address and prevent violations of this policy. Any violations of policy which may be uncovered through this investigation will be addressed. The **[SCHOOL DISTRICT]** prohibits retaliation against any individual who has made a complaint, and alleged victims or individuals who participate in related investigations. If at any time you wish to withdraw your request for confidentiality and have your child participate in the investigation, please notify me immediately. If at any time your child believes there have been additional violations of Policy 103, including any retaliatory behavior, please contact me at your earliest convenience to permit the district to properly address such matters. This will be treated as a new complaint with a new opportunity to determine your child's participation.

Feel free to contact me with any questions. My contact information is: telephone number 814-724-3960, ext. 13041 and email is luke.gealy@crow.org.

Sincerely,

Luke Gealy
Title IX Coordinator