



**Moshannon Valley Jr.-Sr.
High School
Faculty Handbook
2025-2026**

Board Approved July 21, 2025

Table of Contents

<u>SCHOOL CALENDAR</u>	5
<u>GRADING PERIODS & INTERIM PROGRESS REPORTS</u>	5
<u>BOARD OF DIRECTORS / MVEA</u>	6
<u>BELL SCHEDULES</u>	7
<u>TEACHER/DEPARTMENT ASSIGNMENTS</u>	10
<u>HOMEROOM/CAREER PORTFOLIO ASSIGNMENTS</u>	11
<u>ADMINISTRATIVE STAFF</u>	11
<u>A.M. FACULTY ASSIGNMENTS</u>	12
<u>P.M. FACULTY ASSIGNMENTS</u>	12
<u>POLICIES</u>	13
<u>NON-DISCRIMINATION</u>	13
<u>CONFLICT OF INTEREST</u>	13
<u>ABSENCE</u>	13
<u>ACCIDENTS AND SICKNESS</u>	13
<u>ACT 48</u>	13
<u>ACTIVITIES</u>	13
<u>ANNOUNCEMENTS</u>	13
<u>ATTENDANCE</u>	13
<u>ATTENDANCE/CLASS</u>	13
<u>BREAKFAST PROGRAM</u>	14
<u>CAFETERIA</u>	14
<u>CAREER PORTFOLIO</u>	14
<u>CELL PHONES</u>	14
<u>CLASS ADVISORS' DUTIES</u>	16
<u>CLASSES OUTSIDE THE BUILDING</u>	16
<u>CLASSROOM SUPERVISION / HALL PASSES</u>	17
<u>CLUBS</u>	17
<u>CODE OF PROFESSIONAL PRACTICE AND CONDUCT</u>	17
<u>COLLABORATION CENTER (LIBRARY)</u>	14
<u>CONFERENCES</u>	17
<u>COURSE SYLLABUS</u>	17
<u>CREDIT RECOVERY (SUMMER SCHOOL)</u>	15
<u>CURRICULUM GUIDELINES</u>	15
<u>DANCES/SPECIAL FUNCTIONS</u>	15
<u>DISCIPLINE (CODE OF CONDUCT)</u>	18
	2

<u>DEMERIT SYSTEM</u>	21
<u>DRESS CODE FOR TEACHERS</u>	22
<u>DRUG AND SUBSTANCE ABUSE</u>	23
<u>EARLY OUT PROGRAM</u>	23
<u>EMERGENCY NOTIFICATION SYSTEM</u>	24
<u>EMERGENCY GUIDE (DEFINITIONS)</u>	24
<u>EXTRA-CURRICULAR FACULTY DUTIES</u>	24
<u>FACULTY MEETINGS</u>	24
<u>FACULTY ROOM</u>	25
<u>GRADES/REPORT CARDS</u>	25
<u>HAZING</u>	25
<u>HOMEBOUND AND/OR TUTORING INSTRUCTION</u>	25
<u>1st PERIOD AND DISMISSAL</u>	25
<u>SIX-DAY CYCLE SCHEDULE</u>	25
<u>HONOR ROLL CALCULATION</u>	25
<u>INFORMATION TO BE POSTED IN EVERY CLASSROOM</u>	25
<u>KEYS</u>	26
<u>LEAVING THE BUILDING</u>	26
<u>LESSON PLANS</u>	26
<u>MAILBOXES/MAIN OFFICE</u>	26
<u>MAPS (SAP)</u>	26
<u>MOVIES</u>	26
<u>PERSONAL DAYS</u>	26
<u>PLAN BOOKS/LESSON PLANS</u>	26
<u>PRACTICE</u>	26
<u>PROGRESS REPORTS</u>	27
<u>PROMOTION and GRADUATION</u>	27
<u>Seventh Grade</u>	27
<u>Eighth Grade</u>	27
<u>Graduation</u>	27
<u>PUBLIC RELATIONS/NEWS RELEASES</u>	27
<u>REASONABLE PHYSICAL FORCE</u>	27
<u>SAFE SCHOOL HELPLINE</u>	27
<u>SCHEDULE CHANGES FOR STUDENTS</u>	28
<u>SCHOOL BOARD MEETINGS</u>	28
<u>STUDENT DRESS CODE</u>	28
<u>Dress Code Regulation Violations (Grades 7-12)</u>	28
<u>STUDY HALLS</u>	29
<u>SUPERVISION OF LUNCH PERIODS</u>	29
<u>TELEPHONE</u>	29
<u>TERRORISTIC THREATS/ACTS</u>	29

<u>TOBACCO POLICY FOR STAFF</u>	29
<u>UNLAWFUL HARASSMENT</u>	29
<u>USE OF SCHOOL FACILITIES</u>	29
<u>VANDALISM</u>	30
<u>VISITORS</u>	30
<u>Weapons</u>	30
<u>APPENDIX</u>	31
<u>CHAPTER 235. CODE OF PROFESSIONAL PRACTICE & CONDUCT</u>	31
<u>§ 235.1. Mission.</u>	31
<u>§ 235.2. Introduction</u>	31
<u>§ 235.3. Purpose.</u>	32
<u>§ 235.4. Practices.</u>	32
<u>§ 235.5. Conduct.</u>	33
<u>§ 235.6. Legal obligations.</u>	33
<u>§ 235.7. Certification.</u>	33
<u>§ 235.8. Civil rights.</u>	34
<u>§ 235.9. Improper personal or financial gain.</u>	34
<u>§ 235.10. Relationships with students.</u>	34
<u>§ 235.11. Professional relationships.</u>	34
<u>EDUCATION FOR YOUTH HOMELESS.....</u>	53
<u>SUICIDE AWARENESS AN D PREVE NTION EDUCATION</u>	62
<u>METHODS OF PREVE NTION</u>	62
<u>METHODS OF INTE RVENTION</u>	64
<u>METHODS OF RESPONSE TO SUICIDE OR SUICIDE ATTEMPT</u>	65
<u>REPORT PROCEDURES</u>	65
<u>SUICIDE AWARENESS AND PREVENTION RESOURCES</u>	66

2025-2026 SCHOOL CALENDAR DATES

**The full school calendar is available on the school website, under the Menu tab:*

August 18, 19, 20	Teacher In-Service
August 21	First Day for Students
September 1	Labor Day
October 13	Teacher In-Service
October 20	Act 80 Day / 12:00 Student Dismissal / Parent Conferences 3:30-8:00 pm
October 29	Act 80 Day / 12:00 Student Dismissal / Parent Conferences 3:30-8:00
November 7	Teacher In-Service
November 26	1-Hr Early Dismissal
November 27 – December 2	Thanksgiving Break / Deer Season
December 23	1-Hr Early Dismissal
December 24-January 2	Winter Vacation
January 16	Act 80 Day / 12:00 Student Dismissal
January 19	Winter Break
February 13	Act 80 Day / 12:00 Student Dismissal
February 16	School Not in Session
April 2 - April 7	Spring Vacation
April 6	Teacher In-Service
May 22	1-Hr Early Dismissal
May 25	Memorial Day
May 29	Last Student Day - 1:00 pm Dismissal Graduation: Class of 2025 - 6:30pm

Days missed due to inclement weather will be made up on the following dates in the following order: April 2, April 7 and June as needed.

Back-to-School Night/7th grade Orientation at the Moshannon Valley Jr/Sr High School is on Tuesday, August 19th from 5:00-6:45 pm. Meet the Knights & Damsels event scheduled for 7:05 pm at CNB Bank Stadium.

Parent-Teacher Conference days have been scheduled for October 20th and October 29th. Conferences can be scheduled and begin at 3:30pm.

Grading Periods

Here are the following grading term dates for the current school year:

1 st Quarter Marking Period	2 nd Quarter Marking Period
Mid-Marking Period- September 23, 2025	Mid-Marking Period- November 26, 2025
Grades Due- September 24 (11:59 PM)	Grades Due- December 3, 2025 (11:59PM)
Reports Posted- September 25, 2025	Reports Posted- December 4, 2025
End of Marking Period- October 24, 2025	End of Marking Period- January 14, 2026
Grades Due- October 31, 2025 (11:59 PM)	Grades Due- January 21, 2025 (11:59PM)
Report Cards - November 3, 2025	Report Cards - January 22, 2026

3 rd Quarter Marking Period	4 th Quarter Marking Period
Mid-Marking Period- February 17, 2026	Mid- Marking Period- April 27, 2026
Grades Due- February 18, 2026, (11:59PM)	Grades Due- April 28, 2026 (11:59PM)
Reports Posted- February 19, 2026	Reports Posted- April 29, 2026
End of Marking Period- March 20, 2026	End of Marking Period- May 29, 2026
Grades Due- March 27, 2026 (11:59PM)	Grades Due- May 28, 2026 (10:00 AM)
Report Cards - March 30, 2026	Report Cards - May 29, 2026

Trimester Marking Period Dates	
1st Trimester	August 21, 2025 - November 14, 2025

2nd Trimester	November 17, 2025 - February 27, 2026
3rd Trimester	March 2, 2026 - May 29, 2026

BOARD OF EDUCATION

Mr. Albert Adams
 Mr. Robert Ferguson
 Mr. Nathan Dotts
 Mr. Donald Wonderling,
 Mrs. Cassandra Kitko
 Mrs. Stacey Warrick-Williams
 Mrs. Rachel Perea
 Mr. Zane Hensal
 Mrs. Elsie Harchak

Superintendent of Schools, Dr. John W. Zesiger

Solicitor: Mrs. Aimee Willett, Finelli & Willet

MOSHANNON VALLEY EDUCATION ASSOCIATION (MVEA)

President: Mr. Jeff Zeak
Vice-President: Mr. Brandon Owens
Secretary:
Treasurer:

Building Reps:

Schedule

CLASS TIMES	First Semester				Second Semester			
	1 st Qtr.		2 nd Qtr.		3 rd Qtr.		4 th Qtr.	
	Days 1-3-5	Days 2-4-6	Days 1-3-5	Days 2-4-6	Days 1-3-5	Days 2-4-6	Days 1-3-5	Days 2-4-6
First 8:10-8:58 <i>AM CCCTC</i> <i>Departs 8:10</i>								
Second 9:02–9:45								
Third 9:49-10:32								
Fourth 10:35-11:18								
Fifth 11:21-12:05								
A Lunch 11:21-11:51 <i>PM CCCTC</i> <i>Depart 11:40</i>								
Sixth 11:54 – 12:38								
B Lunch 12:08-12:38								
Seventh 12:41-1:27								
Eighth 1:30-2:16								
Ninth 2:19-3:05								
Teacher Planning 3:05-3:30								

CCCTC

AM

All Schools Arrive between 8:30 and 8:40 am and Depart between 10:50 and 11:00 am

- MV: 8:10 Depart/Arrive 8:35 and 10:50 Depart/Arrive 11:15 am

PM

All Schools Arrive between 12:00 and 12:10 and Depart between 2:30 and 2:40 pm

- MV: 11:40 Depart/Arrive 12:05 and 2:35 Depart/Arrive 3:00 pm

MVHS Bell Schedules

Regular Schedule

1st Period – 8:10-8:58
2nd Period – 9:02-9:45
3rd Period – 9:49-10:32
4th Period – 10:35-11:18
5th Period –
 Lunch – 11:21-11:51
 Class – 11:21-12:05
6th Period –
 Class – 11:54-12:38
 Lunch – 12:08-12:38
7th Period – 12:41-1:27
8th Period – 1:30-2:16
9th Period – 2:19-3:05

Activity Period Schedule

1st Period - 8:10-8:55
2nd Period - 8:59-9:40
3rd Period - 9:43-10:24
4th Period - 10:27-11:08
Activity - 11:11-11:31
5th Period -
 Lunch - 11:34-12:04
 Class - 11:34-12:14
6th Period -
 Class - 12:07-12:47
 Lunch - 12:17-12:47
7th Period - 12:50-1:33
8th Period - 1:36-2:19
9th Period - 2:22-3:05

- AM CCCTC will depart CCCTC @ 10:40 on Career Portfolio Days

2 Hour Delay Schedule

1st Period - 10:10-10:42
2nd Period - 10:45-11:14
3rd Period - 11:17-11:46
5th Period -
 Lunch – 11:49-12:19
 Class – 11:49-12:25
6th Period -
 Class – 12:22-12:58
 Lunch – 12:28-12:58
4th Period - 1:01-1:30
7th Period - 1:33-2:02
8th Period - 2:05-2:34
9th Period - 2:37-3:05
● AM CCCTC Departs at 12:05

1 Hour Dismissal Schedule

1st Period - 8:10-8:58
2nd Period - 9:02-9:45
3rd Period - 9:49-10:32
4th Period - 10:35-11:18
5th Period -
 Lunch - 11:21-11:51
 Class - 11:21-12:05
6th Period –
 Class - 11:54-12:38
 Lunch - 12:08-12:38
7th Period - 12:41-1:07
8th Period - 1:10-1:36
9th Period - 1:39-2:05

Pep Rally Schedule

1st Period - 8:10-8:58
2nd Period - 9:02-9:45
3rd Period - 9:49-10:32
4th Period - 10:35-11:18
5th Period -
 Lunch- 11:21-11:51
 Class - 11:21-12:05
6th Period-
 Class - 11:54-12:38
 Lunch- 12:08-12:38
7th Period- 12:41-1:17
8th Period- 1:20-1:56
9th Period- 1:59-2:35 (office dismissal)
Pep Rally- 2:35-3:05

TEACHER ASSIGNMENTS 2025-2026

ART

Ms. Jessica McDanel (104)

AGRICULTURE

Ms. Sara Lang (103/105)

DRIVER/CAREER EDUCATION

Mr. Thomas Webb (208)

FAMILY/CONSUMER SCIENCE

Mrs. Joan Kephart (200)

COUNSELOR

Mrs. Jayne Kitko (Guidance Office)

**MIS TECHNOLOGY /
COMPUTERS**

Mr. Rudy Kowalcyk (116)

LANGUAGE ARTS

Ms. Brooke Ippolito (207)

Mr. Robert Lewis (217)

Mrs. Lisa Abernethy (108)

Ms. Laura Nearhood (211)

LANGUAGES

World of Learning - Spanish (Virtual)

Ms. Laura Nearhood -French (211)

SPECIAL EDUCATION

Ms. Diane Henninger (110)

Ms. Kyresten Whetstone (214)

Mrs. Caroline Stringer (212)

Miss Ashley Folmar (220)

MATHEMATICS

Mrs. Alicia Cervenak (223)

Mr. Brandon Owens (224)

Ms. Alyshia Lacey (218)

Ms. Sara Restum (216)

MUSIC

Miss Rachel Green (101/102)

PHYSICAL EDUCATION / HEALTH

Mr. Ryan Thomas (Gym/201)

Mr. Chris Davidson (Gym/202)

SCHOOL NURSE

Mrs. Tonya Lewis (HS Nurse Office)

Ms. Jessica Canner (ES Nurse Office)

SCIENCE

Mrs. E. Lillian Eason (114)

Miss Elisha Reed (112)

Mr. Hunter Horning (115)

Mr. Jeffery Zeak (113)

SOCIAL STUDIES

Mrs. Kristie Buell (206)

Mr. Alan Wonderling (203)

Mr. Joe Cervenak (204)

Mr. Dylan Brown (205)

LIBRARIAN

Mrs. Laura Mihalko (ES Library)

Mrs. Kathy Brown (HS Library)

Homeroom / Career Portfolio Assignments

Grade 7

Mr. Dylan Brown (205)
Mr. Jeff Zeak (113)
Ms. Sara Lang (105)
Mr. Rudy Kowalczyk (116)
Mrs. Diane Henninger

Grade 8

Mrs. Joan Kephart (200)
Mr. Chris Davidson (202)
Ms. Laura Nearhood (211)
Mrs. Lisa Abernethy (108)
Mrs. Diane Henninger (110)

Grade 9

Ms. Alyshia Lacey (218)
Miss Jessica McDanel (104)
Mrs. Kristie Buell (206)
Mr. Bob Lewis (217)
Mrs. Caroline Stringer (212)

Grade 10

Mrs. Alicia Cervenak (223)
Miss Rachel Green (102)
Miss Elisha Reed (112)
Mr. Joe Cervenak (204)
Mr. Hunter Horning (115)
Mrs. Caroline Stringer (212)

Grade 11

Mr. Brandon Owens (224)
Mrs. Lillian Eason (114)
Ms. Restum (216)
Mr. Tom Webb (208)
Ms. Kyresten Whetstone (214)

Grade 12

Mr. Alan Wonderling (203)
Miss Brooke Ippolito (207)
Mr. Ryan Thomas (201)
Ms. Kyresten Whetstone (214)

** Homeroom will only meet during the first three (3) and last three (3) days of school. Homeroom advisors are the same as Career Portfolio advisors. Advisors will stay the same for a student throughout their grade 7-12 years, with the exception of Special Education students.**

ADMINISTRATIVE STAFF

Superintendent – Dr. John W. Zesiger
Principal – Mr. Kristofer Albright
Dean of Students/Athletic Director – Mr. Tom Webb
Director of Special Education/Elementary Principal – Mrs. Wendy Payne



AM FACULTY ASSIGNMENTS

<u>TEACHER</u>	<u>AREA</u>
Mr. Lewis.....	Auditorium
Mr. Webb.....	Bus Arrival/Auditorium Portico
Mr. Cervenak.....	Auditorium
Mr. Brown.....	Bag Checks
Mr. Zeak.....	Bag Checks

*Paid AM Bus Duty personnel report to their assigned areas by 7:40 am and remain until students are dismissed at 8:05 am. Am Duty staff are responsible for supervising students, checking bags and/or additional security measures as assigned by the Building Principal

*All other teachers should supervise hallways outside their classroom between 8:05-8:10 am.

PM FACULTY ASSIGNMENTS

*All teachers and available staff are assigned, on a rotating basis, for a period of one week at a time, to specific locations for afternoon dismissal. These locations include: 1st Floor Hallway/Main Office Lobby-Portico; 2nd Floor Hallway; Auditorium Lobby-Doors; and Parking Lot. Assigned individuals will be permitted to be excused and/or attend scheduled meetings late due to the need to supervise afternoon dismissal. A schedule will be provided prior to the start of the school year by the Building Principal. Teachers/staff who serves as coaches will not be assigned during their season to avoid conflict with supervising team members.

POLICIES

NON-DISCRIMINATION

The Moshannon Valley School District does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex, marital status, or non-related handicaps or disabilities.

CONFLICT OF INTEREST

As stated by the Moshannon Valley School Board "No conflict of interest will be permitted by staff members such as conducting personal business on school time to the extent that it interferes with the teacher's obligation to the district."

ABSENCE

Be sure to have **adequate lesson plans for your substitute along with seating charts and other necessary information**. Please place these items in your classroom folder in the top right-hand drawer of your desk. **At least three (3) days emergency lesson plans must be available at all times (See Lesson Plans)**. For a specific breakdown of responsibilities of teachers who are absent and their substitutes, please refer to the handout in each teacher folder.

ACCIDENTS AND SICKNESS

All accidents resulting in injury to students on school property or at school-sponsored activities are to be reported on the "Student Accident Report". Copies may be obtained from the main office or from the school nurse's office. This form must be completed by the teacher or sponsor in charge of the activity.

Employees should complete an Employee Accident Report as soon as possible after an incident/accident occurs, even if the employee did not seek medical attention.

In the event of an accident, staff members are to exercise their best judgment and contact the school nurse or the office. Do not practice first aid, unless you are certified to do so. Teachers are not to dispense medication to students. The school nurse is in charge of the health services for the school. Health problems of pupils should be referred to the school nurse for further study or action.

ACT 48

Act 48 of 1999 requires all Pennsylvania educators holding Pennsylvania public school certifications to earn 180 hours of approved in-service time or 6 collegiate level credits. All hours or collegiate study must be in a field relevant to the participant's area(s) of certification. Teachers are responsible for completing the necessary paperwork and submitting it to the High School Principal.

ACTIVITIES

Fundraising: Those activities promoting fundraising are required to obtain administrative approval, through their sponsor, 2 weeks prior to proposed starting date.

The form, available from the high school office, and all required information shall be submitted to the Main Office. The Office personnel will check the activities calendar for conflicts, note any problems with the proposed activity, initial and forward to the High School Principal. The Principal will act upon the request and advise the sponsor of his/her decision. All required information on this form must be completed before submitting for approval. Because fundraising activities involve the community, these activities should be kept to a limited number. As a result of this, priority will be given to the Senior Class, Junior Class, Varsity Club, Band, Sophomore Class, and Yearbook Staff. All grade level clubs may conduct two fundraisers. All other clubs are limited to one (1) fundraising activity, unless some extraordinary circumstance occurs. All fundraising must align and adhere to Board Policy.

ANNOUNCEMENTS

Announcements should be sent to Mr. Kowalcyk in order to be read on the morning announcements (Broadcast). Please try to have any announcements turned in two days prior to the announcement date.

ATTENDANCE

Teachers will take daily attendance during the 1st period. Attendance needs to be submitted through teachers' Skyward gradebook prior to 8:35 am. If attendance is taken after 8:35 am, please do not enter it into Skyward and notify the office. **Students are not to take attendance**

When a student returns from an absence he/she must bring a note from home that includes the student's name, date of absence and signature of the parent/guardian, and a statement regarding the reason for his/her absence or tardiness. Students should take these notes to the main office *within three (3) days upon their return to school*. **Please see district Attendance Handbook for more information.**

ATTENDANCE/CLASS

Teachers are to take attendance for **every class period** [not in Skyward] and keep record of student attendance, whether class or study hall. **Individual class attendance is not to be entered into a teacher's Skyward gradebook.** Student attendance can be checked through teacher's Skyward gradebook or the student sign out sheet located in the high school office. Report any discrepancies to the office.

If a student is "Late to Class," teachers should document this through the Skyward program. Students will receive three (3) warnings for being late to class prior to a discipline being issued (as per the MVHS discipline policy). **If a student is Tardy for the beginning of the school day, the office personnel will document this in Skyward.**

BREAKFAST PROGRAM

Breakfast is offered to students beginning at 7:45 am at the breakfast window (Collaboration Center). Students are to report to the Auditorium upon entering the building if they choose not to eat breakfast. Breakfast is served until 8:15am, when students are to report to 1st period. Breakfast will continue to be available after 1st and 2nd periods, as well.

CAFETERIA

The cafeteria operates a computerized system that includes a database of all student and staff fingerprints, ID numbers and pictures. The ID numbers remain the same from year to year. Pictures are used as a safeguard for identification.

Students and staff members are encouraged to pay for their lunches in advance by utilizing the cafeteria envelopes available in the cafeteria and main office. Completed envelopes are to be dropped off in the cafeteria or main office, in the appropriate slot, **prior to lunchtime. No cash or checks will be accepted in line.**

All students in the Moshannon Valley School District receive one fee breakfast and one free lunch through the Community Eligibility Provision (CEP) Program. *Students who wish to purchase ala carte items, or a second breakfast or lunch are required to have money in their cafeteria account.* . Students purchasing drinks must proceed through the lunch line along with those purchasing lunches. The cost for an "Adult" breakfast is \$2.85 and the cost for an "Adult" lunch is \$4.75.

****Students are not permitted to take food, candy and/or drink out of the cafeteria.**

Price list for additional entrees and sides.

Beverages	Price
Gatorade G2	\$1.60
Juice - 4 ounce	\$0.70
DeLite Tea/Lemonade	\$1.60
Milk	\$0.65
Flavored Milk	\$0.65
Water - Flavored	\$1.25
Bottled Water - Large	\$1.00

Breakfast	Price
Breakfast Pizza	\$1.25
Cinnamon Roll	\$1.35
Mini Pancakes	\$1.35
Mini Cini	\$1.35
Apple Roll	\$1.35
Egg and Cheese Sandwich	\$1.50
Benefit Bar	\$1.35

Lunch	Price
Extra Entree	\$2.15
Pizza Slice	\$2.15
Chicken Sandwich - Elementary	\$2.15
Chicken Sandwich - High School	\$2.25
Cheeseburger	\$2.15
Macaroni and Cheese	\$2.15
Walking Taco	\$2.50
Corn Dog Nuggets	\$2.15
General Tso Bowl - Popcorn Chicken Bowl	\$2.50

Pepperoni Roll	\$2.15
Italian Dunkers	\$2.15
Pasta with Meat Sauce	\$2.15
Rib Patty	\$2.15
Hoagie	\$2.15
Chicken Salad	\$4.50
Tuna Salad	\$2.15
Meatball Hoagie	\$2.15
Chicken Nuggets	\$2.15
Turkey Wrap	\$2.15
Ham and Cheese Wrap	\$2.15
Chef Salad	\$4.50
Peanut Butter and Jelly	\$1.85
French Toast with Sausage Patties	\$2.50
Mini Pancake	

Snacks

Chips	\$1.15	
Ice Cream Gallikers	\$1.25	
Rice Krispie	\$1.15	\$1.35
Tater Tots	\$1.15	
Potato Wedges	\$1.15	
Fresh Vegetable	\$0.85	
Breadstick	\$1.00	
Cheesestick	\$1.00	
Pudding Parfait	\$2.25	

****Any debt in excess of \$25.00 may be submitted to the local magistrate’s office.**

CAREER PORTFOLIO

All students graduating from the Moshannon Valley Jr./Sr. High School must complete a Career Portfolio that fulfills the requirements of the Pennsylvania Department of Education Ch. 339 and Career Readiness Indicator regulations.

Each student is assigned a faculty advisor to guide him/her through the successful completion of each portion of the Career Portfolio project. This faculty advisor will stay with the student until they graduate from Moshannon Valley Jr.-Sr. High School. Any faculty member, however, may be approached for advice or guidance on a given topic related to career education and planning.

The individual student’s advisor is responsible for meeting annually with the student, discussing their progress on individual components, checking the student’s Career Cruising site to ensure all required artifacts are being uploaded. It is also the responsibility of the student’s advisor to assist the student with post-secondary and career planning in addition to helping them prepare for their exit interview.

Pennsylvania’s, and our local economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in Career Education and Work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drive the need to establish academic standards in Career Education and Work.

Through a comprehensive approach, Career Education and Work Standards complement all disciplines and other academic standards. If Moshannon Valley’s students are to succeed in the workplace, there are certain skills that they need to obtain prior to graduation from high school. These skills have been identified in the Career Education and Work Standards, but the PA Department of Education has left it up to individual school districts to decide how they are to be taught. Districts can implement integration strategies within existing disciplines or can implement stand-alone courses to specifically address these standards. At Moshannon Valley, these standards will be implemented into content-area and specific career courses, in conjunction with the on-going completion of the Career Portfolio requirement.

CELL PHONES

Students are permitted to use their cell phones **during their scheduled lunch period, in the hallways between class periods, and in the classroom as a classroom instructional tool ONLY (when directed to do so by the teacher)**. Due to a large amount of disruption to learning created by cell phone use during class time, when not being used as an instructional tool, students will place cell phones in a secure location at the beginning of each class period. Students will not be permitted to use their cell phones during class time or while using the restroom. Students who have a medical exemption as outlined by the school nurse or 504 plan will be permitted to use their cell phones for medical reasons only. Students will have their cell phones returned at the end of each period.

The expectation is that students use this technology responsibly and respectfully. This policy needs to be followed by faculty/staff, as well. (Teachers are permitted to use their cell phones during scheduled prep and lunch periods.)

DISCIPLINE POLICY (Students with Disabilities)

See Code of Conduct from PA Professional Standards and Practices Commission in Appendix at the end of this booklet.

CLASS ADVISORS' DUTIES

Grade 7 - Responsibilities include organizing of the 7th grade activities as follows: Supervise and plan social affairs/activities.
Advisor: Alyshia Lacey

Grade 8 - Responsibilities include organizing of the 8th grade activities as follows: Supervise and plan social affairs/activities.
Advisor: Kathy Brown and Dorian Danko

Grade 9 - Responsibilities include organizing of the 9th grade activities as follows: Supervise and plan fund-raising activity
Supervise and plan social affairs/activities
Supervise and plan class field trips
Advisor: Dylan Brown and Maria Brown

Grade 10 - Responsibilities include organizing activities of the 10th grade as follows: Supervise and plan fund-raising activities
Work with other sponsors in planning and supervising 10th grade Activities - Homecoming.
Advisor: TBD

Grade 11 - Responsibilities include organization of 11th grade activities as follows: Supervise and plan fund-raising activities
Work with class officers in planning and supervising 11th grade activities
Plan and supervise the Junior-Senior Prom.
Co-Advisors: Dylan Brown and Maria Brown

Grade 12 - Responsibilities include organizing activities of the 12th grade as follows: Supervise and plan fund-raising activities (magazine sale, etc.)
Supervise and plan details of class activities related to Senior Trip, Commencement, etc.
Counsel and advise on the disbursement of surplus class funds
Co-Advisors: Joan Kephart & Brandon Owens

CLASSES OUTSIDE THE BUILDING

Classes may leave the building with their teachers for environmental-related projects only. **Before you take class to another classroom or area, for any reason, the office and an administrator must be notified. Teachers must have a radio with them or provide the office with a mobile phone number in case of an emergency or student dismissal. Please do not prop open any building exits when leaving the school. Re-enter through the main lobby doors.**

CLASSROOM SUPERVISION / HALL PASSES

Teachers are not to leave their classrooms **unattended**, unless it is for reasons of an emergency nature in which case a faculty member in the immediate vicinity should be notified. Teachers are to report to their classes promptly and direct any students loitering in the hallways to report to the correct classroom or location. **Students should not be permitted to leave the room during class except for valid reasons.** If a student must leave the room, he or she must have a hall pass that includes name of the student, date, time, and signature of the teacher.

Please do not send student(s) to another teacher's room unless that specific teacher has given the student(s) a pass to report to that classroom. Students must have a valid educational reason for reporting to another classroom or location other than the classroom their schedule identifies.

Teachers are to stand by their classroom doors during the changing of classes and monitor the students' activities. Teachers should intervene if they see a problem arising during this time. Such practice is vital in maintaining a positive school environment.

Teachers should be at their assigned duty on time. A.M. hall duty begins at 8:05 a.m. P.M. hall duty begins at the end of 9th period and ends when the students have exited the building.

CLUBS

All clubs or organizations must have a constitution on file with the HS Principal. Clubs should meet during scheduled Activity periods or after-school as approved by the HS Principal.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT

See Code of Conduct from PA Professional Standards and Practices Commission in Appendix at the end of this booklet.

COLLABORATION CENTER (Library)

Study Halls - A quota system is set up for the maximum number of students to be sent to the Collaboration Center each period. Preference should be given to those students with reference work. **Students may enter the Collaboration Center during the first fifteen (15) minutes of each period and remain for the entire period.** During 5th period, students must remain for the full thirty (30) minute period. The school librarian will notify students' teachers and the office of those who have been excluded from the library on grounds of misbehavior.

Classroom Use - Teachers are encouraged to bring classes to the Collaboration Center for research or instruction with the proper use of resources. One week's notice is required (*to the librarian*) if materials are to be prepared or instruction to be given. If no special services are required, at least two (2) days' notice should be given. An electronic sign-up sheet is provided on the Collaboration Center's link via the school website to schedule the space.

CONFERENCES

All requests for conferences must be made on the District's Conference Request forms to obtain permission to attend conferences or workshops for professional development. All requests must be submitted through the HS Principal's office and must be completed anytime a conference, workshop, meeting, etc. would involve district expense and teacher absence from assigned duties.

COURSE SYLLABUS

Teachers will provide a copy of their course(s) syllabus to every student. The course syllabus is to include a listing of topics to be covered; approximate number of examinations, tests, and/or quizzes; **a description of how nine-weeks grades are calculated; and an explanation of the content and grading policy for the course's final examination.** Teachers will also provide a copy of their course(s) syllabus to the Main Office by the end of the first week of school.

CREDIT RECOVERY PROGRAM (SUMMER SCHOOL)

Moshannon Valley's Credit Recovery Program will run during the first two weeks of summer vacation. Credit Recovery will run from 9:00 a.m. to 1:30 pm for a total of eight (8) days.. Students are expected to attend their assigned courses until they are finished with their coursework. This coursework includes any work from the instructor of the class for which the student is attending the credit recovery and the summer school instructor. (see attendance policy for more information). If a student is attending Credit Recovery for more than one class, the summer instructors will develop a daily schedule for the student to follow in order to meet the requirements for those courses.

Students will receive a letter in the mail at least two weeks prior to the end of the school year. This letter will inform the students and parents/guardian(s) the student may be eligible for the Credit Recovery Program. Parents will be asked to complete a form and return it to school.

Students must earn at least a 60% in the course during the school year in order to be eligible for the credit recovery program. Administration will review marking period grades as a possible factor in deciding eligibility. **(Administration reserves the right to admit students that do not meet the requirements based on an individual basis.)**

CURRICULUM GUIDELINES

All courses taught must follow the guidelines established in the "Course Description Guide" as approved by the Administration and the Board. All instructional materials such as textbooks, paperbacks, films, videos, or workbooks, must be approved. All courses taught should align to the Pennsylvania Common Core curriculum.

DANCES/SPECIAL FUNCTIONS

Organizations wanting to hold school dances and/or special functions need to discuss and provide all details with the HS Principal in advance, prior to the month that the event will be occurring so it can be added to the monthly calendar. A building use

request needs to be submitted via GoFMX.

DISCIPLINE

Discipline in the classroom is the responsibility of the teacher. Teachers are expected to handle routine disciplinary problems within their own classrooms and to refer the more difficult problems to the administration. As soon as possible, after an incident has occurred, the teacher should submit a discipline referral through Skyward gradebook. Teachers must check the appropriate administrator under the discipline officer checkbox in order for the administrator to receive instant notification of discipline referral. Students should not be placed in the hall as a disciplinary measure. If a student must be removed from the classroom, he/she should be sent to the office. The teacher will phone the office to be certain the student reported to the office and was seen by office personnel. A copy of the disciplinary action issued by the discipline officer is sent home to parents; in addition, a call home is made to parents when a student is issued disciplinary actions. Please review and become familiar with the Code of Conduct Tiered System to be aware of how to handle each individual situation. If the discipline is minor (late to class, homework concerns, off-task) faculty/staff should contact parents.

Rules for Academic Saturday Detention and Missing/Late Work

Students will have one week from the original assignment due date to submit work for full or partial credit for missed assignments. After one week, students can only earn full credit for the assignment by staying after school with the classroom teacher or by attending Saturday school and completing the assignment. These sessions will be organized by the teacher and approved by the administration. If a student does not complete the missed assignment in this manner, a zero will be recorded in the grade book.

CODE OF CONDUCT

Moshannon Valley can operate effectively only when students and staff, parents and the community work together in an environment of cooperation and helpfulness. We believe that each student has the right to be able to learn and work in an atmosphere free of disruption. Therefore, students have the **responsibility to respect the rights of others** and to **maintain a high degree of self-discipline**.

The purpose of this **Code of Conduct** is to provide the student with a set of guidelines that exemplify the type of behavior expected of students at Moshannon Valley High School. The code is non-inclusive and provides a basis for student conduct.

The student and parent should realize that the maintenance of discipline in a high school is a multi-faceted task. It is composed of necessary rules corresponding consequences for those who break the rules. In order for a **Code of Conduct** to be effective, cooperation must exist among the administration, faculty, students and parents. Most pupils do not want others to interfere with their right to learn and their teachers' right to teach. Disruptions to these rights, or disrespect to others, will not be tolerated.

It is the student's responsibility to learn the behaviors expected at Moshannon Valley School District. Behavioral expectations at school may be different from those at home or in the community. If they are, students are expected to conform to school expectations while in school. We firmly endorse our **School Wide Positive Behavior Support Plan (SWPBS)**. The few pupils who cannot or will not adapt to the behavioral expectations set forth by the school will be disciplined swiftly and fairly.

The following behavioral expectations are listed by "**Tier.**" The range of disciplinary measures, any of which may be applied for an infraction, are also spelled out. The school district's behavioral expectations and corresponding disciplinary measures are categorized into **Four Tiers**, or levels, of increasing seriousness. **Tier One:** misbehavior is not as serious as **Tier Two**; Tier Two is less serious than **Tier Three**, etc.

It must be remembered, however, that although discipline is tiered, some steps may be bypassed in accordance with the severity of the infraction and that some infractions carry minimum penalties. Discipline is handled on an individual basis, but the penalty, if not mandated, is at the discretion of the administrator.

The State Board of Education has set forth regulations governing student rights and responsibilities in the Pennsylvania Code. The assistant principal/principal/dean of students may choose one or more of the consequences for an offense. The principal will inform the teacher in writing of the action taken. During a crisis/emergency situation, students are expected to comply with all school staff and/or emergency personnel instructions without delay.

HIGH SCHOOL DISCIPLINE SANCTION CHART

The philosophy of the Moshannon Valley High School is to:

- Educate all students
- Provide a safe and orderly environment for all students
- Protect the health, safety, and welfare of all students

****Note:** The charts below details guidelines for discipline based on listed offenses. Discipline given to students may be increased or decreased by the administrator based on the specific infraction(s). Other infractions not included in the following guidelines

will be addressed by the administrator on an individual basis, and all ranges of punishment are reserved, at the discretion of the administrator, to address the infraction. Severe incidents may result in police involvement.

Tier 1

Tier 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher or the appropriate school-level committee.

Behavior	Disciplinary Response(s)
€ Attending class without required class materials or assigned work	€ Verbal redirection or reprimand € Temporary change in cafeteria seating € Revocation of privileges, including parking/driving/trips/etc. € Teacher/student conference € Change of attire € Parental contact in writing or by phone € Teacher/Parent conference € Temporary Removal of Student from Classroom € In-School Disciplinary Action € After School Detention € Behavior contract € MAPS Referral € Other school-based consequences as approved by the administrator
€ Behaviors that disrupt or interfere with classroom teaching and learning	
€ Communication with staff and peers that is not polite, courteous, or respectful	
Excessive noise in the classroom, hall, or building	
€ Inappropriate displays of affection	
€ Cafeteria Rules Violations	
€ Late to Class	
€ Off-task behaviors that demonstrate disengagement from classroom learning	
€ Dress code violation	
€ Refusal to comply with reasonable staff instructions, or classroom or school rules	
€ Running in the classroom, hall, or building	
€ Unexcused lateness for school or class	
€ Unassigned area without permission/misuse of hall pass	
€ Any behavior or disruption to the academic environment not involving damage to school property or harm to self or others	

Tier 2

Tier 2 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

Behavior	Disciplinary Response(s)
€ Directing profanity or obscene/offensive gestures toward staff	€ Verbal redirection/reprimand € MAPS Referral
€ Inappropriate or disruptive physical contact	

between students	€ Teacher/student conference or Administrator/student conference
€ Cheating on tests/assignments	€ Loss of credit on test/assignment (for cheating)
€ Parking/driving violations	€ Revocation of privileges, including parking/driving/trips/etc.
€ Leaving classroom without permission	€ Parental contact in writing or by phone
€ Throwing objects that may cause injury or damage property	€ Administrator/parent conference
€ Skipping/cutting class	€ Temporary Removal of Student from Classroom
€ Computer and/or internet use violations	€ In-School Disciplinary Action
€ Unexcused absence from school	€ After School Detention
€ Using computer/office equipment without permission	€ Saturday Detention
€ Any behavior or other disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others	€ Behavior contract
€ Documented pattern of persistent Tier 1 behavior(s)	€ Other school-based consequences as approved by an administrator

Tier 3

Tier 3 behaviors are those behaviors not specifically enumerated in any other tier that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either on-site or offsite Suspension.

Behavior	Disciplinary Response(s)
€ Plagiarism	€ MAPS Referral
€ Bullying, or using repeatedly humiliating or intimidating language or behavior, including Internet bullying and hazing.	€ Teacher/student conference or Administrator/student conference
€ Causing disruption on school properties or at any MVSD-sponsored or supervised activity	€ Parental contact (written or by phone)
€ Communicating slurs based on, but limited to, actual or perceived race, color, religion, sex, personal appearance, sexual orientation, gender identity or expression, including derogatory sexual language	€ Parent conference
€ Threatening or coercive behavior to students or staff	€ Law Enforcement Contact
€ Engaging in reckless behavior that may cause harm to self or others	€ Revocation of privileges, including parking/driving/trips/etc.
€ Fighting	€ Change of schedule
€ Inappropriate use of MVSD computer or network (restricted websites, offensive emails)	€ Saturday Detention
€ Leaving school building or property without permission	€ Loss of credit for plagiarism
€ Possession or distribution of obscene or pornographic material on school premises	€ On-site ISS with provision of appropriate intervention services
€ Possession or use of tobacco or alcohol	€ Off-site OSS, except in response to unexcused tardiness or absence
€ Detention/Suspension violations, including skipping and misbehaviors	€ Other school-based consequences as approved by an administrator
€ Theft	
€ Any behavior or other conduct not specifically enumerated in any other tier that causes significant disruption to the academic environment or causes harm to self or others	
€ Documented pattern of persistent Tier 2 behavior (s)	

Tier 4

Tier 4 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause significant disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors can result in off-site Suspension or expulsion.

Behavior	Disciplinary Response(s)
€ Activating false alarm, issuing a bomb threat,	€ MAPS Referral € Cost of repair/replacement € Revocation of privileges, including parking/driving/trips/etc. € Parental/Administrative Conference € Law Enforcement Contact € On-site ISS with provision of appropriate intervention services € Off-site OSS, except in response to unexcused tardiness or absence € Alternative Educational Placement € Expulsion
€ Acts of vandalism, destruction of property, or graffiti (tagging), arson, damaging school technology systems	
€ Contaminating food	
€ Terroristic Threats	
€ Lewd or indecent public behavior or sexual misconduct	
€ Possession of a weapon	
€ Possession of drug paraphernalia or controlled substance, irrespective of the amount or type	
€ Tampering with, changing, or altering an official record or document of a school	
€ Assault	
€ Any behavior or other conduct not specifically enumerated in any other tier that causes disruption to the school operation, destroys school property, or causes significant harm to self or others	
€ Documented pattern of persistent Tier 3 behavior	

DEMERIT SYSTEM

Positive student behavior often leads to academic success in school. This demerit system serves as a reminder to students that appropriate school behavior is expected at all times. Refusal to follow school rules and appropriate behavior could result in the loss of extra-curricular events and driving privileges.

The MVHS Administration believes that extra-curricular student sponsored events and driving to school are considered to be privileges and not a student right at our school.

Office Discipline Referrals:

Students Consequence	Demerits Assigned	Example
1 PM Detention	1 Demerit	2 days of PM Detention = 2 Demerits
1 Saturday School Detention (Behavior Only)	1.5 Demerits	2 days of Saturday School = 3 Demerits
In-School Suspension (ISS)	2 Demerits	2 ISS = 4 Demerits
Out-of-School Suspension (OSS)	3 Demerits	2 OSS = 6 Demerits

Student extra-curricular events will be categorized by each semester as follows:

Semester 1	Semester 2	Yearly
Homecoming Dance	Prom	Club Field Trips
Student Driving Permit	Student Driving Permit	Student Driving Permit
Assemblies	Freshman Dance	
	Assemblies	
Attendance at extra-curricular events such as athletic events, powder-puff football and concerts	Attendance at extra-curricular events such as athletic events, powder-puff football and concerts	Attendance at extra-curricular events such as athletic events, powder-puff football and concerts

Demerit Guidelines:

1. When a student has been issued a minimum of six (6) demerits in the first semester, s/he will have her/his privilege to attend or participate in student-based extra-curricular events and/or driving privileges suspended the remainder of the first semester.
2. When a student has been issued a minimum of six (6) demerits in the second semester, s/he will have her/his privilege to attend or participate in student-based extra-curricular events and/or driving privileges suspended the remainder of the second semester.
3. When a student has been issued a minimum of twelve (12) total demerits during the school year, s/he will have her/his privilege to attend or participate in student-based extra-curricular events and driving privileges suspended for the remainder of the school year.
4. If a student accumulates a total of fifteen (15) demerits, s/he will not be permitted to attend school field trips.
5. Students can have one (1) demerit removed if they successfully complete fifteen consecutive days of school without obtaining an office discipline referral. For example, if a student completes thirty (30) consecutive days without an office discipline referral, they will have two (2) demerits removed.

** Student(s) demerits will begin at zero (0) at the beginning of each semester. An accumulative total will be kept in case of rules #3 and #4.

DRESS CODE FOR TEACHERS

The purpose of the teacher dress code is to set an example in dress and grooming for students to follow. These factors act in a positive manner towards the maintenance of classroom discipline. The Board has the authority to specify reasonable dress and grooming guidelines for staff. All staff members shall:

- Be physically clean, neat and well-groomed.
- Dress in a manner reflecting professional assignment.
- All professional male employees are required to be clean shaven at all times with the exception of a well-trimmed mustache or beard.
- All professional male employees are required to wear a dress shirt, dress pants or slacks, and dress shoes. The only exception to this shall be the Physical Education teachers who shall wear appropriate attire to teach Physical Education
- All professional female employees shall be required to wear dresses, blouse and skirt, or an appropriately coordinated slack outfit. (All should be a moderate length-no mini-skirts or mini dresses).
- Rubber soled shoes suitable for gymnasium floors or tracks are permitted (April 13, 2004)
- Jeans may not be worn except during Dress Down Days, on student field trips, or in association with special activities, all of which require the prior approval of the immediate supervisor.
- Dress down days or the equivalent for any professional staff member shall not occur unless approved in advance by the immediate supervisor. Teachers are not permitted to wear t-shirts on scheduled dress down days (Moshannon Valley T-Shirts will be permitted). Teachers are required to submit a donation of \$40.00 to the main office secretary to dress down. These funds are used to benefit the following student groups/activities: SWPBIS, MAPS, etc....

Employees covered by the dress code include all professional and temporary employees, substitute teachers, student teachers, adults approved by the Principal to observe classroom activities, administrators, secretaries, clerks, classroom assistants, and personal care aides, and volunteers. Cafeteria workers, custodial workers, and cafeteria/custodial supervisors or their assistants are exempt from the dress code.

Consistent enforcement for the employees covered by the dress code will be the responsibility of the immediate supervisor in accordance with established Board policy pertaining to employee disciplinary procedures. Infractions will be handled on an individual basis. Disciplinary actions may include, but are not limited to formal discussion with supervisor, verbal or written warning (s), verbal reprimand (s), letter (s) of written reprimand, suspension without pay, and/or termination. Additionally, unsatisfactory employee rating (s) may be issued.

The effective date of this policy was September 1, 1998, and shall remain in effect until notified otherwise. The dress code for covered employees, however, applies only on school days during the regular school term. In-service days and Act 80 days are exempt.

** Teacher Dress Code was approved by the Moshannon Valley Board of Education on July 20, 1998.

DRUG AND SUBSTANCE ABUSE

See Board Policy #451, DRUG AND SUBSTANCE ABUSE, in Appendix at the end of this booklet.

EARLY OUT PROGRAM

An "Early Out" program is available for interested staff members.

In exchange for a prep period or equivalent time, any teacher volunteering to cover another's class, study hall, cafeteria duty, in-school suspension, etc. will earn two (2) early outs, three (3) if during teacher's assigned lunch period. **Early outs may also be earned for prior administration-approved field trips beyond the seven (7) hour, twenty-five (25) minute contract when it is determined that no other compensation is given through other means such as stipends, etc.**

Early out coverages are only available when a properly, certificated, board-approved substitute teacher cannot be obtained.

The following will be used to provide coverage of periods when the regularly assigned teacher is absent or otherwise unavailable. The following procedure will be used in the order herein below set forth.

1. The Board approved substitute teachers will be sought and utilized to their fullest potential for coverage.
2. Next, teachers with extra coverage periods will then be used for coverage.
3. Next, teachers who have signed to participate in the Early Out Program shall be used to provide the needed coverages.
4. Next, the principal or administrator will seek volunteers among those persons who have a preparation period which matches the need for coverage.
5. Only in the event that steps 1, 2, 3 and 4 above do not provide the needed coverage will the principal or administrator assign a teacher to provide the coverage. The assignment will be made beginning with the least senior staff member, having a matching preparation period.

The next time that a coverage assignment is necessary, the next least senior person shall be assigned to provide the coverage and so on, such that assignments are not disproportionately made to the same staff members.

6. All teachers (others than those with scheduled extra coverage periods) providing coverage, either through the Early Out Program, by voluntarily agreeing to provide coverage or being assigned, shall be entitled to an "early out" as set forth in the Early Out Program.

All staff members volunteering for coverages will be able to view Early Outs on a Google Doc. Requests for early-outs will be honored only if the following conditions are met:

- 1) Early outs may be carried over from one school year to the next school year-up to a maximum of twenty-five (25) carried over.
- 2) Early outs may not be transferred among staff members.
- 3) Early outs will be between 3:05-3:30 p.m.
- 4) Staff members may not leave school grounds until all school buses leave the parking lot.
- 5) Early out requests emailed to the appropriate secretary and administration for prior approval.
- 6) Requests for an early out must be made to the appropriate secretary and administration before 2:15 p.m. prior to taking an early out.
- 7) Staff members with early out time credited are not permitted to utilize this time when the following are scheduled: **Parent Conferences, Faculty meetings, Department meetings, Committee meetings**, lesson planning, student conferences, test correcting, or curriculum and school improvement development.
- 8) Teachers may use 10 early outs to be credited towards their 'in-person' attendance on the District-selected in-service day. For the 24-25 SY, the trade date is Monday, April 21, 2025.

EMERGENCY NOTIFICATION SYSTEM

The Moshannon Valley School District has implemented an emergency notification system which will automatically call a student's parent or guardian in the event of a school delay, school closing, early dismissal, or an emergency crisis situation. The system will play a recorded message when a phone is answered, whether answered live or by an answering machine or voicemail. Listed below is important information you need to know about the system.

Live Answers When a phone is answered live, there is a short pause of several seconds at the beginning of the message, usually just a few seconds. You should answer your phone as you normally would by saying "hello" and waiting for the message to begin. Multiple "hellos" will delay the message.

Answering Machines and Voicemail If the phone is answered by an answering machine or voicemail, the system will detect that your machine or voicemail has answered and will play the recording to your machine or voicemail. The notification system will hang up/disconnect after 5 rings if there is no answer and will attempt the call again after approximately 15 to 20 minutes for a maximum of three attempts.

Morning and Day Calls In the event of a delay, cancellation, or closing decision is made in the early morning hours, the broadcast message will notify students' primary phone number listed in the notification system.

In the event of an early dismissal due to weather or crisis situation, the broadcast system will notify students' secondary phone number listed in the notification system.

If you have any questions regarding the notification system, need to provide updated phone numbers, or wish to have your name removed from the notification list, please visit the school district website at <http://www.movalley.org> or contact Elsie Harchak 378-7616 ex 3002. Please note that it is the responsibility of students' parent/guardian to provide the district with updated contact information.

EMERGENCY GUIDE

Emergency Terms and Procedures

Evacuation is the process used to move students and staff out of the building to an appropriate evacuation assembly point or relocation site (location where students can be kept for an extended period of time) by a pre-designated route (if usable) to avoid a potentially threatening situation that involves the entire building.

Reverse Evacuation is used when a general threat exists on the exterior of the school and school occupants are at risk of being harmed by the threat (e.g., a stray dog on campus).

Shelter: Hazardous Environment is used to protect school occupants from external threats such as chemical, biological, or radiological releases, and other man-made threats.

Duck, Cover & Hold is used if an earthquake or weather related event could be occurring.

Severe Weather Sheltering is used when there is a threat of high winds/tornados or other natural threat, which may cause structural damage to the building and/or vehicles. May also be used if the result of the weather created unsafe passages on roadways and bus routes.

Interior or Administrative Lockdown consists of securing all doors in the school and moving students to a safe location within the classroom(s) or other room(s). This procedure is used for a variety of situations including: canine searches, an unknown threat inside the building or any event where administration cannot have occupants unsupervised or in the hallways or common areas.

Exterior Lockdown consists of moving all students off playgrounds and other outside areas and into the school, securing all entrances, and denying access to any unauthorized persons. This procedure is used for a threat from outside the building.

ALiCE Protocol consists of following our Violent Intruder or Active Shooter Response training.

EXTRA-CURRICULAR FACULTY DUTIES

Board appointment to athletic or co-curricular positions shall be for one (1) year (season) and shall automatically renew at the end of that period for the following year (season) unless either party notifies the other in writing of its desire to withdraw/declare the position open within forty-five (45) days of the close of that particular season.

FACULTY MEETINGS

Faculty meetings will be held once a month or as needed. Faculty meetings are scheduled by the Principal. Any teacher unable to attend the meetings **must inform** the Principal prior to the meeting. All teachers who are unable to attend are to meet with the Principal the following day for a make-up session. It is the teacher's responsibility to arrange for this meeting.

Department meetings will be held on a monthly basis throughout the year and will be scheduled by the Department Chairperson. Principal and Department Heads will decide the schedule dates. All department members are to attend.

The Department Chairperson will report those attending and give a reason for those who are absent. The Department Chairperson will turn in attendance sign-up sheets and minutes for each department meeting. Meetings may be held more often than monthly, if deemed necessary.

Department Chairperson's meetings will be held on a monthly basis by the Principal. All department chairpersons are to attend

and remain for the meeting. All chairpersons should be prepared to discuss curriculum/issues of their departments.

FACULTY ROOM

Students are not permitted in the faculty room at any time nor are they allowed to buy soda/food from the faculty room.

GRADES/REPORT CARDS

A=100%-93%

B=92%-84%

C=83% to 78% D=77%-70%

F=69% or below, Failure – No Credit

Minimum Passing Grade = 70%

- Any student who receives a grade of 35%, or less, for one marking period will automatically fail the course, no matter what the final average may be for that course for the year. This does not apply to excused long-term absences.
- Students cannot receive a grade lower than 55% during the first two marking periods.
- Withdrawal from a class results in no credit unless a special circumstance with administrative approval.
- All Incomplete grades (I) must be changed to a numeric grade by the end of the following grading period.
- A final grade below 70% is failing.
- Students will receive report cards on the last school day with finalized grades.

HAZING

See Board Policy #247, HAZING, in Appendix at the end of this booklet.

HOMEBOUND AND/OR TUTORING INSTRUCTION

Homebound - Student presents the School Counselor with doctor's request.

Tutoring - Parents request permission from the High School Principal to have tutoring done by an approved instructor, (teacher from the staff or substitute teacher approved by the School Board.) If not available, then consideration from other sources will be given. In both homebound and tutoring, approval must be given to the student by school administration and the subject teacher. A subject teacher has the right to require the following:

- 1) syllabus of courses to be followed
- 2) texts and other books to be used
- 3) to review completed work done in courses

Homebound and tutoring teachers' responsibilities:

- 1) follow syllabus and text content
- 2) return materials and student's completed work assignments to high school Principal along with a "Request For Remuneration" form or proof of final grade report 30 hours are required for a one (1) credit course that is repeated; 15 hours are required for one-half (1/2) credit course that is repeated; and 60 hours are required for a credit for a student who has not enrolled previously.

1st PERIOD AND DISMISSAL

All students must be in their 1st period class by 8:10 am Teachers must take and submit attendance prior to 8:35 a.m. through their Skyward gradebook. Student dismissal is at 3:05p.m. Students should not bring coats or hats with them to their 9th period classes. Teachers will monitor the hallway until all students are dismissed. (See A.M. and P.M. assignments in front of this booklet) All students riding busses are to exit main lobby area. All students who drive or are passengers, must exit through the auditorium lobby area and **may not enter the parking lot until all buses are gone.**

SIX-DAY CYCLE SCHEDULE

In order to provide students with the largest opportunity to schedule classes, Moshannon Valley operates under a 6-day cycle to enhance students' academic experience. (The schedule operates as an even/odd day cycle.)

HONOR ROLL CALCULATION

The School Counselor is responsible for calculating student honor roll status. Honor roll lists will be posted in the lobby and School Counselor Website. To determine student averages for the honor roll, remember that:

- * all subjects receiving a numerical grade are to be used
- * subjects are to be weighted according to the number of times

the class meets per week and/or amount of credit given to a course Core subjects are worth a weight of five (5), Non-core subjects are worth the weight equal to the number of times they are taken per week.

Distinguished Honor Roll **93%-100%** Honor Roll **84%-92%**

INFORMATION TO BE POSTED IN EVERY CLASSROOM

Please make sure that the most current versions of the following items are posted in your classroom: Fire Exit Sign, Sexual Harassment Policy, Bullying Policy, Hazing Policy, Crisis Plan, Classroom Rules, Drug and Alcohol Policy, Locker Search Policy and Use of Canines. If at any time you need any of the aforementioned, please inquire at the Main Office.

KEYS/ID DOOR SWIPE BADGES

All school keys and teacher id/door swipe badges need to be returned to the HS Principal in the event of a teacher not continuing employment with the District.

LEAVING THE BUILDING

Teachers who leave the building during their lunch periods (*for some reason that cannot be done at another time*) may do so by notifying building administration and signing out in the main office. A log shall be kept in the office. The teacher is required to enter the date and time that he/she signed out, the time of return, and a brief statement of the reason.

To leave the building at times other than a lunch period must constitute an emergency situation and permission must be granted by the HS Principal.

LESSON PLANS

Unit plans should reflect the use of academic standards, learning targets, look fors, and formative assessment used while teaching daily lessons. These unit plans will only be submitted electronically using the Google document template provided by administration via shared drive. Teachers will record their academic standards, learning targets, look fors, and formative assessment as they progress through the unit. Plans must be for each specific course taught and/or if different sections of the same course are at different points in the curriculum then a separate lesson is needed for each of these sections. These plans are to serve as a guide for the teacher's daily instruction as well as a source of information for a substitute teacher. Administration will be able to observe teacher progress on completion of the unit at any time via the use of the Google template and shared drive.

MAILBOXES/MAIN OFFICE

Teachers should try to check their mailboxes twice a day, in the morning and again in the afternoon. The general distribution of literature of any kind to the faculty mailboxes is to be approved by the building Principal. Students are not to be sent to the office to pick up mail.

Teachers are to check email prior to the start of school and read through the morning message from the Principal, which will list all substitutes, coverage needs, important information, etc. **Teachers are expected to be checking school e-mail at least twice daily so they may respond, in a timely manner, to parents, principal and other staff.**

MAPS (SAP)

The Moshannon Valley Assistance Program for Students (MAPS) is conducted by a team who has been trained through a state-endorsed program of drug, alcohol and suicide prevention. This team works in cooperation with the Clearfield-Jefferson County Drug and Alcohol Services. MAPS is an identification, intervention, referral and support program. Information and support groups are offered throughout the school year. This program is to help students who need assistance/guidance in the areas of mental health, drugs, and/or alcohol. This program is made possible in part through drug-free grant monies. Parents, students or teachers may make referrals to MAPS.

Information on the MAPS program can be obtained by contacting the following members of the MAPS team:

Mrs. Jayne Kitko, School Counselor
Mrs. Dorothy Benjamm, Faculty Member
Ms. Katrina Mock, Social Worker
Mr. Kristofer Albright, Administrator

MOVIES

Any classroom movie that is longer than 20 minutes needs to be approved by the HS Principal. When and if a movie is approved and used, it must meet the following requirements:

- Has a clear and direct relation to the approved curriculum
- Has an anticipatory set
- A student writing component
- Closure activity at the end of class/lesson

PERSONAL DAYS

Any teacher wishing to use a personal day should document the request on SAMS. Use of personal leave shall be limited to no more than three (3) teachers on any given day, and will be granted in order of request.

PRACTICE

All practices (Athletic, Band, Cheerleading, Play/Drama, etc...) must be supervised by teachers/coaches until all students leave the building/school grounds. **DO NOT PERMIT ANY STUDENTS TO REMAIN OR TO PRACTICE IN OR OUTSIDE OF THE SCHOOL WITHOUT A SUPERVISOR.** No student is permitted to practice or participate in an activity unless they have been present all

day in school.

Special circumstances must be approved by the principal. Students who are dismissed early for extra-curricular activities are expected to be proactive in collecting and completing all assignments/content covered during the remainder of the day.

PROGRESS REPORTS

In order to keep parents informed of their student's progress, Progress Reports may be requested at any time during the school year by: 1) parent 2) student 3) guidance counselor 4) administrator.

In addition, a teacher will send home a Progress Report any time a student is in danger of failing a class.

Progress Reports for **ALL** students need to be sent out via Skyward at each mid-point of the marking period.

All teachers will utilize Skyward for grading and parent outreach on daily/weekly basis.

PROMOTION and GRADUATION

Seventh Grade

Students must earn a minimum of five (5) credits in 7th grade or they will be retained.

The following credits and courses must be earned satisfactorily:

3 of 4 possible credits in Math, Science, English, Social Studies

Eighth Grade

Students must earn a minimum of five (5) credits in 8th grade or they will be retained.

The following credits and courses must be earned satisfactorily:

3 of 4 possible credits in Math, Science, English, Social Studies

- A student will not be retained in 7th grade **or** 8th grade for more than one (1) year.
- A student may be socially promoted from 7th to 8th grade and also from 8th grade to 9th grade.

Graduation

In order to graduate from the Moshannon Valley Junior-Senior High School in 2020-2021, a student must earn **25** credits and meet all state and local requirements, including the state-mandated graduation project.

A student must obtain the following credits in these courses during the grades of 9, 10, 11, and 12.

Credits	Courses/Subject Areas
4	Language Arts (English)
4*	Mathematics
4*	Science
4*	Social Studies
2.5	Health, Physical Education
.5	Family Life Skills
2	Arts or Humanities or both

Examples: Art, Music, Consumer Science, Tech Ed., Foreign Languages

4 Electives – As needed to meet graduation requirements.

Please note: Student selects from additional planned courses from among those approved for credit toward graduation by the school district, including approved vocational courses.

***Career and Technology Students will receive either 1 math credit or 1 science credit depending on their program of study.**

***Career and Technology students are required to have only 3 credits in Social Studies. Remaining credit will be obtained at the Clearfield County Career and Technology Center.**

PUBLIC RELATIONS/NEWS RELEASES

All school personnel are encouraged to promote a positive public image within the school and with the public. News releases and any form of press coverage require the HS Principal's approval before they are sent to the press or news media.

REASONABLE PHYSICAL FORCE

Teachers and school authorities under any of the following circumstances may use **reasonable physical force**:

1. To quell or prevent a disturbance, thus insuring the safety of all persons.
2. To obtain possession of weapons or other dangerous objects.

3. For the purpose of self-defense.
4. For the protection and safety of persons or property.
5. Passive physical restraint will be used whenever possible.

SAFE SCHOOL HELPLINE

The Safe School Helpline was created to give students and families an anonymous way to report any threats of violence or weapons they might know about. Students should call the helpline only in those situations where there is no immediate threat of violence to students. Students and families will be able to report any threats to **1-800-418-6423 Ext. 359** or they can submit via text by sending the word **TIPS** to **66746**.

SCHEDULE CHANGES FOR STUDENTS

Any schedule changes or requests for changes must be made by contacting the School Counselor's office **no later than the end of the second week of the current school year**. Requested schedule changes after the second week of school require consultation via a meeting with the HS Principal, School Counselor, parent(s), and the affected teachers. This does not guarantee a change in schedule. **NO required course will be dropped or changed after the first two weeks of school without administrative approval.** Failing grades, not "liking a class" or a teacher, or failing to achieve honor roll, will **not** be considered as valid reasons for dropping a course. [Administration reserves the right to change student schedules as deemed necessary.]

SCHOOL BOARD MEETINGS

The Moshannon Valley School Board of Education meets the third Monday of the month. Teachers who have items, which need to be submitted to the School Board for approval (i.e., field trip requests, etc.) must be submitted to the HS Principal and/or in GoFMX prior to 12:00 on the Friday before the meeting. *Please note, Retro-active approval of any item is not guaranteed and may be refused.*

MVEA representatives will also request information from teachers be provided for them to share out at the meetings for informational purpose (i.e. notable achievement, etc.).

STUDENT DRESS CODE

The responsibility for the appearance of the students of the Moshannon Valley School District rests with the parents/guardians and the students themselves. They have the right to determine such student dress providing that such attire is not destructive to school property, complies with all safety and health codes/rules, does not interfere with the educational process or lend itself to cause a disturbance from the normal function of the educational process, and otherwise complies with the specific provisions set forth below. Students of the Moshannon Valley School District must be clean, neat, modestly, and appropriately dressed as to not disrupt the educational process. Specific provisions governing dress are as follows:

1. Dress must not interfere with the educational process or the rights of others.
2. Dress must comply with all health and safety codes.
3. Shoes must be worn at all times.
4. Head covering of any kind, for boys or girls, is prohibited in the building at any time, unless worn to conform with religious practices or beliefs, or for health reasons. Any head covering worn for religious reasons shall be permitted only after written notice has been given to the Administration, which notice shall include a sufficient explanation of the religious significance and requirements of the head covering. The wearing of any head covering for health reasons shall be permitted only after a signed statement from a medical provider stating that the head covering is needed for health reasons has been provided to the Administration.
5. Logos or sayings on clothing or tattoos may not promote alcohol, tobacco, drug, gang/cult behavior, sex, violence, offensive language, inappropriate behavior, or cause a distraction from the educational process. This standard also applies to pins and buttons.
6. Any clothing that inappropriately exposes one's body or is overtly sexual in nature to the point that it is disruptive and/or distracting to others is prohibited. This includes clothing with excessive rips, tears and/or holes.
7. Sharp, studded apparel and jewelry are not permitted in light of the potential danger to other persons or property.
8. Sunglasses may not be worn in the building in the absence of a medical need documented in a signed, written statement from a medical provider provided to the Administration.
9. Jewelry that is a potential health/safety hazard to the wearer or others.

The administration reserves the right to have students change clothing or accessories that are inappropriate, offensive, unsafe, or disruptive to the educational process. The Administration will take disciplinary action with regards to violations of the above dress code. The Administration reserves the right to make the final decisions on appropriateness of all apparel.

Dress Code Regulation Violations (Grades 7-12)

Students violating any aspect of the above Student Dress Code Regulations will be subject to the Code of Conduct matrix and resulting disciplinary measures, which can include: change of clothing, parent contact/meeting, ISS, detention, OSS.

STUDY HALLS

Students are to have assigned seats. Students are not to bring food or candy to study halls. Students are to have books, workbooks, etc. An environment conducive to study is to be maintained. ***No food or drink is permitted in any classroom. (Unless during 1st or 2nd Period Due to breakfast cart.)***

****General procedures for study halls:**

- 1) Permission to talk or work together must be obtained from the teacher in charge of the study hall.
- 2) Students must have study hall materials with them when they arrive.
- 3) Students should be quiet throughout the study hall.
- 4) Game playing (i.e., cards, checkers) is prohibited.
- 5) Students should utilize study hall time effectively. It is expected that students use this time for study or homework.
- 6) Students must have a completed hall pass signed by the study hall teacher to be permitted to leave a study hall. Students should only be permitted to leave classrooms for valid justifiable reasons.
- 7) If student(s) is/are going to the office, nurse, Collaboration Center or other classroom, the teacher must first call in order to make sure there is someone present in the room to which the student(s) is/are going.
- 8) All students leaving a study hall to go to another location in the building are required to go by the most direct route.
- 9) Eating and/or drinking in study halls prohibited. (Unless permitted by the classroom teacher)

SUPERVISION OF LUNCH PERIODS

Teachers assigned must be responsible for supervision in the cafeteria and adjacent hallways. As a guide in supervision, the following are policies applicable:

- 1) Students must maintain order in line and in seating; anyone "jumping line" will be placed at the end of the line.
- 2) Students are to take all trays, containers, silverware, paper, etc. from tables after eating and place in the appropriate disposal areas or containers.
- 3) Students are to return to their seats after eating and remain in the cafeteria until the end of the lunch period.
- 4) Tables and floor are to be made generally tidy by the end of the lunch period.
- 5) Food may not be taken from the cafeteria.
- 6) An orderly dismissal will be made two (2) minutes *prior* to the regular bell.
- 7) Weather permitting; groups may be permitted outside at the discretion of those teachers monitoring the cafeteria. Only the cafeteria door is to be used for leaving and entering. Rules applying to inside behavior are to be enforced outside, as well.

TELEPHONE

Teachers should not leave their classrooms for a phone call during class or study hall time, unless it is an emergency. Outgoing international long distance phone calls require prior approval from the HS Principal.

TERRORISTIC THREATS/ACTS

See Board Policy # 218.2, TERRORISTIC THREATS/ACTS, in Appendix at the end of this booklet.

TOBACCO POLICY FOR STAFF

See Board Policy # 423, TOBACCO USE, in Appendix at the end of this booklet.

UNLAWFUL HARASSMENT

See Board Policy # 448, UNLAWFUL HARASSMENT, in Appendix at the end of this booklet.

USE OF SCHOOL FACILITIES

During the regular school day, use of facilities or equipment such as the gym area, shops, A.V. equipment, microcomputers, business equipment or Home Economics area for personal or non-school use requires the approval of the staff member in charge of the area/equipment and the Principal. This request must be completed in writing via a Use of Facilities form.

The staff member should provide a written request to be dated and initialed by the staff member in charge of the area/equipment and the Principal.

After school or on weekends, the same approval is required and notification that the requester will be in the building must be given in advance to the Principal. The HS Principal will inform the maintenance department.

VANDALISM

The following procedure for monitoring and reporting school property damage (s) should be followed:

- 1) Make a written inventory of all damaged/vandalized items in your classroom. Include the room number, your name, and

the period (s) that you use that particular room.

- 2) You must conduct an inventory on a daily, class-by-class basis.
- 3) Make a written inventory of all damaged/vandalized items in your classroom. Include the room number, your name, and the period (s) that you use that particular room.
- 4) You must conduct an inventory on a daily, class-by-class basis.
- 5) Turn in written information regarding damages as soon as possible when you become aware of them, including the class and the period during which it occurred.
- 6) Closely monitor student behavior so that you may prevent vandalism from occurring. When you have either observed or suspect a particular student has damaged any school property, please submit student's name and other details to the office immediately.
- 7) Any damaged items that present a safety hazard, should be placed in an area where students will not use or be harmed by them.

VISITORS

Visitors should plan to see faculty members at the end of the school day. All visitors should enter the main doors only and check in at the main office. Visitors may not be received unless they have a Visitor's Pass and have signed in at the main office. Former students returning to visit teachers will not be permitted between 7:35 am and 2:35 pm. Anyone in the building who is not a student or a member of the School District's staff and does not have in possession a current Visitor's Pass should be directed to the main office.

WEAPONS

See Board Policy #218.1, Weapons, in Appendix at the end of this booklet.

APPENDIX

CHAPTER 235. CODE OF PROFESSIONAL PRACTICE & CONDUCT

Sec.

- 235.1. [Mission.](#)
- 235.2. [Introduction.](#)
- 235.3. [Purpose.](#)
- 235.4. [Practices.](#)
- 235.5. [Conduct.](#)
- 235.6. [Legal obligations.](#)
- 235.7. [Certification.](#)
- 235.8. [Civil rights.](#)
- 235.9. [Improper personal or financial gain.](#)
- 235.10. [Relationships with students.](#)
- 235.11. [Professional relationships.](#)

Authority

The provisions of this Chapter 235 issued under section (5)(a)(10) of the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1255(a)(10)), unless otherwise noted.

Source

The provisions of this Chapter 235 adopted June 26, 1992, effective November 1, 1992, 22 Pa. B. 3176, unless otherwise noted.

§ 235.1. Mission.

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§ 235.2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

§ 235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§ 235.4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their student's principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

§ 235.5. Conduct.

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

§ 235.6. Legal obligations.

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101—27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401—413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.7. Certification.

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.8. Civil rights.

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.9. Improper personal or financial gain.

The professional educator may not:

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.10. Relationships with students.

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.

Criminal Drug Statute - a federal or state criminal statute involving the manufacture, distribution, dispensing, use or possession of any controlled substance.[2]

Drug-free Workplace - the site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance.[2]

Authority

The Board requires that each administrative, professional and support employee be given notification that, as a condition of employment, the employee will abide by the terms of this policy and notify the district of any criminal drug statute conviction for a violation occurring in the workplace immediately, but no later than seventy-two (72) hours, after such conviction.[4]
[5]

Any employee convicted of delivery of a controlled substance or convicted of possession of a controlled substance with the intent to deliver shall be terminated from his/her employment with the district.[6][15]

Delegation of Responsibility

A statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the employee's workplace shall be provided by the Superintendent or designee and shall specify the actions that will be taken against the employee for violation of this policy, up to and including termination and referral for prosecution.[5][7]

Within ten (10) days after receiving notice of the conviction of a district employee, the district shall notify any federal agency or department that is the grantor of funds to the district.[5]

The district shall take appropriate personnel action within thirty (30) days of receiving notice against any convicted employee, up to and including termination, or require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.[5][7]

In establishing a drug-free awareness program, the Superintendent or designee shall inform employees about:[5]

1. Dangers of drug abuse in the workplace.
2. Board's policy of maintaining a drug-free workplace.
3. Availability of drug counseling, drug rehabilitation, and employee assistance programs.
4. Penalties that may be imposed for drug abuse violations occurring in the workplace.

The district shall make a good faith effort to continue to maintain a drug-free workplace through implementation of this policy.[5]

Guidelines

The Superintendent or designee shall immediately report incidents involving the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled

Substance, Drug, Device and Cosmetic Act by any employee while on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[8][14][10][11][12][13]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of controlled substances or drug paraphernalia to the Office for Safe Schools on the required form.[14][13]



Book	Policy Manual
Section	200 Pupils
Title	Hazing
Number	247
Status	Active
Legal	<u>1. 24 P.S. 510</u> <u>2. 24 P.S. 511</u> 3. Pol. 122 4. Pol. 123
Adopted	July 20, 2009

Purpose

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

Definitions

For purposes of this policy **hazing** is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student or causes willful destruction or removal of public or private property for the purpose of initiation or membership in or affiliation with any organization recognized by the Board.

Endanger the physical health shall include but not be limited to any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.

Endanger the mental health shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

Authority

The Board does not condone any form of initiation or harassment, known as hazing, as part of any school-sponsored student activity. No student, coach, sponsor, volunteer or district employee shall plan, direct, encourage, assist or engage in any hazing activity.[1][2][3][4]

The Board directs that no administrator, coach, sponsor, volunteer or district employee shall

permit, condone or tolerate any form of hazing.

The district will investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this policy.

The Board encourages students who have been subjected to hazing to promptly report such incidents to the building principal.

Delegation of Responsibility

District administrators shall investigate promptly all complaints of hazing and administer appropriate discipline to any individual who violates this policy.

Students, administrators, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal.

The district shall annually inform students, parents/guardians, coaches, sponsors, volunteers and district staff that hazing of district students is prohibited, by means of publication in handbooks and verbal instructions by the coach or sponsor at the start of the season or program.

Guidelines

Complaint Procedure

1. When a student believes that s/he has been subject to hazing, the student shall promptly report the incident, orally or in writing, to the building principal.
2. The principal shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing.
3. The principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Findings of the investigation shall be provided to the complainant, the accused, and others directly involved, as appropriate.
4. If the investigation results in a substantiated finding of hazing, the principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Conduct. Additionally, the student may be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity.

If the investigation results in a substantiated finding that a coach or sponsor affiliated with the activity planned, directed, encouraged, assisted, condoned or ignored any form of hazing, s/he will be disciplined appropriately. Discipline could include dismissal from the position as coach or sponsor.



Book	Policy Manual
Section	200 Pupils
Title	Terroristic Threats
Number	218.2
Status	Active
Legal	<u>2. 22 PA Code 10.23</u> <u>3. 20 U.S.C. 1400 et seq</u> 4. Pol. 103.1 5. Pol. 113.1 6. Pol. 113.2 7. Pol. 805.1 <u>8. 24 P.S. 1302.1-A</u> 9. Pol. 805 <u>10. 22 PA Code 12.2</u> <u>12. 22 PA Code 10.2</u> <u>13. 22 PA Code 10.22</u> <u>14. 22 PA Code 10.25</u> <u>15. 24 P.S. 1303-A</u> <u>16. 18 Pa. C.S.A. 2706</u> <u>34 CFR Part 300</u> Pol. 000 Pol. 233
Adopted	July 20, 2009
Last Revised	June 23, 2014

Purpose

The Board recognizes the danger that terroristic threats by students present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such a threat.

Definitions

Communicate - shall mean to convey in person or by written or electronic means, including telephone, electronic mail, Internet, facsimile, telex and similar transmissions.[16]

Terroristic threat - shall mean a threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building,

place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.[16]

Authority

The Board prohibits any district student from communicating terroristic threats directed at any student, employee, Board member, community member or property owned, leased or being used by the district.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[2][3][4][5][6][7]

If a student is expelled for making terroristic threats, the Board may require, prior to readmission, that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

Delegation of Responsibility

The Superintendent or designee shall react promptly to information and knowledge concerning a possible or actual terroristic threat. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the district's emergency preparedness plan.[8][9][7]

Guidelines

Staff members and students shall be made aware of their responsibility for informing the building principal regarding any information or knowledge relevant to a possible or actual terroristic threat.[10]

The building principal shall immediately inform the Superintendent after receiving a report of such a threat.

The Superintendent or designee may report incidents involving terroristic threats on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[8][15][12][13][7]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving a terroristic threat as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[12][14][7]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of terroristic threats to the Office for Safe Schools on the required form.[15][7]



Book	Policy Manual
Section	300 Employees
Title	Tobacco Use
Number	323
Status	Active
Legal	<u>1. 35 P.S. 1223.5</u> <u>2. 20 U.S.C. 7183</u> <u>3. 24 P.S. 1303-A</u> <u>20 U.S.C. 7181 et seq</u>
Adopted	July 20, 2009

Purpose

The Board recognizes that tobacco use during school hours and on school property presents a health and safety hazard that can have serious consequences for the user and the nonuser and the safety of the schools.

Definition

For purposes of this policy, **tobacco use** shall mean all use of tobacco, including cigars, cigarettes, pipes and smokeless tobacco.[1]

Authority

The Board prohibits tobacco use by administrative, professional and support employees in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.[1][2]

The district shall annually notify employees about the Board's tobacco use policy by distributing it through handbooks, newsletters, posted notices, and other efficient methods.[1]

Incidents of possession, use and sale of tobacco by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year.[3]



Book	Policy Manual
Section	300 Employees
Title	Unlawful Harassment
Number	348
Status	Active
Legal	<u>1. 20 U.S.C. 1681 et seq</u> <u>2. 42 U.S.C. 2000e et seq</u> 5. Pol. 104 6. Pol. 317 <u>7. 43 P.S. 951 et seq</u> <u>8. 29 CFR 1606.8</u> <u>9. 29 CFR 1604.11</u> Pol. 000
Adopted	July 20, 2009

Authority

The Board strives to provide a safe, positive working climate for its administrative, professional and support employees. Therefore, it shall be the policy of the district to maintain an employment environment in which harassment in any form is not tolerated.

The Board prohibits all forms of unlawful harassment of employees and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages employees and third parties who have been harassed to promptly report such incidents to the designated administrators.[7][1][2]

The Board directs that complaints of harassment shall be investigated promptly, and corrective action taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

Definitions

For purposes of this policy, **harassment** shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, sex, age, disability, sexual orientation or religion when such conduct:[8]

1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to perform job functions or creates an intimidating, threatening or abusive work environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's

work performance.

3. Otherwise adversely affects an individual's employment opportunities.

For purposes of this policy, **sexual harassment** shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:[9]

1. Acceptance of such conduct is made, explicitly or implicitly, a term or condition of an individual's continued employment.
2. Submission to or rejection of such conduct is the basis for employment decisions affecting the individual.
3. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the employee's job performance or creating an intimidating, hostile or offensive working environment.

Examples of conduct that may constitute **sexual harassment** include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with an employee's ability to work or creates an intimidating, hostile or offensive working environment.

Delegation of Responsibility

In order to maintain a work environment that discourages and prohibits unlawful harassment, the Board designates the Assistant Superintendent as the district's Compliance Officer.[5]

The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall include the position, office address and telephone number of the Compliance Officer.

Each employee shall be responsible to maintain a working environment free from all forms of unlawful harassment.

The building principal or designee shall be responsible to complete the following duties when receiving a complaint of unlawful harassment:

1. Inform the employee or third party of the right to file a complaint and the complaint procedure.
2. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
3. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

Guidelines

Complaint Procedure – Employee/Third Party

Step 1 – Reporting

An employee or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal.

If the building principal is the subject of a complaint, the employee or third party shall report the incident directly to the Compliance Officer.

The complainant is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable. Documentation of the oral complaint will be signed by the complainant.

Step 2 – Investigation

Upon receiving a complaint of unlawful harassment, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

Step 3 – Investigative Report

The building principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

The findings of the investigation shall be provided to the complainant, the accused, and the Compliance Officer.

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur.

Disciplinary actions shall be consistent with Board policies, administrative regulations and procedures, applicable collective bargaining agreements, and state and federal laws.

If it is concluded that an employee has knowingly made a false complaint under this policy, such employee shall be subject to disciplinary action.[6]

Appeal Procedure

1. If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.

2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.
3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation.



Book	Policy Manual
Section	200 Pupils
Title	Weapons
Number	218.1
Status	Active
Legal	<u>1. 24 P.S. 1301-A</u> <u>2. 24 P.S. 1317.2</u> 3. Pol. 218 4. Pol. 233 <u>5. 22 PA Code 10.23</u> <u>6. 20 U.S.C. 1400 et seq</u> 7. Pol. 103.1 8. Pol. 113.1 9. Pol. 113.2 10. Pol. 805.1 <u>11. 24 P.S. 1302.1-A</u> 12. Pol. 805 <u>13. 24 P.S. 1303-A</u> <u>14. 22 PA Code 10.2</u> <u>15. 22 PA Code 10.21</u> <u>16. 22 PA Code 10.25</u> <u>17. 18 U.S.C. 921</u> <u>18. 18 U.S.C. 922</u> <u>22 PA Code 403.1</u> <u>20 U.S.C. 7114</u> <u>20 U.S.C. 7151</u> <u>34 CFR Part 300</u>
Adopted	July 20, 2009
Last Revised	June 23, 2014

Purpose

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

Definitions

Weapon - the term shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury.[1][2]

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; and under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

Authority

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity or while the student is coming to or from school.[2][3]

The Board shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board policy. The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.[2][4]

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[2][5][6][7][8][9][10]

Delegation of Responsibility

The Superintendent or designee shall react promptly to information and knowledge concerning possession of a weapon. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the district's emergency preparedness plan.[11][12][10]

Guidelines

The Superintendent or designee shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[11][13][2][14][15][10]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[14][16][10]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents involving possession of a weapon to the Office for Safe Schools on the required form.[13][10]

The building principal shall annually inform staff, students and parents/guardians about the Board policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

An exception to this policy may be made by the Superintendent, who shall prescribe special conditions or administrative regulations to be followed.[2]

In accordance with federal law, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.[17][18]

Transfer Students

When the school district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.[2]

MOSHANNON VALLEY SCHOOL DISTRICT



Book Policy Manual
 Section 200 Pupils
 Title Homeless Students
 Code 251
 Status Active

Legal

1. 24 P.S. 1306

2. 22 PA Code 11.18

3. 42 U.S.C. 11431 et seq

4. 42 U.S.C. 11434a

5. 42 U.S.C. 11432

6. Pol. 200

7. Pol. 201

8. Pol. 203

9. Pol. 204

10. Pol. 209

11. Pol. 216

12. 34 CFR 200.30

13. 42 U.S.C. 11431

14. Pol. 206

15. Pol. 113

16. Pol. 114

17. Pol. 115

18. Pol. 138

19. Pol. 146

20. Pol. 808

21. Pol. 918

22. Pol. 810

23. Pol. 113.4

22 PA Code 403.1

20 U.S.C. 1232g

20 U.S.C. 6301 et seq

34 CFR Part 99

34 CFR 299.19

67 Fed. Reg. 10698

PA Education for Homeless Children and Youth State Plan

Pol. 103.1

Adopted

July 20, 2009

Last Revised

June 18, 2018

Authority

The Board recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The Board shall make reasonable efforts to identify

homeless children within the district, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law and regulations. [\[1\]](#)[\[2\]](#)[\[3\]](#)

The Board may waive policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation and success in school of homeless students, based on the recommendation of the Superintendent. [\[3\]](#)

Definitions

Homeless students are defined as individuals lacking a fixed, regular and nighttime residence, which include the following conditions: [\[4\]](#)[\[12\]](#)

1. Sharing the housing of other persons due to loss of housing or economic hardship.
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
3. Living in emergency, transitional or domestic violence shelters.
4. Abandoned in hospitals.
5. Awaiting foster care placement.
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
8. Living as migratory children in conditions described in previous examples.
9. Living as run-away children.
10. Abandoned or forced out of homes by parents/guardians or caretakers.
11. Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

School of origin is defined as the school the student attended when permanently housed or the school in which the student was last enrolled.

Delegation of Responsibility

The Board designates the High School Guidance Counselor to serve as the district's liaison for homeless students and families. [\[5\]](#)

The district's liaison, in cooperation with the Superintendent, shall coordinate with: [\[5\]](#)

1. Local service agencies that provide services to homeless children and youth and families.
2. Other school districts on issues of records transfer and transportation.

3. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's liaison shall provide public notice of the educational rights of homeless students in schools, family shelters, and soup kitchens.[\[5\]](#)

Guidelines

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless.[\[5\]](#)[\[13\]](#)

Enrollment/Placement

To the extent feasible, and in accordance with the student's best interest, a homeless student shall continue to be enrolled in his/her school of origin while s/he remains homeless or until the end of the academic year in which s/he obtains permanent housing. Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the district liaison will consider the views of the student in determining where s/he will be enrolled.[\[5\]](#)

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit contact information. The district liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy.[\[3\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[23\]](#)

If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement.[\[5\]](#)[\[14\]](#)

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents/guardians shall be provided with a written explanation of the district's decision, their right to appeal and the procedures to use for the appeal.[\[5\]](#)

Services

Homeless students shall be provided services comparable to those offered to other district students including, but not limited to, transportation services; school nutrition programs; vocational programs and technical education; preschool programs; programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.[\[1\]](#)[\[5\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)

Transportation

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district.[\[1\]](#)[\[5\]](#)[\[22\]](#)

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.[\[5\]](#)

Education for Homeless Youth

42 U.S.C. § 11431 et seq.

DATE OF ISSUE: February 3, 2010

DATE OF REVIEW: December 10, 2016

August 19, 2015

September 1, 2011

PURPOSE

In 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act, (subsequently renamed the McKinney-Vento Homeless Assistance Act) to aid homeless persons. The Act defines the term "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. On December 10, 2015, the Every Student Succeeds Act (ESSA) was enacted, amending McKinney-Vento.

PROCEDURES

This Basic Education Circular (BEC) explains the categories of children who are "homeless" and entitled to the protections of the federal law. These categories include:

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

(ii) 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;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

(iv) "migratory children" who qualify as homeless under federal law because the children are living in circumstances described in clauses (i) through (iii) above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and,

(v) "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

Communication and collaboration among education and child welfare professionals is critical to support school stability and continuity for children in out-of-home care. The law requires child welfare and local education agencies to work together to promote school stability and continuity including trying to ensure children remain in the school in which they were enrolled at the time of placement when it is in their best interest. Best practice would suggest that decisions be made collaboratively between school personnel, child welfare agencies and any other individual involved in the child's case including the child, resource parent, child advocate and attorney. It is imperative that caseworkers and school district administration and staff work together to help ensure the educational progress of all students.

Under the Pennsylvania Education for Homeless Children and Youth State Plan, homeless children are defined as "children living with a parent in a domestic violence shelter; runaway children and children, and youth who have been abandoned or forced out of their home by parents or other caretakers; and school-aged parents living in houses for school-aged parents if they have no other available living accommodations."

The McKinney-Vento Act states that it is the policy of Congress that state educational agencies shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths 42 U.S.C. § 11431. Specifically, 42 U.S.C. § 11432(g) (3) (A) indicates that the local educational agency (LEA) shall, according to the child's best interest: In accordance with Section 722 (g) (3) (B) (ii), the local educational agency:

- (I) must presume that keeping a homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;
- (II) must consider student-centered factors related to a child's or youth's best interest, giving priority to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth; or
- (III) if the LEA determines that it is not in a child's or youth's best interest to attend the school of origin, or the school requested by the parent, guardian, or unaccompanied youth, it must provide a written explanation of the reasons for its determination, in a manner and form that is understandable.

According to the McKinney-Vento Act the term "school of origin" means the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. 42 U.S.C. § 11432(g) (3) (G).

I. Homeless Students Residing in Shelters, Facilities or Institutions

Section 1306 of the Pennsylvania Public School Code (24 P.S. §13-1306) deals with the public school admission of nonresident students living in shelters, facilities or institutions. Implementing regulations for Section 1306 are found in Section 11.18 of the State Board of Education regulations. 22 Pa. Code § 11.18 (a) addresses the public school admission of nonresident children who live in an institution, shelter or custodial care facility:

(a) The board of school directors of a school district in which there is located a licensed shelter, group home, maternity home, residence, facility, orphanage or other institution for the care or training of children or adolescents, shall admit to the district's public schools school age children who are living at or assigned to the facility or institution and who are residents of the district or another school district in this Commonwealth. 22 Pa. Code § 11.18, as it applies to homeless children and youth, includes within the definition of "licensed shelter" those facilities which provide temporary shelter for a specified, limited period of time. Therefore, children in temporary shelters and children who "lack a fixed, regular, adequate night time residence" – homeless children – are entitled to free school privileges from either the school district in which their person or the shelter is located or the school district of origin.

II. Homeless Students Not Residing in a Shelter, Facility or Institution

Homeless students may reside in hotels, motels, cars, tents or temporarily doubled-up with a resident family because of lack of housing. In determining residence and in the case of homeless children, equating "residence" and "domicile" (home) does not apply. They are presently unable to establish "homes" on a permanent basis. Homeless families are not required to prove residency regarding school enrollment. These students should be enrolled without delay, in the district where they are presently residing or continue their education in the district of prior attendance.

Children experiencing homelessness are often highly mobile and may not stay in the same school district each night or each week. This is particularly true regarding children who stay overnight in vehicles, those who stay with different family members or friends, or those who receive services from agencies, organizations or networks which facilitate overnight accommodations in multiple school districts. These children should not be forced to change school districts every time their overnight accommodations change. Rather, these children are entitled to attend school in any school district where a parent, guardian, an adult caring for them or where an unaccompanied child:

- Spends the greatest percentage of his or her time; or
- Has a substantial connection such as where he or she is
 - regularly receiving day shelter or other services involving any of the 16 McKinney-Vento Activities (42 U.S.C. 11433(d)) for individuals who are homeless;
 - conducting daily living activities; or
 - staying overnight on a recurring basis.

This policy helps maintain continuity and school stability for homeless children in compliance with the McKinney-Vento Act. The child or youth shall continue to be enrolled in the school in which he or she is seeking enrollment until the complaint or appeal is fully resolved by a McKinney-Vento coordinator, state coordinator, through mediation or in court.

III. School Placement

The McKinney-Vento Act requires that, "local educational agencies will designate an appropriate staff person, who may also be a coordinator for other federal programs, as a local educational agency liaison for homeless children and youth." This person has the following responsibilities:

1. Identify homeless children and youths with assistance by school personnel and through coordination activities with other entities and agencies.
2. Inform parents or guardians of educational rights and related opportunities available to their children, including Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA, other preschool programs administered by the LEA, and provide them with meaningful opportunities to participate in the education of their children.
3. Disseminate public notice of the educational rights of homeless students where children and youths receive services under the McKinney-Vento Act (such as schools, family shelters and food pantries).
4. Mediate enrollment disputes in accordance with the Enrollment Dispute section.
5. Inform the parent or guardian of a homeless child, youth and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services.
6. Liaisons are required to ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
7. Liaisons are required to assist children and youths who do not have documentation of immunizations or medical records to obtain necessary immunizations or necessary medical documentation.
8. Understand the guidance issued by the Pennsylvania Department of Education (PDE) for the education of homeless students and be ready to explain the BEC related to homeless education to school district staff.
9. Get to know the best resources in their community to assist families with referrals for things such as shelter, counseling, food and transportation.
10. Distribute information on the subject of homeless students and arrange staff development workshops and presentations for school personnel, including office staff.
11. Provide standard forms and information about enrollment procedures and key school programs to each shelter in their district.
12. Become familiar with the various program materials that are available from PDE.
13. Ensure that public notice of the educational rights of homeless students is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchen, in a manner and form understandable to the parents and guardians and unaccompanied youth.
14. Liaisons must collaborate with a school district's special education program to ensure that homeless children who are in need of special education and related services are located, identified and evaluated. This is a requirement under the Individual with Disabilities Education Act (IDEA), which mandates that highly mobile children with disabilities, including homeless children, be identified and served. Liaisons should also ensure that homeless youths who have or may have disabilities have a parent or a surrogate parent to make special education or early intervention decisions. In the case of unaccompanied homeless youth, if a student is disabled or may be disabled and the youth does not have a person authorized to make special education decisions, the following people can be temporary surrogate parents: staff in emergency shelters; transitional shelters; independent living

programs; street outreach programs; and state, local educational agency or child welfare agency staff involved in the education or care of the child. This rule applies only to unaccompanied homeless youth.

15. Liaisons should also identify preschool-aged homeless children by working closely with shelters and social service agencies in their area. In addition, the liaison should inquire, at the time they are enrolling homeless children and youths in school, whether the family has preschool-aged children.

16. Liaisons can identify unaccompanied homeless youth while respecting their privacy and dignity by providing specific outreach to areas where eligible students who are out of school may congregate.

17. Liaisons ensure that unaccompanied youths are enrolled in school, and have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths, are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 U.S.C 1087vv), and their right to receive verification of this status from the local liaison.

Appropriate school placement arrangements, based on the child's best interest, should be implemented through the cooperative efforts of the respective chief school administrators. Each case presents a unique set of circumstances and, therefore, requires an individualized response. In all cases, the LEA shall comply, to the extent feasible, with the request made by a parent or guardian regarding school selection, shall attempt to minimize disruptions and shall maintain the highest possible degree of continuity in programs for all homeless students. The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere. Homelessness alone is not a reason to separate students from the mainstream school environment. Homeless children and youths should have access to education and other services that they need to ensure that they have an opportunity to meet the same challenging state student performance standards to which all students are held.

In determining the *best interest* of the child or youth under McKinney-Vento Act, the LEA shall:

(I) Continue the child's or youth's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or

(II) Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The selected school shall immediately enroll the child or youth in school, *even if the child or youth lacks records normally required for enrollment*, such as previous academic records, medical records, proof of residency or other documentation. Section 722 (g)(3)(C) (i)(II) requires that a school selected based on a homeless child's or youth's best interest must immediately enroll such child or youth even if he or she has missed application or enrollment deadlines during any period of homelessness.

The terms "enroll" and "enrollment" are defined as attending classes and participating fully in school activities. The enrolling school must immediately contact the last school attended to obtain relevant records.

In order to ensure immediate enrollment, in accordance with Section 722 (g)(6)(A)(ix), the LEA liaison is required to: train school enrollment staff about the legal requirement that homeless children and youths be immediately enrolled and provided transportation; review school regulations and policies to ensure that they comply with the McKinney-Vento Act requirements; inform families and youth, in a language they can understand, of their rights; develop clear, understandable and accessible written explanations of decisions and the right to appeal; and expeditiously follow up on any special education or language assistance needs presented by a student.

IV. School/Health Records

The educating district should immediately enroll and begin to provide instruction. The receiving school district may contact the district of origin for oral confirmation that the child has been immunized. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within 30 days. The instructional program should begin as soon as possible after the enrollment process is initiated and should not be delayed until the procedure is

completed. The law specifies that information about a homeless child's or youth's living situation shall be treated as a student education record, and shall not be deemed to be directory information. (Section 722 (g)(3)(G)). According to federal law, "(iii) If the child or youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the local educational agency liaison designated under paragraph (1)(J)(ii), shall assist in obtaining necessary immunizations, or immunization or medical records, in accordance with subparagraph (D)" 42 U.S.C. §11432(g)(c)(iii).

V. Title I

Title I of the Elementary and Secondary Education Act (reauthorized December 2015 by the Every Student Succeeds Act) mandates that funds be reserved to serve homeless children. Title I states, "A local educational agency shall reserve such funds as are necessary to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live." Under Title I, homeless children are eligible for services if they are attending schools served by an LEA.

VI. Transportation

The state and its LEAs are required to adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin. If the homeless student continues to live in the area served by the LEA, that LEA must provide or arrange transportation. If the homeless student moves to an area served by another LEA, though continuing his or her education at the school of origin, the LEA of origin and the LEA in which the student is living must agree upon a method to apportion responsibility and costs for transportation to the school of origin. This includes students enrolled in public school Head Start and Early Head Start education programs. If the LEAs cannot agree upon such a method, the responsibility and costs must be shared equally. Distance, time of year, options available, the effects of a transfer, etc., should all be addressed.

The provision of transportation to the school of origin is based on a students' status as homeless. The provision to remain in the school of origin during the remainder of the academic year is offered to provide for school stability. Local education agencies must continue to provide transportation to and from the school of origin to formerly homeless students who have become permanently housed for the remainder of the academic year during which the child or youth becomes permanently housed. (Section 722(g)(3)(A)(II)).

VII. Fiscal Responsibilities

Fiscal responsibilities apply to all homeless students, whether in regular or special education classes.

The educating district should apply the following criteria when determining fiscal responsibility:

A. The procedures outlined below will be followed in cases when the education of the child is provided by the district where the homeless student is temporarily living (doubled up, motel, shelter). The procedures shall also apply in cases when the district of prior attendance, where that is not the district the child attended when permanently housed, will educate the child.

1. Homeless individuals not in facilities (shelters) or institutions, as well as homeless individuals living in hotels, motels, cars, tents, doubled-up with a resident family, shall be reported and reimbursed as resident students;

2. For homeless individuals in temporary shelters, the educating school district will send a PDE-4605 Determination of District of Residence for Student in Facilities or Institutions in Accordance with Section 1306 of the Pennsylvania Public School Code to the presumed district of residence;

3. If PDE-4605 is acknowledged by the resident district, the educating district will enter the child on its rolls as a nonresident student from the acknowledging resident school district. The educating district will bill the resident district for tuition and will report membership data according to PDE child accounting procedures; and

4. If PDE-4605 is disclaimed and a school district of residence cannot be determined, the educating school district should submit a written request to PDE's School Services Office to make a determination regarding the student's "ward of the state" status.

B. In cases when the education of the child is provided by the district of origin, including preschool children, where that is the district the child attended when permanently housed, that district will continue to educate a homeless student for the period of temporary displacement and

should maintain the homeless student on its roll as a resident student. When a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools. (Section 722(g)(3)(I)).

C. In cases when the student becomes permanently housed during the academic year and continues in the school of origin, which is not in the district of new residence, the educating district will continue to educate the formerly homeless student, if requested by the student's parent or guardian, until the end of the academic year and should maintain the homeless student on its roll as a non-resident student. The educating district should advise the new district of residence of its financial responsibility for this student and send a tuition bill.

VIII. Categorical Eligibility under the National School Lunch and Breakfast Programs

Effective July 1, 2004, Section 107 of the Child Nutrition and WIC Reauthorization Act of 2004 amended Section 9(b) of the Richard B. Russell National School Lunch Act to make runaway, homeless and migrant children categorically eligible for free meal benefits under the National School Lunch and School Breakfast Programs. The following are guidelines set out by PDE for implementation of this amendment.

1. Homeless, runaway or migratory children are automatically certified as eligible for free meal benefits and can begin receiving free meal benefits upon proper documentation for meals. Please note that documentation as runaway, homeless, or migratory can only be provided by a school district migrant education or homeless education staff.

2. School district migrant education or homeless education staff are responsible for providing proper documentation of a child's status to the food service directors in each school district.

IX. Dispute Resolution Process

Pursuant to the McKinney-Vento Act, every state must develop procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths. 42 U.S.C §11432(g)(1)(C). The state must ensure that LEAs comply with requirements set forth in the McKinney-Vento Act including ensuring immediate enrollment, providing written notice to families concerning school selection, enrollment decisions and providing enrollment and pendency in the school of choice while a dispute is being resolved. 42 U.S.C §11432(g)(2)(A).

PDE has developed the following procedures to govern the resolution of disputes regarding enrollment, school selection, homeless status and complaints of non-compliance with legal requirements pertaining to the education for homeless children and youths:

Level 1 – A dispute may be raised with a LEA.

If a dispute arises over school selection or enrollment, the child or youth involved must immediately be admitted to the school in which they are seeking enrollment, pending resolution of the dispute 42 U.S.C. §11432(g)(3)(E)(i). PDE recommends that the parent, guardian or unaccompanied youth who initiates the dispute contact the LEA liaison for individuals experiencing homelessness as soon as possible after receiving notice of the dispute. If the person initiating the dispute does not contact the

LEA liaison directly, the LEA shall be responsible for contacting the LEA liaison regarding the dispute as soon as possible and referring the family or youth involved to the liaison.

The LEA liaison shall ensure that the child or youth is immediately enrolled, explain the dispute resolution process to families and help them to use it 42 U.S.C. §11432(g)(3)(E)(iii). The LEA shall issue a written disposition of the dispute within 20 business days after the LEA liaison is notified of the dispute. The disposition shall be provided to the parent, guardian or

unaccompanied youth and shall explain the basis for the decision and advise the parent, guardian or youth of the right to appeal. 42 U.S.C. §11432(g)(3)(E)(i).

NOTE: The LEA should use and maintain copies of PDE’s “Notice of Procedural Safeguards” form (see attached) which ensures that all LEAs (a) inform families of the basis of their decision regarding enrollment or school selection; (b) notifies families of their right to remain in their school of choice pending resolution of the dispute and (c) explains the procedures for challenging the decision of the LEA.

Level 2 – A complaint may be filed with a McKinney-Vento coordinator.

If the parent, guardian or unaccompanied youth is dissatisfied with the LEA’s disposition of a dispute or would like to raise any issue of McKinney-Vento Act noncompliance, they may file a complaint or appeal with a McKinney-Vento site or regional coordinator or with the state coordinator. (See attached list which contains contact information for all of the McKinney-Vento coordinators in Pennsylvania). In lieu of filing an appeal with a McKinney-Vento coordinator, a parent, guardian or unaccompanied youth may elect to appeal the LEA decision directly to a court of competent jurisdiction. Participation in the appeal procedure is not required prior to taking legal action.

A regional or site coordinator with whom a complaint or appeal is filed must notify the state coordinator immediately. Upon being notified, the state coordinator will review the complaint or appeal and assign it to a site or regional coordinator for disposition. The coordinator to whom the appeal is assigned may contact, interview and accept documentation from any individual or LEA involved, and shall issue a written disposition within 20 business days after the complaint or appeal has been assigned. The disposition shall be provided to the LEA and the parent, guardian or unaccompanied youth involved. The child or youth shall continue to be enrolled in the school in which he or she is seeking enrollment until the complaint or appeal is resolved or until a disposition from a McKinney-Vento coordinator is received.

The state coordinator may assist in the mediation of disputes directly and may also invite those involved to have the dispute mediated at any time in the process through the Dispute Resolution Program operated by the Commonwealth Office of General Counsel (OGC). The OGC Dispute Resolution Program is a voluntary informal process through which a trained mediator assists in reaching a mutually acceptable resolution.

Participating in mediation is not a waiver of the right to file a lawsuit nor is participation in mediation required prior to taking legal action.

NOTE: The parent, guardian or unaccompanied youth may file a complaint with the McKinney-Vento site, regional or state coordinator on the attached complaint form. However, the use of the attached form is not mandatory. Any dispute raised by a homeless family or youth concerning school enrollment or any other right under the McKinney-Vento Act whether received via telephone, letter or any mode of communication shall be treated as a complaint.

REFERENCES

Purdon’s Statutes

24 P.S. § 13-1301

24 P.S. § 13-1302

24 P.S. § 13-1306

State Board of Education Regulations

22 Pa. Code § 11.18

Federal Regulations

Elementary and Secondary Education Act, as reauthorized by the Every Student Succeeds Act

McKinney-Vento Homeless Assistance Act

US Code

42 U.S.C. §§11431-11435 (including section 722)

20 U.S.C 1087vv

Other

Pennsylvania Education for Homeless Children and Youth State Plan

U.S. Dept. of Education Guidelines – Homeless Children and Youth Programs

OGC Dispute Resolution Program

Determination of District of Residence for Students in Facilities or Institutions (PDE-4605)

Attachments

Procedural Safeguards Notice of Denial of Enrollment
Enrollment Complaint to PA Department of Education
Pennsylvania McKinney-Vento Coordinators (State, Regional & Site)

BUREAU/OFFICE CONTACTS

Education for Homeless Children and Youth Program
Bureau of Curriculum, Assessment, and Instruction
Pennsylvania Department of Education
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333
Phone: 717-783-6466

Child Accounting questions should be referred to:

Bureau of Budget and Fiscal Management
Division of Subsidy Data and Administration
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Phone: 717-787-5423

Transportation questions should be referred to:

Bureau of Budget and Fiscal Management
Division of Subsidy Data and Administration
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Phone: 717-787-3195

For additional information, please contact:

Storm Y. Camara | Pennsylvania Department of Education
Education for Homeless Children and Youth Program
333 Market Street, 5th Floor | Harrisburg, PA 17126-0333
Phone: 717.772.2066

Book Policy Manual

Section Title

800 Operations

Suicide Awareness, Prevention and Response

Number 819

Status Active

Legal

1. 24 P.S. 1 526

2. Pol. 103.1

3. Pol. 248

4. Pol. 249

5 . Pol. 806

6 . 22 PA Code 1 2;12

7 . Pol. 207

8. Pol. 216

9. Pol. 236

10. Pol. 333

11. Pol. 113 12. Pol. 113.2 13. Pol. 113.3

14 . Pol. 114 15. Pol. 117 16. Pol. 204

Pol. 146

Pol. 805

Purpose

The Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; establish methods of prevention, intervention, and response to suicide or suicide attempt; and to promote access to suicide awareness and prevention resources.ill(2)[3][4][S]

Authority

In compliance with state law and regulations, and in support of the district 's suicide prevention measures, information received in confidence from a student may be revealed to the student's parents/guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or any other person is deemed to be at risk.lfil[7][8][9]

<https://www.boarddocs.com/pa/mostvBoard.nsf/Private?open&logi r#->

Guidelines

The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

The district shall notify district employees, students and parents/guardians of this policy and shall post the policy on the district's website.

SUICIDE AWARENESS AND PREVENTION EDUCATION

Protocols for Administration of Student Education

Students shall receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources and refer friends for help.

Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development.

Protocols for Administration of Employee Education

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All district employees, including but not limited to secretaries, coaches, bus drivers, custodians and cafeteria workers, shall receive information regarding risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide prevention.

As part of the district's professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.ill[O]

Additional professional development in risk assessment and crisis intervention shall be provided to guidance counselors, district mental health professionals and school nurses.

Resources for Parents/Guardians

The district may provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs; and information about local behavioral/mental health resources.

METHODS OF PREVENTION

The methods of prevention utilized by the district include, but are not limited to, early identification and support for students at risk; education for students, staff and parents/guardians; and delegation of responsibility for planning and coordination of suicide prevention efforts.

Suicide Prevention Coordinators

District-Wide -

A district-wide suicide prevention coordinator shall be designated by the Superintendent. This may be an existing district employee. The district suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.

Building Level -

Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing district employee.

Early Identification Procedures

Early identification of individuals with one (1) or more suicidal risk factors or of individuals exhibiting warning signs, is crucial to the district's suicide prevention efforts. To promote awareness, district employees, students and parents/guardians should be educated about suicidal risk factors and warning signs.

Risk factors refer to personal or environmental characteristics that are associated with suicide including, but not limited to:

- Behavioral Health issues/disorders:
 - Depression.
 - Substance abuse or dependence.
 - Previous suicide attempts.
- Self injury.
- Personal Characteristics:
 - Hopelessness/Low self-esteem.
 - Loneliness/Social alienation/isolation/lack of belonging.
 - Poor problem-solving or coping skills.
- Impulsivity/Risk-taking/recklessness.
- Adverse/Stressful Life Circumstances:
 - Interpersonal difficulties or losses.
- Disciplinary or legal problems.
 - Bullying (victim or perpetrator).
 - School or work issues.
- Physical, sexual or psychological abuse.
- Exposure to peer suicide.
 - Family Characteristics:
 - Family history of suicide or suicidal behavior.
 - Family mental health problems.
 - Divorce/Death of parent/guardian.
- Parental-Child relationship.

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Warning signs are indications that someone may be in danger of suicide, either immediately or in the near future. Warning signs include, but are not limited to:

- Expressions such as hopelessness, rage, anger, seeking revenge, feeling trapped, anxiety,

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agitation, no reason to live or sense of purpose.

- Recklessness or risky behavior.
- Increased alcohol or drug use.
 - Withdrawal from friends, family, or society.
 - Dramatic mood changes.

Referral Procedures

Any district employee who has identified a student with one (1) or more risk factors or who has an indication that a student may be contemplating suicide, shall refer the student for further assessment and intervention.

Documentation

The district shall document the reasons for referral, including specific warning signs and risk factors identified as indications that the student may be at risk.

METHODS OF INTERVENTION

The methods of intervention utilized by the district include, but are not limited to, responding to suicide threats, suicide attempts in school, suicide attempts outside of school, and completed suicide. Suicide intervention procedures shall address the development of an emotional or mental health safety plan for students identified as being at increased risk of suicide.

Procedures for Students at Risk

A district-approved suicide assessment instrument may be used by trained mental health staff such as counselors, psychologists, social workers.

Parents/Guardians of a student identified as being at risk of suicide shall be notified by the school. If the school suspects that the student's risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services.[5]

The district shall identify mental health service providers to whom students can be referred for further assessment and assistance.

Mental health service providers - may include, but not be limited to, hospital emergency departments, psychiatric hospitals, community mental health centers, psychiatrists, psychologists, social workers, and primary care providers.

The district shall create an emotional or mental health safety plan to support a student and the student's family if the student has been identified as being at increased risk of suicide.

Students With Disabilities

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.[2][11][12][13][14]

If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law,

regulations and Board policy. [2][11][12][13][14] Documentation

The district shall document observations, recommendations and actions conducted throughout the intervention and assessment process including verbal and written communications with students, parents/guardians and mental health service providers.

The Superintendent or designee shall develop administrative regulations providing recommended guidelines for responding to a suicide threat.

METHODS OF RESPONSE TO SUICIDE OR SUICIDE ATTEMPT

The methods of response to a suicide or a suicide attempt utilized by the district include, but are not limited to:

1. Identifying and training the school crisis response/crisis intervention team.
2. . Determining the roles and responsibilities of each crisis response team member.
3. Notifying students, employees and parents/guardians.
4. Working with families.
5. Responding appropriately to the media.
6. Collaborating with community providers.

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The Superintendent or designee shall develop administrative regulations with recommended guidelines for responding to a suicidal act or attempt on school grounds or during a school- sponsored event.

Re-Entry Procedures

A student's excusal from school attendance after a mental health crisis and the student's return to school shall be consistent with state and federal laws and regulations. [2][11][12][13][15][16]

A district-employed mental health professional, the building principal or suicide prevention coordinator shall meet with the parents/guardians of a student returning to school after a mental health crisis, and, if appropriate, meet with the student to discuss re-entry and applicable next steps to ensure the student's readiness to return to school.

When authorized by the student's parent/guardian, the designated district employee shall coordinate with the appropriate outside mental health care providers.

The designated district employee will periodically check in, as needed, with the student to facilitate the transition back into the school community and address any concerns.

REPORT PROCEDURES

Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and mental health service providers.

When a district employee takes notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

<https://www.boarddocs.com/pa/mosh/Board.nsf/Private?open&login#>

As stated in this policy, district employees shall be responsible for effective

documentation of incidents involving suicide prevention, intervention and response.

The suicide prevention coordinator shall provide the Superintendent with a copy of all reports and documentation regarding the at-risk student information and reports shall be provided, as appropriate, to guidance counselors, district mental health professionals and school nurses.

SUICIDE AWARENESS AND PREVENTION RESOURCES

A listing of resources regarding suicide awareness and prevention shall be attached to this policy.

819-Attach.doc (49 KB)

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