



Elementary
Student & Parent
Handbook

2023-2024

Student Name: _____

www.mcguffey.k12.pa.us

This handbook is intended to familiarize parents with the elementary schools in the McGuffey School District and to inform parents about policies & procedures. School personnel encourage a close working relationship with the home to provide a positive and relevant learning experience for every child.

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McGuffey Elementary Personnel

Principals		
Matthew Wolfe, Principal		Claysville
Kellie-Ann Maute, Assistant Principal		Claysville
Daniel Sivak, Principal		Joe Walker
School Resource Officers		
Jon Demi		Claysville
Robert Leibhart		Joe Walker
Secretaries		
Susan Carman		Claysville
Jennifer Carman		Claysville
Meranda Mullins		Joe Walker
School Counselors		
Stacey McLaughlin		Claysville
Sarah Petty		Claysville
Shadia DelVitto		Joe Walker
School Nurses		
Debbie Butterfield		Claysville & Joe Walker
TBD, Health Office Assistant		Claysville & Joe Walker
Kindergarten Teacher	Roxanne Day Amy Dufalla Dezarea Hartman Jonnie Swarow Julianna Wheatley	Claysville
	Toni Carrol Sade Koehler Rebecca Sanders	Joe Walker
1st Grade Teachers	Bobbi Boardley Debbie Crouse Kelly Kutrufis McKenzie Shaffer Emily Sulc	Claysville
	Natalie Hewitt Kaitlyn Schmid	Joe Walker
2nd Grade Teachers	Shannon Curtis Melissa Kearney Samantha Smith TBD	Claysville
	Melissa Cole Kayla Porter	Joe Walker
3rd Grade Teachers	Lindsey Conley Erin Doncals Jennifer Janovich Michelle Thomas	Claysville
	Jennifer Abbadini Cassie Allison	Joe Walker
4th Grade Teachers	Jennifer Ealy Renea Lacock Erin Lee	Claysville

	Ashley Ward		
	Marissa Lowe	Joe Walker	
5th Grade Teachers	Jamie Daley Natalie Papson Tim Wolf Mallory Vodpich	Claysville	
	Dina Crockett Laurel Iams	Joe Walker	
Special Education Teachers	Christine Boone (Sub – TBD) Taylor Bowman Alexis Dailey Marissa Dunn Jennifer Horgan Erin Stull Nicholas Territ TBD	Claysville	
	Stephanie Darnley Amy Osko	Joe Walker	
Gifted Support	Alexis Dailey (K-3) Jennifer Horgan (4-5)	Claysville	
	Amy Osko	Joe Walker	
Speech Therapists	Breanna Miller Sarah Toniolo	District-Wide	
Reading Specialists	Angel Rose Angela Schoppe	Claysville	
	Dianne Serakowski	Claysville & Joe Walker	
	Christy Stahl	Joe Walker	
Art Teacher	Brenda Umshares	Claysville & Joe Walker	
Computer Teacher	Emily Bucha	Claysville & Joe Walker	
Librarian	Jewel Ames	Claysville & Joe Walker	
Music Teacher	Megan Lonich	Claysville & Joe Walker	
Physical Education Teacher	Julie Cox	Claysville & Joe Walker	
Building Substitutes	TBD	Claysville	
	Michelle Hamilton	Joe Walker	
Para-Educators	Tiffany Bostic Casey Buchanan Abby Condon Ellie Crawford Tammi Dubina Jessica Farabee Samantha Hanna Jodi Kerns Shanda Kinzler	Misty Kolovich Amber Lenkey Nicole O'Brien Allison Reeves Kelsey Scherich Mandy Schroeder Heather Sibert Taylor Wheeler TBD	Claysville
	Michelle Dawes Georgene Mancini Susan Scheidemantle		Joe Walker
Attendance Officer & Transition Coordinator	Kelly Painter	District-Wide	
Special Services	Charissa Rychick, Supervisor	District-Wide	

	Kara Kish-Fike, Psychologist Carly Wise, Psychologist	District Wide
	Sharon Laffey, Social Worker	District-Wide
	Heather Berchin, Hearing Support-IU 1	District-Wide
	Trisha Kress, Vision Support-IU 1	District-Wide
	Beth Ann Duchess, OT	District-Wide
	Chelsey Shepherd, PT	District-Wide
	Jessica Peel, Secretary	District-Wide

McGuffey Schools

Claysville Elementary School 724-663-7772 (option 1)
 Joe Walker Elementary School 724-222-3061 (option 5)
 McGuffey Middle School 724-948-3323 (option 4)
 McGuffey High School 724-948-3328 (option 3)

Administration

Superintendent Dr. Andrew Oberg
 Business Administrator Mrs. Deborah Engleman
 Supervisor of Technology & Transportation Mr. Michael Wilson

Members of the McGuffey School Board

Region 1 Blaine Township, Claysville Borough, Donegal Township	David Haines Betty Shingle Aaron Vanatta
Region 2 Buffalo Township, East Finley Township, Green Hills Borough, West Finley Township	Scott Harden Zonie Jackson Jason Kern
Region 3 Morris Township, South Franklin Township	Kenneth Leasure Michelle Leibhart Jeffrey Ross

Vision Statement

We will ensure all students reach their greatest potential.

Mission Statement

Better today than yesterday, McGuffey will T.E.A.C.H.
 (Together, Excellence, Achievement, Community, Hope)

McGuffey History

The McGuffey School District is made up of seven townships and three boroughs. The district covers an area of 203 square miles sparsely populated by 12,480 people in 4,949 households. Approximately 1700 students attend our school district. It borders the state of West Virginia on the west, Avella School District on the north, Trinity School District on the east, and Green County on the south.

**District Calendar
(2023-2024)**

First Day of School
August 24, 2023

In-Service Days – No School
August 21, 22, 23, 2023 – Floating Clerical Days August 16 through 18, 2023
October 16, 2023 (Parent-Teacher Conferences)
November 28, 2023
January 2, 2024
May 31, 2024

Act 80 Day – No School
February 16, 2024 (Senior Projects)

Make-Up Days – No School unless needed to make up days off
January 15, 2024 - February 19, 2024 – March 25, 2024

Holidays / Early Dismissals / No School	
Labor Day	September 4, 2023
Thanksgiving Holiday	2 Hour Early Dismissal November 22, 2023 November 23 – 27, 2023
Winter Break	2 Hour Early Dismissal December 22, 2023 December 25, 2023 – January 1, 2024
Spring Break	March 26 – 29, 2024
Memorial Day	May 27, 2024

Grading Period Ends	Report Cards Issued
October 26, 2023 January 12, 2024 March 15, 2024 May 30, 2024	November 2, 2023 January 18, 2024 March 21, 2024 May 30, 2024

McGuffey Elementary Open House Week:

Monday, September 25, 2023 Claysville – 6:30-8:00 pm (K, 1, 2)	Tuesday, September 26, 2023 Joe Walker – 6:30-8:00 pm (K – 5)	Wednesday, September 27, 2023 Claysville – 6:30-8:00 pm (3, 4, 5)
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Last Day of School
May 30, 2024

*Calendar subject to change with school cancellations/snow make-up days.

Admission and Transfer

School Board policy states that children entering kindergarten must be five years old before September 1 of that school year. Children entering first grade must be six years old before September 1 of that school year. Other conditions that provide for the admission of beginners to the public school as provided in the School Code shall prevail.

Parents transferring from another school must complete an enrollment form and sign a release of records form in the school office.

To transfer from the McGuffey School District to another school district, parents should notify the office one week prior to leaving. The district will furnish records upon request by the new school.

Attendance, Absence, Tardiness

The school must enforce the compulsory school attendance laws, which require student attendance each day. Students cannot be legally excused **except** for:

1. Personal illness
2. Death in the immediate family
3. Certain other urgent reasons at the discretion of the administration

Doctor's Excuse: *After 10 days of absence a doctor's excuse is required.* Parents will be notified by letter or visitation by the Home and School Visitor. Each day of unexcused absence will result in classroom failure for that day. No exceptions other than those stated below will be allowed.

Written Excuse: If a student has been absent for one or more days, he/she must bring a written or email excuse to the school within three school days of his/her return.

The excuse must include the reason(s) for absence, the dates of absence, and the parent's/guardian's signature.

The excuse should be presented to the student's classroom teacher upon return.

In accordance with Sections 1327 and 1333 of the Pennsylvania Public School Code, a Notice of Unlawful Absence will be sent to parents/guardians of students who accumulate three (3) unexcused absences. Additional unexcused absences constitute a "second offense," and require prosecution before the District Magistrate, which may result in a fine levied against the parents/guardians for non-compliance.

Excessive Absence: When the student's absenteeism exceeds ten (10) days, a letter will be sent by the Home and School Visitor to notify the parents/guardians.

Attendance at administrative or pre-approved school related activities would not be treated as an absence. Students who are absent will be required to make up all missed work.

Special consideration will be given upon receipt of a physician's statement regarding any student on homebound instruction or in instances of acute illness or prolonged confinement.

Educational Trips: Educational Trips will be approved only after following district policy. Approved educational trips will be considered an excused absence (see additional information under Educational Trips heading).

Religious Holidays: A pupil's absence from school for religious holidays will be recorded as an excused absence. There shall be no penalty attached for such an absence.

Homebound Instruction: Homebound instruction is available to any student who is expected to be absent for a period of ten (10) or more days due to illness and/or physical or emotional incapacitation. The parents/guardians may request homebound instruction by contacting the building principal. Parents/guardians and a physician or psychiatrist must complete the referral forms. This request must be approved by the School Board.

Early Dismissals: Students must bring in a medical or legal excuse or note with the parent's/guardian's signature in order to be dismissed early. E-mailed excuses are not permitted for early dismissals. All early dismissals will be marked as unexcused until the student brings a medical or legal excuse (eye doctor, doctor, dentist, funeral, etc.), which should be submitted the day he/she returns to school. Unexcused early dismissals will be treated as unexcused tardies and will be prosecuted as indicated below.

Tardiness: It is important for all students to arrive to school on time. When a child arrives late to school, often he/she is missing valuable class time and interrupts the educational process and the directions for the day. Consistent tardies will affect your child's grades.

1. Students arriving after their school's starting time are considered tardy (Claysville Elementary 8:00 AM / Joe Walker Elementary 8:00 AM)
2. After 8:00 AM, parents/guardians must sign students in at the office and must leave a note indicating the reason for the tardy. Students must obtain a tardy slip before going to the classroom.
3. Students are not permitted to be tardy more than five (5) times per grading period
4. Students who are tardy will be required to make up all missed work.

Basic Program

Daily instruction is provided in English language arts, mathematics, science and social studies. Students in kindergarten through fifth grade participate in one forty-minute physical education, art, computer, music, and library class each week.

The library functions as an integral part of the total education program. Its purpose is to provide teachers and students with a wide range of materials designed to support and strengthen the total school program.

Recess and physical activity are provided during the course of the school day to give each child the opportunity for fine and gross motor skill development. Recess is an important part of the school routine.

Breakfast/Lunch Program

The cafeteria offers a breakfast program each morning:

Claysville Elementary 7:30-8:00 AM

Joe Walker Elementary 7:30-8:00 AM

The program is scheduled to begin on Thursday, August 24, 2023. Similar policies regarding free or reduced lunches apply to the breakfast program. The cost of a regular breakfast is \$1.60 and a reduced breakfast is \$.30.

Lunches may be purchased at a cost of \$2.60 for a regular lunch. The McGuffey School District also offers a reduced lunch at \$.40 and free lunch program to students that qualify. Students may also bring their lunch from home. Students are not permitted to take food or drinks from the cafeteria.

Parents may be required to send a lunch if their child has a negative cafeteria account balance.

If your child has any allergies or medical dietary restrictions, please contact the School Health Office.

Change of Address/Emergency Information

All changes of address and emergency information should be reported promptly to the office.

Discipline

Student discipline can only be achieved through the cooperative efforts of students, parents/guardians, teachers, and administrators under a clearly defined and consistently applied code.

The Board shall require each student of this district to adhere to the rules and regulations disseminated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The rules govern student conduct in school and during time spent in travel to and from school. Such rules shall require that students: conform to reasonable standards of socially acceptable behavior; respect the rights, person and property of others; preserve the degree of order necessary to the educational program which they are engaged; and obey constituted authority and respond to those who hold that authority (see *McGuffey School District Code of Conduct*).

Dismissal and Drop-Off Procedures Claysville Elementary

Parent Drop-Off/Walkers: Buses arrive between 7:30-7:50 AM. Students who are dropped off or walk should arrive at school between 7:30-7:50 AM. All students enter through the Playground Entrance Doors. Students who arrive after 8:00 AM must enter through the front office door and must be signed in by a parent/guardian.

Dismissal Procedures:

1. Pick-up of bused students occurs beginning at 2:55 through 3:21 PM
2. Pick-up of students who do not ride the bus is at 2:55 PM:
 - a. Students are dismissed to their parent's/guardian's vehicle.
 - b. Parents/Guardians are to pull up along the curb in front of the school and pull as far down to the stop sign as necessary (single file).
 - c. Parents/Guardians must remain in their vehicle.
 - d. Parents/Guardians should not block any access roads or streets.
 - e. Any students that need to cross the street (students who are walking home) will be dismissed as soon as the group has gathered and an adult is able to cross them.
 - f. Please remember – **SAFETY FIRST!**

Student Drop-Off/Pick-Up:

Students being dropped off by parents should be mindful of the buses that are dropping off or picking up students. Please do not drive through the bus drive through area during the time the buses are unloading or loading students.

Students should not be dropped off prior to 7:30 AM.

Dismissal and Drop-Off Procedures Joe Walker Elementary

Parent Drop-Off: Students being dropped off should arrive between 7:30-8:00 AM. Students who arrive after 8:00 AM must be signed in by a parent/guardian.

Dismissal Procedures: Students being picked up will be dismissed by announcement at 3:00 PM.

- Parents/Guardians must park in a designated parking space or pull up in front of the school building, remaining in your vehicle.
- Parents/Guardians must not block late between parked vehicles and vehicles along the curb.
- Parents/Guardians who park their vehicles may wait in front of the school.
- Parents/Guardians arriving after 3:15 PM must park their vehicles and come into the school building to avoid blocking the bus late.

Thank you for your assistance in this matter. Please remember – **SAFETY FIRST!**

Dress Code for Students

Clothing must meet the school's standards of safety, decency, and health and must not be overly distracting or immodest. Failure to comply will result in administrative action.

Shoes:

1. Must be worn at all times.
2. Slippers are not permitted.

Shirts/Tops/Coats:

1. Upper body must be covered at all times.
2. Tank tops, suggestive T-shirts, bare midriffs, mesh see through shirts, exposed undergarments, etc., are not permitted.
3. Shirts displaying alcohol, drug, and tobacco products or shirts disruptive to the educational process are not permitted.
4. Coats are not to be worn during school hours.

Shorts/Pants:

1. Short shorts, indecent, or unsafe shorts or pants are not permitted.
2. Pants are to be worn so that underclothes are not visible.

Hats/Sunglasses:

1. Students are not permitted to wear hats or bandanas in school. Failure to comply will result in confiscation of hat on first offense and a warning. Further disciplinary action will be taken by the administration on subsequent offenses.
2. Hats must be kept in the student's locker if brought into school.
3. Sunglasses are not permitted to be worn while in school.

Miscellaneous:

1. Clothing, jewelry, or attire displaying words, symbols, or pictures using profanity or having sexual overtones are not permitted.

2. Students have the responsibility to keep themselves, their clothes, and hair clean. Students found consistently unclean can be excluded from school until the problem has been remedied.
3. Teachers or administrators have the right to have these individuals checked for cleanliness by the school nurse so that removal from school is justified until the student meets proper health standards.

Students who are dress inappropriately may be provided with alternative clothing and parents will be contacted.

Early Dismissal

Early Dismissal request should be made in writing, with the parent's/guardian's signature, and delivered to the teacher. **E-mailed requests are not permitted!** If a home emergency occurs during the day, parents should come to the school office and sign the student out on the Early Dismissal form. Students may NEVER leave the school building without permission. For your child's protection, parents/guardians must pick up their children in the school office. The student will be called to the office when the parent/guardian arrives at the school.

Educational Trips

Parents are provided with a published school calendar and should make arrangements for their vacations in accordance with time provided by that calendar. When unusual circumstances require a family to plan a vacation during the school year, those days missed will be counted as an unexcused absence unless the following criteria are met:

1. A "Family Educational Trip" form obtained from the school office must be completed and returned to the school office **10 days prior to the trip**. If all requirements are met, this form will be approved first by the building principal then by the Superintendent.
2. Approval will be based upon:
 - a. All costs and liability will be assumed by the parents/guardians;
 - b. The supervision of the student being the responsibility of the parent or legal guardian;
 - c. Continuity of an appropriate education of the child being assured;
 - d. Itinerary must list location and educational value of the trip;
 - e. Student is in good academic standing (Good Attendance & Grades)
3. The Superintendent will forward the "Family Educational Trip" form to the appropriate building principal who will develop, along with the student's teacher, necessary assignments.
4. Upon return from the approved family educational trip, it is the responsibility of the student to turn in or make-up all required educational assignments.
5. Failure of the student to make up work missed will result in the teacher recording an "F" grade for all missed work.
6. A student will be permitted to take one educational trip per school year not to exceed ten (10) school days, with his/her parents/guardians.

Electronic Devices

BYOD (Bring Your Own Device)

Students may register approved electronic devices using the Electronic Device Registration Forms (located on the McGuffey School District website: www.mcguffey.k12.pa.us)

Internet Access and Computer Use

Internet access and computer use will be offered to elementary students in the McGuffey School District. In order for a student to be permitted access to the internet, there must be a signed "Internet Permission" form on file in the elementary office. Forms will be distributed annually, in/or around January of each school year and will remain in effect until you, the parent/guardian, change the permission on file (permission forms are located in the school office).

Violation of the Acceptable Use of Internet Policy will result in access privileges being revoked and/or additional disciplinary action.

Online Safety and Security

McGuffey School District makes online safety and security education a priority by introducing its students to the Common-Sense Media Program. This program is an educational resource that informs students of dangerous and harmful online behaviors while providing strategies for avoiding such behaviors.

While elements of online safety and security are taught in many courses through the district, the Common-Sense Media Program is used extensively in the computer classes offered to students in grades Kindergarten through 12.

Elevator

Students are only permitted to use the elevator with adult supervision. Students with a physical impairment must have a written doctor's order stating that elevator use is required.

Emergencies

Occasionally emergencies arise at home when the parent/guardian must contact either the school or their child. Parents must contact the school office.

In the event of any emergency at school, school personnel will contact the parent or designee as indicated on the Student Enrollment form:

- Parents/Guardians list emergency contact on their enrollment form, it is submitted to the office and it is filed;
- If unable to make phone contact with the parents/guardians in an emergency situation, then emergency contacts are contacted by the office personnel;
- Students will not be permitted to be released to the emergency contact without parental/guardian permission'
- It is important that changes in Emergency Numbers be reported to the school office immediately.

Emergency School Closings, Delays & Early Dismissals

In case of inclement weather, please do not call the school. McGuffey School District uses a message alert system that will send voice messages to the primary contact phone number of parents/guardians. Emergency Closings, delays, and early dismissals will also be reported to the following radio and TV stations:

- WJPA – 1450 AM – Washington
- KDKA – 1020 AM – Pittsburgh

- WWVA – 1170 AM – Wheeling
- KDKA – TV
- WTAE – TV

If a two-hour delay is called in the AM, all students are expected to arrive by 10:00 AM.

Note: Breakfast is **not offered** when there is a two-hour delay.

Expectations

School-Wide Effective Positive Behavior Interventions and Supports: Students at Claysville and Joe Walker Elementary Schools participate in a School-Wide Positive Behavior Interventions and Supports Program.

Acknowledgements: The School-Wide Positive Behavior Interventions and Supports Program acknowledges students for being safe, trustworthy, organized, accountable, and respectful. Copies of the School-Wide Positive Behavior Interventions and Supports Programs are available in the elementary school offices.

Gum Chewing: Chewing of gum is NOT permitted in the elementary schools.

School Phones: Office personnel will take incoming calls during the school day. If you wish to speak to a teacher, please call after 3:00 PM. You will be asked to leave a message during school hours. Teachers will not be called out of class to receive phone calls. Students may use the office phone to call home only for emergencies.

Toys: Toys & collectible trading cards may be brought to school to be used only during recess. All toys and cards must be kept in the student's locker and are the sole responsibility of the student. The school will not be responsible for retrieving lost or missing toys that are brought in from home. Toys used at unauthorized times may be confiscated for parent pick-up.

Field Trips

When a trip is planned, notice of the trip along with a permission slip is sent home with your child. Students may go on the trip only with the permission of the parent/guardian.

1. If parents are needed as additional chaperones, the homeroom parent will be selected first.
2. If there is a need for chaperones in addition to the homeroom parent, the chaperones will be selected based on teacher/administrator recommendation.
3. All field trip chaperones are required to have current Act 34, Act 151 and Act 114 clearances.

Fire & Emergency Drills

Fire drills are required by Pennsylvania School Law. In order to safely evacuate the building, children must move orderly, quickly, and as quietly as possible. Students should leave the room in single file and proceed to assigned exit. Directions are posted in each room. Remember, speed is not as important as absolute silence.

In addition to fire drills, all schools complete Lock Down and School Evacuation Drills. You will receive an electronic message when we conduct Lock Down and Evacuation Drills so that you can discuss the drill's importance with your child.

Grading Policy (District)

There is a standardized grading scale for the McGuffey School District:

90 - 100	A	92 - 100	O - Outstanding
80 - 89	B	75 - 91	P - Proficient
70 - 79	C	60 - 74	N - Needs Improvement
60 - 69	D	0 - 59	U - Unsatisfactory
0 - 59	F		

A, B, C, D, F Grading Scale for Grades 1-5

O, P, N, U Grading Scale for Kindergarten, Art, Computers, Library, Physical Education, Music/Band

A nine-week reporting of grades is instituted throughout the district for grades K–12. Student progress reports are issued for all students by day 25 of each nine-week grading period.

Guidance Counseling

Counseling is available for elementary students on three levels. Individual counseling is available through student request, teacher referrals, and/or parent/guardian recommendations. There are groups that address special issues at each grade level. Students attend these groups by the same referral method. The third level involves the counselor coming into the classroom to present lessons appropriate to the students' ages and needs. Some issues addressed during elementary counseling are conflict resolution, family changes, behavior management, grief and loss, self-esteem, study skills, peer relations, life skills issues, on-task behavior, and organizational skills. If you have any questions or would like further information, contact the school's guidance counselor.

Health Program

Immunizations: The Commonwealth of Pennsylvania requires all students in grades K–12 to be fully immunized. This means each student must have:

- ✓ 4 doses of tetanus, diphtheria and acellular pertussis (1 dose on or after the 4th birthday)
- ✓ 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose)
- ✓ 2 doses of measles, mumps and rubella
- ✓ 3 doses of hepatitis B
- ✓ 2 doses of varicella (chicken pox) or written statement from physician indicating the month and year of disease or proof of immunity

The above requirements allow for medical reasons and religious beliefs. If your child is exempt from immunizations, they may be removed from the school during an outbreak. Students who do not meet the above Pennsylvania School Immunization requirements can be excluded from school. Please make sure your child meets the above requirements.

State Mandated Screenings and Exams:

Physical Exam	Entering K or 1; 6 and 11
Dental Exam	1, 3 and 7
Vision Screening	K-12
Hearing Screening	K-3, 7 and 11
Height, Weight and BMI	K-12
Scoliosis Screenings	6 and 7

Illness: Students should not be sent to school if they are sick. Please keep children home if they have:

- An earache or severe headache
- A fever (oral temperature of 100 F or above)
- Swollen glands in neck or throat
- An acute cold
- Skin rashes or sores
- Red eyes with active drainage
- Nausea, vomiting, or diarrhea
- Have been advised by a doctor to stay home
- Pediculosis (lice)

First Aid: The school nurse will administer and/or direct first aid. Permission to see the nurse must be obtained from the classroom teacher. The nurse will determine when an illness is serious enough for a student to go home. Only the nurse and/or directed staff will notify parents/guardians. Students with a physical impairment, under a doctor's care that require medication during school hours or have been advised by a doctor not to take gym or have limited activities, are to notify the nurse. Students requiring the use of the elevator must notify the nurse and provide a note from a physician.

Medications: Please inform the school nurse of any physical conditions such as allergies, impairments, or serious illnesses that might require special attention or limit your child's activity. If it is necessary for your child to take medication during school hours, please contact the elementary school nurse. All prescription and non-prescription medications require a written direction from your child's doctor.

Students are not permitted to transport medication to the school. Parents/guardians and/or designated adult must bring medications to the elementary school health office.

An "Authorization for Medication during School Hours" form must be completed and signed by a physician and signed by the parent/guardian in order for medication (prescription and/or over-the-counter) to be given during school hours. "Authorization for Asthma Inhaler to be carried by Student during School Hours" form that must be completed and signed by both a physician and parent/guardian in order for a student to carry an inhaler while at school. Both forms are located on the school website: www.mcguffey.k12.pa.us as well as in the school office.

NO MEDICATION (PRESCRIPTION AND/OR OVER-THE COUNTER) WILL BE GIVEN WITHOUT A PHYSICIAN'S ORDER!

All medication (prescription and/or over-the-counter) must be brought to the school by the parent/guardian or designated adult and arrive in its original container or pharmacy bottle. The parent/guardian or designated adult must register all medication (prescription and/or over-the-counter) in the nurse's office. Students are not permitted to transport medication to or from school.

NO MEDICATION, INCLUDING OVER-THE-COUNTER MEDICATION, MAY BE TAKEN OR SELF-ADMINISTERED OUTSIDE OF THE NURSE'S OFFICE WITHOUT THE NURSE'S APPROVAL!

Pediculosis Policy

Purpose: Pediculosis (infestation of lice) can be a prevalent problem in elementary schools. To protect our students, McGuffey School District has enacted procedures regarding head lice.

Following treatment for head lice, students must be cleared by the school nurse before being readmitted to school. A parent/guardian should accompany the student to the nurse's office upon their return.

The Pediculosis Policy, in its entirety, is available in each elementary office and on the district website: www.mcguffey.k12.pa.us.

Homebound Instruction

Homebound instruction is provided for pupils who are unable to attend school in accordance with the rules and regulations set forth by the Pennsylvania Department of Public Instruction. If this service is needed, contact your building principal.

Homework

Homework is properly defined as any work planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate and direct supervision of the teacher.

Research clearly demonstrates that time spent on homework is positively related to achievement. Through homework, classroom instruction is reinforced, high expectations are supported, students are motivated toward self-direction and the relationship of school and home in the learning process is strengthened.

The School Board expects every elementary classroom teacher to require regularly assigned homework based upon classroom instruction no less than four times a week. Such action does not exclude long-term assignments. Parents should expect their children to receive homework and see that it is done well and on time. Parents should also assist their child with their homework assignments and allow them to complete the work independently as much as possible.

All students are issued a ***School to Home Communication Folder*** that should be checked daily by parents/guardians. In addition, students in grades 2 – 5 have agendas to record daily homework assignments and school events.

Teachers assign homework activities which:

1. are individualized for the needs of each child;
2. are a natural and meaningful outgrowth of classroom activity with flexibility in quality and purpose;
3. have standards and purposes clearly established by the teacher and understood by students and parents/guardians;
4. stimulate home-school communication and encourage parents to provide:
 - a. suitable environment for completing homework with limited distractions
 - b. home literature and materials (encyclopedia, dictionary, newspapers, atlas, writing tools)
 - c. selective listing and TV viewing
 - d. family enrichment activities

When a child is absent from school, we strongly encourage parents to request homework so students do not fall behind. Calls to request homework will be taken prior to 11:00 AM for homework to be available for pick-up after 3:00 PM in the school office. The homework policy, in its entirety, is available in each elementary office and on the district website: www.mcguffey.k12.pa.us.

In addition to homework, it is equally important that you enjoy reading books with your child. It is well known that the children who read books at home prove to be better readers in school. Encourage your child to select and read good books. Your child may borrow books from the school library. Students participate in the Accelerated Reader program and can locate books using the Accelerated Reader Book Finder www.arbookfind.com.

Locker Search

Student lockers are the property of the McGuffey School District. School authorities and/or their agents may search a student's locker and seize any illegal materials. The search of a student's locker may be without warning if there is a reasonable suspicion to believe that the locker contains material(s) that may pose a threat to the health, safety, and welfare of students, employees, or visitors. Furthermore, school authorities shall conduct random canine sniffing of each locker throughout the school year, even without probable cause to do so. Any illegal items may be seized by school authorities and/or law enforcement agencies and used as evidence against the student in proper forum.

Prior to locker search, the student shall be notified and be given the opportunity to be present. Students are assigned a locker and will be responsible for its contents.

Lost and Found

Please check the designated Lost and Found area for lost and found articles.

Physical Education Class

Students are scheduled for Physical Education one day a week. It is required that the student wears tennis shoes. No other shoes are permitted. Students should wear appropriate, comfortable clothing to class. Girls should wear pants or shorts. No jewelry permitted. The guidelines need to be followed to have a safe environment for class.

PowerSchool

PowerSchool is McGuffey School District's student information system. This web application allows parents and students to access important information regarding an individual student's progress through a parent and student portal. Each parent and student can access information with a secure login. For more information about how to access the parent and student portals visit the McGuffey School District website at www.mcguffey.k12.pa.us and click on the Parent or Student tab.

Promotion and Retention

The Board recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the education setting most appropriate to their needs at the various stages of growth.

Promotion is based on final grades as shown by report cards and other factors including standardized tests and sociological/physiological/psychological consideration. Promotions shall be recommended by the classroom teacher and approved by the building principal.

Retention is based on sociological/physiological/psychological factors as well as academic achievement and standardized test results. The recommendation for retention will be made by the Elementary Student Assistance Team with input from the classroom teachers and approved by the building principal. A conference with the parent(s)/guardian(s) will be held at which time the circumstances justifying the retention will be explained

The promotion and retention policy, in its entirety, is available in each elementary office and on the district website: www.mcguffey.k12.pa.us.

Psychological Services

Whenever it is deemed necessary by school administration, teachers, and/or parents/guardians of individual students, the services of the district psychologist are utilized. The purpose of the service is to determine the cause of a child's barriers to learning and to make recommendations and provide supports to both the parents/guardians and teachers.

Records

Parent/Guardian Access to Student's Educational Records:

The parent/guardian, eligible student, or their designated representative shall have access to the student's education record in accordance with the following procedures:

- I. Written request to inspect and/or review an educational record shall be submitted to the principal. The parent/guardian shall have the right to designate a representative who will inspect, review, or copy the records
- II. Access shall be provided:
 - A. Within thirty (30) days of receipt of request;
 - B. Prior to a conference regarding any individualized education program, and
 - C. Prior to a hearing relating to identification, evaluation, or placement of a child.
- III. Persons who may obtain access:

Federal regulations give both natural parents the right to access their child's educational records unless there is a court order, state statute, or legally binding document specifically prohibiting access.

If there is a specific situation that would deny an individual access to the records, it is the duty of the parent seeking to deny access to the records to provide the school district with a copy of the court order of their document that limits or controls access to a student's records. Because the burden is on the parent wishing to deny access, in the absence of an order or other document, the school district should presume that the requesting parent has the authority to inspect and review the child's records.

Parents/Guardians Access to Students Records for Special Education Students:

McGuffey School District in accordance with the H.E.W. Regulations on privacy rights of parents/guardians and students issues the following statements through public notice:

McGuffey School District recognizes the need to protect the confidentiality of personally identifiable information in the education records of exceptional children.

The policy has been prepared to insure the privacy rights of both the parents/guardians and the exceptional child in the collection, maintenance, release and destruction of these records.

The parent/guardian of a student or eligible student will have the rights of access and/or challenge as outlined in the McGuffey School District policy.

The parents/guardians of a student or eligible student have a right to a hearing and to file an explanation of complaint as outlined in the McGuffey School District policy.

McGuffey School District will disclose directory information which includes the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and heights of members of the athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Should the parent of a student or eligible student wish to refuse disclosure of this information, a written notice of refusal of disclosure of directory information must be sent to the principal within twenty (20) days of this public notice.

McGuffey School District will release information from a student's educational records with prior consent to officials of other primary or secondary schools or school systems in which a student seeks or intends to enroll.

Transcripts to post-secondary institutions in which a student seeks or intends to enroll will be sent upon written request of parents/guardians of a student or eligible student.

Parents, upon written request, may receive a copy of records that may be released by the school. The parent may challenge information by notification, in writing to the building principal.

Report Cards & Progress Reports

Report cards will be issued every nine weeks to students in Kindergarten through fifth grade.

Parent - Teacher conferences can be scheduled by contacting your child's teacher, the school counselor, or the building principal.

Progress reports will be issued by the end of the fifth week of the grading period. The progress reports will be issued between the 21st and 25th day of the grading period.

The teacher will issue a progress report to the student. It will be the student's responsibility to deliver the progress report to the parent/guardian.

Progress reports will be issued for all students, however, if a student currently has a D or F average or has dropped two (2) letter grades from the end of the previous nine week grading period, the progress report must be signed by the parent/guardian and returned to the teacher within five (5) school days. If the progress report is not returned, the teacher will notify the office and a copy will be mailed to the parent/guardian.

Request for Teachers

In striving to achieve a balance among classrooms, several components (student's gender, level of academic achievement, specially designed instruction or behavioral needs, models of leadership and citizenship, peer interactions) have to be considered, as well as the total number of students per classroom. Due to the complexity of this process, we are unable to grant parental requests to place

students with specific teachers. We will consider your child's specific needs when completing placement.

School Books

Students will receive textbooks and workbooks and will have the opportunity to take home library books. If a book is lost or damaged, you will be required to pay for the replacement of the book.

School Hours

Please be aware of your school's start and finish times. They are designed to fill the mandatory state and federal required hours of instruction:

Claysville Elementary: Daily Time Schedule

7:30 AM Office Opens, Bus Arrival & Parent Drop-Off Begins

8:00 AM Instruction Begins

Students Tardy after 8:00 AM

2:50 PM 1st Run Bus Dismissal

2:55 PM Parent Pick-Up / Walker Dismissal

3:20 PM 2nd Run Bus Dismissal

3:25 PM 3rd Run Bus Dismissal

4:00 PM Office Closes

Claysville Head Start

8:15 AM Arrival

2:15 PM Dismissal

Joe Walker Elementary: Daily Time Schedule

7:30 AM Office Opens, Bus Arrival & Parent Drop-Off Begins

8:00 AM Instruction Begins

Students Tardy after 8:00 AM

3:00 PM Parent Pick-Up

3:20 PM Bus Dismissal

4:00 PM Office Closes

Joe Walker Pre-Kindergarten

7:45 AM Arrival

2:00 PM Dismissal

School Insurance

It is possible for parents to take out an insurance policy on their child for a nominal cost. This policy will cover the child from the time he leaves for school in the morning until he arrives home in the afternoon. Details will be sent home sometime in September.

School Parties

The elementary schools have three parties during the school year. (Halloween, Christmas, Valentine's Day). Parents/Guardians volunteer their time and treats for these parties. Party invitations are not permitted to be given out in school. Permission to have treats for special occasions should be received in the school office with prior arrangement with the teacher. When bringing treats, please follow the McGuffey School District Wellness Policy.

School Photographs and Yearbooks

School photographs will be taken in the fall. Yearbook sales will be held in the spring. Notices will be sent home informing parents of the dates. All students are photographed on picture day regardless of purchase. Photographs of all students are stored in the school database for safety and security.

School Security and Clearances

Procedure for Visiting Your Child's School:

Parents and visitors are welcome at our elementary schools. Upon entering any elementary school in the McGuffey School District, all parents/visitors must report to the school office to sign in. All visitors are required to wear a visitor's badge while in the building. Visitors will be required to present their driver's license or photo ID card to obtain a visitor's badge. All visits must be prearranged with the teacher or the staff member that you are meeting. Clearances are required in order to visit classrooms and participate in activities that involve interacting with students.

Student Assistance Program

Student Assistance Programs in Pennsylvania help schools identify students who are experiencing behavior and/or academic difficulties, which pose a barrier to their learning and success in school. The Student Assistance Program offers support to those students and their families.

The core of the Student Assistance Program is a team of school employees and community agency representatives who have received specialized training from the Commonwealth of Pennsylvania's Approved SAP Providers.

Information regarding the Student Assistance Program in both elementary schools is available from the building principal and/or school counselor.

Student Responsibilities

Student responsibilities include regular school attendance and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of his fellow student.

It is the responsibility of the student to:

1. Be aware of all rules and regulations for student behavior and to conduct themselves in accordance with the rules and regulations. Until a rule is waived, altered or repeated, it is in full effect.
2. Be aware of and comply with state and local laws.
3. Assist school staff in operating a safe school for all students enrolled therein.
4. Protect and take care of the school's property.
5. Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and protection of school property.
6. Dress and groom to meet fair standards of safety and health, and not to cause disruption to the educational process.
7. Pursue and attempt to complete satisfactorily the courses of study prescribed by the state and local authorities.
8. Attend school daily, except when excused, and be on time.

9. Make all necessary arrangements for making up work when absent from school.
10. Avoid inaccuracies and attempt to show good taste and consideration for others.
11. Express their ideas and opinions in a respectful manner so as not to offend or slander others.

Support Services

Programs designed to help students with specific needs are available. These include Response to Instruction and Intervention (RtII), Student Assistance Program, gifted support, learning support, emotional support, speech/language support, vision support, hearing support, psychological services, life skills, occupational therapy, physical therapy, social work services and English as a Second Language.

Surveillance Cameras

The McGuffey School District implements an electronic video surveillance system. This system covers the interior and exterior of the district's buildings and grounds to protect district property and ensure the safety of students, staff, community and visitors. An electronic video and audio surveillance system is also implemented on district transportation vehicles. Any activities detected through use of video surveillance cameras that present a violation of school rules, breach of security, or possible criminal activity will be reported immediately to the appropriate authority and appropriate disciplinary action will be administered and/or criminal charges filed consistent with Board policy and procedures.

Testing Program

In addition to the subject tests given by the teachers in their classes, each child participates in a formal, district-wide testing program. These tests include school entrance readiness tests, mental abilities tests, academic achievement tests and various diagnostic reading and math tests. Achievement tests are given to the students annually. The classroom teacher usually gives these tests in the spring, under the supervision of the building principal. The McGuffey School District also participates in state mandated testing programs.

Therapy Dog

In recent years, therapy dogs have become a common resource that schools have utilized for the benefit of students. These benefits include reduced stress, improved physical and emotional well-being, lower blood pressure, decreased anxiety, improved self-esteem, and normalization of the environment for academic gain. Examples of activities that students may engage in with a therapy dog include petting the dog, interacting with the dog, giving the dog a simple command, and reading to the dog. For these reasons, the McGuffey School Board voted at their February 2020 meeting to adopt a policy regarding the presence of a therapy dog on the grounds of McGuffey School District.

All therapy dogs within the district will be registered as a therapy dog, have proof of health and immunizations from a licensed veterinarian, and proof of licensure and insurance providing liability coverage while on school property.

We will take steps to limit interactions with any students whom we know may have an allergy related to dogs. The amount and nature of each student's interactions with the dog will always be based on each student's comfort level. We are excited about this opportunity for our students. If you have a concern about your child in relation to the presence of a therapy dog in school, please contact your building Principal.

Transportation

While it is discouraged for students to ride a different bus, it is understood that situations may occur that may necessitate a parent/guardian requesting a change in transportation arrangements for their child. To ensure the continued safety and accountability of our students, please send a note to your child's homeroom teacher in the morning with those changes. In the note, include the reason for the change, bus number your child is to ride, the address where your child is going, the name of the adult at the address, the date for the change and parent/guardian signature. Bus passes will only be issued if absolutely necessary for childcare needs and only when there is sufficient capacity on the requested vehicle. If parents/guardians need to call the school to request a change in transportation, please call prior to 1:30 PM so that we can appropriately process your request.

Tutoring

Your child's teacher, the school counselor, or the building principal, can provide parents/guardians with a list of tutors available at the parent's/guardian's expense.

Weather Emergency Drill

Weather emergency drills are conducting during the school year. Students are expected to follow the safety rules during a weather emergency drill. Students will be instructed by their teacher or by intercom to move to a designated area of the building during the weather emergency drill.

Wellness of Students

McGuffey School District has developed a Student Wellness Policy (included in Student and Parent Handbook). All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity. Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.

District Policies:



Section: 200 Pupils
Policy Title: Student Wellness
Number: 246
Adopted: June 22, 2006
Last Revised: August 22, 2019

Purpose

McGuffey School District recognizes that student wellness and proper nutrition are related to students’ physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

Authority

The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established nutrition guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

Delegation of Responsibility

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district’s schools, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee shall annually report to the Board on the district’s compliance with law and policies related to school wellness. The report may include:

1. Assessment of school environment regarding school wellness issues.
2. Evaluation of food service program.
3. Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.

4. Listing of activities and programs conducted to promote nutrition and physical activity.
5. Recommendations for policy and/or program revisions.
6. Suggestions for improvement in specific areas.
7. Feedback received from district staff, students, parents/guardians, community members and the Wellness Committee.

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:

1. The extent to which each district school is in compliance with law and policies related to school wellness.
2. The extent to which this policy compares to model wellness policies.
3. A description of the progress made by the district in attaining the goals of this policy

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change, wellness goals are met, new health science, information and technologies emerge, and new federal or state guidance or standards are issued.

The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.

Guidelines

Recordkeeping

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:

1. The written School Wellness policy.
2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.
3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.
4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.

Wellness Committee

The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, building administrator, school guidance counselor, district food service representative, student, parent/guardian, school health professional, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school-based activities that promote student wellness as part of the policy development and revision process.

Nutrition Education

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.

Nutrition education in the district shall teach, model, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

Nutrition education lessons and activities shall be age-appropriate.

School food services and nutrition education classes shall cooperate to create school wide learning activities.

Nutrition education shall be integrated into other subjects such as math, science, language arts and social sciences to complement but not replace academic standards based on nutrition education.

The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. The district shall develop standards for such training and professional development.

Nutrition education shall extend beyond the school environment by engaging and involving families and the community.

Nutrition Promotion

Nutrition promotion and education positively influences lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

District schools shall promote nutrition through the implementation of Farm to School activities, where possible. Activities may include, but not be limited to, the initiation/maintenance of school gardens, taste-testing of local products in the cafeteria and classroom, classroom education about local agriculture and nutrition, field trips to local farms and incorporation of local foods into school meal programs.

District food service personnel shall provide information to encourage consumption of more whole grains, fruits, vegetables and legumes, and to decrease plate waste.

Consistent nutrition messages shall be disseminated and displayed through the district, schools, classrooms, cafeteria, homes, community and media.

District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

Physical Activity

District schools provide opportunities for developmentally appropriate physical activity during the school day for all students.

District schools shall contribute to the effort to provide students opportunities to accumulate at least sixty (60) minutes of age-appropriate physical activity daily, as recommended by the Centers for Disease Control and Prevention. Opportunities offered at school will augment physical activity outside the school environment, such as outdoor play at home, sports, etc.

Students shall participate in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness and performance benefits.

Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

Students and their families are able to utilize district-owned physical activity facilities.

Physical Education

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.

Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.

A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active to a lifetime shall be provided in the physical education program.

Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level of the Health, Safety and Physical Education academic standards.

A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.

Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

Appropriate professional development shall be provided for physical education staff.

Other School Based Activities

Safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.

District schools shall provide adequate space, as defined by the district, for eating and serving school meals. Students shall be provided a clean and safe meal environment.

Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.

District schools shall implement alternative service models to increase school breakfast participation where possible, such as breakfast served in the classroom, “grab & go breakfast” to reinforce the positive educational, behavioral and health impacts of a healthy breakfast.

Meal periods shall be scheduled at appropriate hours, as required by federal regulations and as defined by the district.

Students shall have access to hand washing or sanitizing before meals and snacks.

Access to the food service operation shall be limited to authorized staff.

Nutrition content of school meals shall be available to students and parents/guardians.

Students and parents/guardians may be involved in menu selections through various means, such as taste testing and surveys.

To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.

Administrators, teachers, food service personnel, students, parents/guardians and community members shall be encouraged to serve as positive role models through district programs, communications and outreach efforts.

The district shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.

The district shall maintain a healthy school environment, including but limited to indoor air quality, in accordance with the district’s healthy learning environment program and applicable laws and regulations.

Nutrition Guidelines for All Foods/Beverages at School

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.

Fundraiser Exemptions –

Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative regulations.

The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. Exempt fundraisers are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.

The district shall establish administrative regulations to implement fundraising activities in district schools including procedures for requesting a fundraiser exemption.

Non-Sold Competitive Foods –

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. Rewards and Incentives:
 - a. Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc.).
2. Classroom Parties and Celebrations:
 - a. Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.
 - b. As an option, foods/beverages for parties and celebrations can be provided by the food service department to help prevent food safety and allergy concerns.
3. Shared Classroom Snacks:
 - a. Shared classroom snacks are not permitted in district schools.
 - b. Must comply with Smart Snack Regulations.

The district shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the district website, student handbooks, newsletters, posted notices, and/or other efficient communication methods.

Management of Food Allergies in District Schools

The district shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

Safe Routes to School

The district shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.

District administrators shall seek and utilize available federal and state funding for safe routes to school, when appropriate.



Section: 200 Pupils
Policy Title: Food Allergies
Number: 209.2
Adopted: June 25, 2015

Purpose

The Board is committed to providing a safe and healthy environment for all students and staff. Although efforts will be made to accommodate those students with known life-threatening allergies, the district cannot guarantee that a student will never experience an allergy-related event while at school.

Authority

The Board requires any student enrolling in a school district with a life-threatening allergy to have an Individual Emergency/Health Care Plan, a Medical Plan of Care for School Food Service and, if applicable, a Food Allergy Action Plan completed each school year by the physician.

The Board expects parents/guardians to follow the directives as listed on these forms and provide the necessary medication(s) for the treatment of allergic reactions as ordered by the physician according to district policy.

The Board requires a physician's order to be submitted annually for any medication or specialized treatments required in the treatment of an allergic condition.

Definition

Allergy is a hypersensitivity caused by exposure to a particular allergen, which can include, but is not limited to, food, insects, latex, and environmental sources. An extreme hypersensitivity to the allergen can be life-threatening and require immediate medical intervention.



Section: 200 Pupils
Policy Title: Unlawful Harassment
Number: 248
Adopted: September 11, 2000

Purpose

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

Authority

The Board prohibits all forms of unlawful harassment of students by all district students and staff members, contracted individuals and vendors, and volunteers in the schools.

The Board encourages students who have been harassed to report promptly such incidents to the designated employees.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the districts' legal and investigative obligations. No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

The district shall annually inform students, staff, parents, independent contractors and volunteers that unlawful harassment of students will not be tolerated.

Definitions

The term **harassment** includes but is not limited to slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, sex, national origin, age or handicap/disability.

Ethnic harassment includes the use of any derogatory word, phrase or action characterizing a given racial or ethnic group that creates an offensive educational environment.

Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
2. Submission to or rejection of such conduct is used as the basis for academic work or decisions affecting the individual.
3. Such conduct deprives a student of educational aid, benefits, services or treatment.
4. Such conduct has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Responsibility

Examples of 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 a student's ability to work or learn or which creates an intimidating, hostile or offensive learning or working environment. Each staff member shall be responsible to maintain an educational environment free from all forms of unlawful harassment.

Each student shall be responsible to respect the rights of their fellow students and to ensure an atmosphere free from all forms of unlawful harassment.

Student shall be informed that they may choose to report harassment complaints to building principals, teachers, counselors, nurses, or administrators.

All employees who receive harassment complaints from a student shall report such to the building principal.

If the building principal is the subject of a complaint, the student shall report the complaint directly to the Superintendent or designated administrator.

Guidelines

When a student believes that he/she is being harassed, the student should immediately inform the harasser that his/her behavior is unwelcome, offensive or inappropriate. If the unwelcome, offensive or inappropriate behavior continues, the student shall follow the established complaint procedure

Complaint Procedure

1. A student shall report a complaint of harassment, orally or in writing, to the building principal or a designated employee, who shall inform the student of his/her rights and of the complaint process.
2. The building principal immediately shall notify the Superintendent or other designated administrator and shall conduct an impartial, thorough and confidential investigation of the alleged harassment. In determining whether alleged conduct constitutes harassment, the totality of the circumstances, nature of the conduct, and context in which the alleged conduct occurred shall be investigated.
3. The building principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the report shall be provided to the complainant, the accused, the Superintendent and others directly involved, as appropriate.
4. If the investigation results in a substantiated charge of harassment, the district shall take prompt corrective action to ensure the harassment ceases and will not recur.

Discipline

A substantiated charge against a district staff member shall subject such staff member to disciplinary action, including discharge.

A substantiated charge against a district student shall subject such student to disciplinary action, consistent with the student discipline code, and may include educational activities and/or counseling services related to unlawful harassment.

If it is concluded that a student has made false accusations, such student shall be subject to disciplinary action, consistent with the student discipline code.

Appeal Procedure

1. If the complainant or accused is not satisfied with the principal's decision, he/she may file a written appeal to the Superintendent or his/her designee.
2. The Superintendent or designee shall review the initial investigation and report and may also conduct a reasonable investigation. S/He shall prepare a written response to the appeal. Copies of the response shall be provided to the complainant, the accused, the building principal and others directly involved, as appropriate.



Section: 200 Pupils
Policy Title: Bullying/Cyberbullying
Number: 249
Adopted: December 2, 2008
Last Revised: August 19, 2021

Purpose

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

Definitions

Bullying shall mean an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantially interfering with a student’s education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised, or sanctioned by the school.

Authority

The Board prohibits all forms of bullying by district students.

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

Students are encouraged to use the district’s report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

When a student’s behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.

Title IX Sexual Harassment and Other Discrimination

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

District administration shall annually provide the following information with the Safe Schools Report:

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.

Education

The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effective responding to, intervening in and reporting incidents of bullying.

Consequences/Discipline

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Exclusion from school-sponsored activities.
5. Suspension.

6. Exclusion.
7. Counseling/Therapy outside of school.
8. Referral to law enforcement officials.



Section: 800 Operations
Policy Title: Acceptable Use of Internet, Computers and Network Resources
Number: 815
Adopted: June 13, 2013

Purpose

The Board supports use of the computers, Internet and other network resources in the district’s instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to inform, research and collaboration.

The district provides students, staff and other authorized individuals with access to the district’s computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

Definitions

The term child pornography is defined under both federal and state law.

Child pornography – under federal law, is any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Child pornography – under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.

The term harmful to minors is defined under both federal and state law.

Harmful to minors – under federal law, is any picture, image, graphic image file or other visual depiction that:

1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and
3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.

Harmful to minors – under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse when it:

1. Predominantly appeals to the prurient, shameful, or morbid interest of minors;

2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole; lacks serious literary, artistic, political, education or scientific value for minors.

Obscene – any material or performance, if:

1. The average person applying contemporary community standards would find that the subject matter taken as a whole; appeals to the prurient interest;
2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

Technology protection measure – a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.

Authority

The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network for any information that is retrieved via the Internet.

The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network resources.

The Board declares that computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, receive or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network resources. The district reserves the right to monitor, track, and log network access and use; monitor file server space utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the Superintendent or designee.

The Board establishes the following materials, in addition to those stated in law and defined in this policy, that are inappropriate for access by minors:

1. Defamatory.
2. Lewd, vulgar, or profane.
3. Threatening.
4. Harassing or discriminatory.
5. Bullying.
6. Terroristic.

The district reserves the right to restrict access to any Internet sites or functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers used and accessible to adults and students. The technology protection measure shall be enforced during use of computers with Internet access.

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the disabling of Internet blocking/filtering software to enable access to material that is blocked through technology protection measures but is not prohibited by this policy.

Upon request by students or staff, building administrators may authorize the temporary disabling of Internet blocking/filtering software to enable access for bona fide research or for other lawful purposes. Written permission from the parent/guardian is required prior to disabling Internet blocking/filtering software for a student's use. If a request for temporary disabling of Internet blocking/filtering software is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.

Delegation of Responsibility

The district shall make every effort to ensure that this resource is used responsibly by students and staff.

The district shall inform staff, students, parents/guardians and other users about this policy through employee and student handbooks, posting on the district website, and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment and on an annual basis, sign user agreements acknowledging awareness of the provisions of this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate use, and tracking systems to track and recover lost or stolen equipment.

Student user agreements shall also be signed by a parent/guardian.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discern among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

Students, staff and other authorized individuals have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

Building administrators shall make initial determinations of whether inappropriate use has occurred.

The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers are being used for purposes prohibited by law or form accessing sexually explicit materials. The procedures shall include but not be limited to:

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board.
2. Maintaining and securing a usage log.
3. Monitoring online activities of minors.

The Superintendent or designee shall develop and implement administrative regulations that ensure students are educated on network etiquette and another appropriate online behavior, including:

1. Interaction with other individuals on social networking websites and in chat rooms.
2. Cyberbullying awareness and response.

Guidelines

Network accounts shall be used only by the authorized owner of the account for its approved purpose. Network users shall respect the privacy of other users on the system.

Safety

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, email, social networking websites, etc.

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
5. Restriction of minors' access to materials harmful to them.

Prohibitions

Users are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Non-work or non-school related work.
4. Product advertisement or political lobbying.
5. Bullying/Cyberbullying.
6. Hate mail, discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal materials, images or photograms. [17]
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. Inappropriate language or profanity.
11. Transmission of material likely to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
13. Impersonation of another user, anonymity, and pseudonyms.
14. Fraudulent copying, communications, or modification of materials in violation of copyright laws. [18]
15. Loading or using of unauthorized games, programs, files, or other electronic media.
16. Disruption of the work of other users.
17. Destruction, modification, abuse or unauthorized access to network hardware, software and files.
18. Accessing the Internet, district computers or other network resources without authorization.
19. Disabling or bypassing the Internet blocking/filtering software without authorization.
20. Accessing, sending, receiving, transferring, viewing, sharing or downloading confidential information without authorization.

Security

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another student's or employee's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Copyright

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines and applicable laws and regulations.

District Website

The district shall establish and maintain a website and shall develop and modify its web pages to present information about the district under the direction of the Superintendent or designee. All users publishing content on the district website shall comply with this and other applicable district policies.

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

Consequences for Inappropriate Use

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

Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action, and/or legal proceedings. **Vandalism** is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet, district network or computers shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings.



Section: 200 Pupils
Policy Title: Electronic Devices
Number: 237
Adopted: August 19, 2004
Last Revised: August 18, 2011

Purpose

The Board adopts this policy in order to maintain an educational environment that is safe and secure for district students and employees.

Definition

Electronic devices shall include all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, the following: radios, Walkman’s, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants (PDAs), cellular telephones, Blackberries, Smartphones, I-Phones, I-Pads, Tablet Personal Computers, electronic readers with unfiltered connection to the Internet, and personal laptop computers, as well as any new technology developed with similar capabilities.

Authority

The Board prohibits **use of** electronic devices by students during the school day in district buildings and on district property.

The Board prohibits **possession of** laser pointers and attachments and telephone paging devices/beepers by students in district buildings; on district property; on district buses and vehicles; and at school-sponsored activities.

The district shall not be liable for the loss, damage or misuse of any electronic device.

Electronic Images and Photographs

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including, but not limited to, texting and emailing.

Because such violations may constitute a crime under state and/or federal law, the district may report such conduct to state and/or federal law enforcement agencies.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Student Code of Conduct if any of the following circumstances exist:

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

4. The conduct involves the theft or vandalism of school property.
5. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school that would violate the Student Code of Conduct if conducted in school.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy.

The Superintendent or designee shall develop administrative regulations to implement this policy.

Guidelines

Violations of this policy by a student may result in disciplinary action and confiscation of the electronic device. Return of a confiscated device may be delayed as a result of pending investigation or scheduled hearing/meeting. If the electronic device is utilized in violation of the Student Code of Conduct, it may also result in citations and/or charges being filed with a law enforcement agency. Electronic devices that pose a safety hazard will be returned only to a parent/guardian. Electronic devices containing content of an illegal nature will be turned over to the police.

The progression of disciplinary actions taken by an administrator for the initial and subsequent violations will be consistent with the Student Code of Conduct.

Exceptions

The administrator may grant approval for possession and use of an electronic device by a student for the following reasons:

1. Health, safety or emergency reasons.
2. An individualized education program (IEP) or Section 504/Chapter 15 plan. [8]
3. Classroom or instructional-related activities.
4. Other reasons determined appropriate by the building administrator.

The building administrator may grant approval for possession and use of a telephone paging device/beeper by a student for the following reasons:

1. Student is a member of a volunteer fire company, ambulance or rescue squad.
2. Student has a need due to the medical condition of an immediate family member.



McGUFFEY SCHOOL DISTRICT

ELECTRONIC DEVICE REGISTRATION FORM

Student Name: _____

Homeroom: _____

Parent/ Guardian Name: _____

Please indicate the following information concerning the device:

Type of Device (iPad, Kindle, Nook, etc.)	
Make	
Model	
MAC Address The MAC address is located under “ <i>Wi-Fi Settings</i> ” and follows this sample: 00-B0-D0-86-BB-F7	
Connection Type	Wi-Fi Only (3G/ 4G devices with unfiltered Internet are not permitted.)

Electronic Device Registration Form

STUDENT AND PARENT/GUARDIAN AGREEMENT

I have read and understand the terms of the Electronic Devices Policy (Policy No. 237, *attached*). “The administrator may grant approval for possession and use of an electronic device by a student for reasons determined appropriate by the building administrator.” I understand that violations of this approval agreement may result in disciplinary action.

I understand I am permitted to use my device for the following reasons: Classroom or instructional-related activities as deemed appropriate by the classroom teacher Transportation to and from school Study hall and homeroom

Student’s Signature: _____

Date: _____

As the parent of legal guardian of the above student, I have read, understand, and agree that my child shall comply with the terms of the school district’s Electronic Devices Policy (Policy No. 237, *attached*) agreement.

Parent/ Guardian Signature: _____

Date: _____

(Completed by building administrator)

Administrator Signature: _____

Approval Date: _____

Parents/guardians are asked to thoroughly read this handbook with their child. Please complete and sign this form and ask your son/daughter to return it to the homeroom teacher.



Section: 900 Community
Policy Title: Parental/Family Involvement
Number: 917
Adopted: May 19, 2005
Last Revised: June 22, 2006

Purpose

The Board recognizes the vital role parents/guardians and family play in the education and welfare of their children. In accordance with its strategic plan, the district is committed to the idea that all students can learn and that families share a commitment to the educational success of their children. All programs will be planned and implemented with meaningful parental partnerships and community involvement.

Definition

Parental and family involvement shall be defined as an outgoing process that assists parents/guardians and families, promotes clear two-way dialogue between home and school, and supports parents/guardians as leaders and decision-makers concerning the education of their children.

Authority

The Board recognizes that the responsibility for each child’s education is shared by the school and the family. It acknowledges that schools and families must work as cooperative partners to effectively educate all students. The Board will support the development, implementation, and evaluation of a parental and family involvement program.

Guidelines

Parents/Guardians realize the strengths and weaknesses of their children; therefore, the schools will communicate with them and seek their input throughout the school year.

The parental/family involvement program may include but is not limited to the following:

1. Support for parents/guardians as school leaders and decision-makers in an advisory capacity.
2. Secure Title I parents/guardians to serve on an ongoing Federal Advisory Council for the purpose of providing input into the development of the Title I planning process.
3. Promote clear two-way communication between the parents/guardians and the school utilizing the district web site, as well as written communication about student progress, school programs, curricula, and the academic standards.
4. Provide community resources to strengthen student learning, family practices, and district programs.
5. Conduct annual surveys and meetings with parents/guardians, community members, and district personnel to evaluate the plan and to make revisions as needed.
6. Create a district environment that welcomes parents/guardians, family and other community members.
7. Assist in developing an effective partnership by providing workshops and resources to parents/guardians, family, and district personnel.



Section: 900 Community
Policy Title: Title I Parent/Family Involvement – Claysville Elementary School
Number: 918.1
Adopted: May 18, 2006
Last Revised: April 18, 2019

Purpose

The Board recognizes that parent and family engagement contributes to the achievement of academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.

In accordance with its Comprehensive Plan, the District is committed to the idea that all students will learn and that families will share a commitment to the educational success of their children. All programs will be planned and implemented with meaningful parent and community engagement.

Definition

Title I Parent and Family Engagement shall be defined as an ongoing process that assists parents/guardians and families, promotes clear two-way dialogue between home and school, and supports parents as leaders and decision-makers concerning the education of their children.

Authority

In compliance with federal law, the McGuffey School District and parents/guardians of students participating in Title I programs shall jointly develop and agree upon a written parental engagement plan. When developing and implementing this policy through support from the Superintendent or her designee, the district shall:

1. Involve parents/guardians in the joint development of the district’s overall Title I plan (Title I Application) and the process of school review and improvement. This shall be accomplished through the Federal Programs Advisory Council meetings.
2. Provide the coordination, technical assistance, and other support necessary through the district’s Superintendent or designee to assist Claysville Elementary School in planning and implementing effective parental/family engagement activities to improve student academic achievement and school performance.
3. Develop activities that promote the schools’ and families’ capacity for strong parental/family engagement that meets the needs of the parent and family members in assisting them with the education of their children including engagement with personnel and teachers.
4. Coordinate and integrate parent/family engagement strategies with appropriate programs, as provided by law.
5. Involve parents/guardians in an annual evaluation of the content and effectiveness of the Title I program and its plan in improving the academic quality of schools served under Title I. This shall be accomplished through an annual parent/guardian survey and input provided by participants in the district’s Federal Program Advisory Council meetings.
6. Identify barriers to participation of parents/guardians of migratory children, children who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial and ethnic minority through annual surveys.
7. Use findings of annual evaluations to design strategies for more effective evidence based parental/family engagement and revise, if necessary, the parent and family engagement policy.

8. Involve parents/guardians in the activities of schools serviced under Title I through Title I Parent/Family engagement events, workshops, parent/guardian Title I Parent Committee meetings, and ongoing communication from the Title I Program.

The Superintendent or designee shall ensure the development and implementation of the family engagement plan, which shall be incorporated into the district's Title I plan to be evaluated annually, with parent/family input and made available to parents/guardians.

Delegation of Responsibility

The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement policy, plan and programs comply with the requirements of federal law.

The building principal or his/her designee shall provide to parents/guardians of students participating in Title I programs:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of objectives to be addressed.
3. A description of the services to be provided.

The Superintendent or designee shall ensure that information and reports provided to parents/guardians are in an understandable and uniform format and in a language the parents/guardians can understand.

Guidelines

An annual meeting of parents/guardians of participating Title I students shall be held to explain the goals and purposes of the Title I program. Parents/Guardians shall be given the opportunity to participate in the design, development, operation, and evaluation of the program. Parents/Guardians shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

In addition to the required annual meeting, a minimum of two additional parent/guardian meetings shall be held at various times of the day and evening. At these meetings, parents/guardians shall be provided with:

1. Information about programs provided and requirements under Title I.
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
4. Opportunities to submit parent/guardian comments about the program to the district level.

Opportunities shall be provided for parents/guardians to meet with the classroom and Title I teachers to discuss their child's progress.

Parents/Guardians will be provided with guidance as to how they can assist at home in the education of their child.

Title I funds shall be used to carry out activities and strategies consistent with the LEA's parent/family engagement policy, including not less than one of the following:

1. Providing professional development for school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and parents and family members.
2. Supporting programs that reach parents and family at home, in the community, and at school.
3. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

The school will provide reasonable and necessary expenses associated with parent engagement activities, including transportation, childcare, and home visits to enable parents of participating Title I children to participate in school-related meetings and workshops.

The school will provide resource materials for parent meetings, workshops, conferences and take-home learning activities.

The school will provide parents of participating Title I children with information on best practices to help parents work with their child to improve their child's achievement. This will be accomplished through the use of workshops, conferences, and a parent resource room.

The school will provide information related to school and parent programs, written in a parent friendly format, to parents of participating Title I children through building newsletters, district website and social media.

School-Parental Compact

Claysville Elementary shall jointly develop with parents/guardians of students served in the program a School-Parent Compact outlining the manner in which parents/guardians, school staff, and students share responsibility for improved student achievement in meeting academic standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district's academic standards.
2. Indicate the ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance and homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of co-curricular time.
3. Address the importance of parent-teacher communication on an ongoing basis through, at minimum, parent-teacher conferences, frequent reports to parents/guardians, and reasonable access to staff.



Section: 900 Community
Policy Title: Title I Parent/Family Involvement – Joe Walker Elementary
Number: 918.2
Adopted: July 19, 2012
Last Revised: April 18, 2019

Purpose

The Board recognizes that parent and family engagement contributes to the achievement of academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.

In accordance with its Comprehensive Plan, the District is committed to the ideas that all students will learn and that families will share a commitment to the educational success of their children. All programs will be planned and implemented with meaningful parent and community engagement.

Definition

Title I Parent and Family Engagement shall be defined as an ongoing process that assists parents/guardians and families, promotes clear two-way dialogue between home and school, and supports parents as leaders and decision-makers concerning the education of their children.

Authority

In compliance with federal law, the McGuffey School District and parents/guardians of students participating in Title I programs shall jointly develop and agree upon a written parental engagement plan. When developing and implementing this policy through support from the Superintendent or her designee, the district shall:

1. Involve parents/guardians in the joint development of the district’s overall Title I plan (Title I Application) and the process of school review and improvement. This shall be accomplished through the Federal Programs Advisory Council meetings.
2. Provide the coordination, technical assistance, and other support necessary through the district’s Superintendent or designee to assist Joe Walker Elementary School in planning and implementing effective parental/family engagement activities to improve student academic achievement and school performance.
3. Develop activities that promote the schools’ and families’ capacity for strong parental/family engagement that meets the needs of the parent and family members in assisting them with the education of their children including engagement with personnel and teachers.
4. Coordinate and integrate parent/family engagement strategies with appropriate programs, as provided by law.
5. Involve parents/guardians in an annual evaluation of the content and effectiveness of the Title I program and its plan in improving the academic quality of schools served under Title I. this shall be accomplished through an annual parent/guardian survey and input provided by participants in the district’s Federal Program Advisory Council meetings.
6. Identify barriers to participation by parents/guardians of migratory children, children who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial and ethnic minority through annual surveys.
7. Use findings of annual evaluations to design strategies for more effective evidence based parental/family engagement and revise, if necessary, the parent and family engagement policy

8. Involve parents/guardians in the activities of schools served under Title I through Title I Parent/Family engagement events, workshops, parent/guardian Title I Parent Committee meetings, and ongoing communication from the Title I program.

The Superintendent or designee shall ensure the development and implementation of the family engagement plan, which shall be incorporated into the district's Title I plan to be evaluated annually, with parent/family input and made available to parents/guardians.

Delegation of Responsibility

The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement policy, plan and programs comply with the requirements of federal law.

The building principal and his/her designee shall provide to the parents/guardians of students participating in Title I programs:

1. An explanation of the reasons supporting their child's selection of the program.
2. A set of objectives to be addressed.
3. A description of the services to be provided.

The Superintendent or designee shall ensure that information and reports provided to parents/guardians are in an understandable and uniform format and in a language the parents/guardians can understand.

Guidelines

An annual meeting of parents/guardians of participating Title I students shall be held to explain the goals and purposes of the Title I program. Parents/Guardians shall be given the opportunity to participate in the design, development, operation, and evaluation of the program. Parents/Guardians shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

In addition to the required annual meeting, a minimum of two additional parent/guardian meetings shall be held at various times of the day and evening. At these meetings, parents/guardians shall be provided with:

1. Information about programs provided and requirements under Title I.
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
4. Opportunities to submit parent/guardian comments about the program to the district level.

Opportunities shall be provided for parents/guardians to meet with the classroom and Title I teachers to discuss their child's progress.

Parents/Guardians will be provided with guidance as to how they can assist at home in the education of their child.

Title I funds shall be used to carry out activities and strategies consistent with the LEA's parent/family engagement policy, including not less than one of the following:

1. Providing professional development for school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and parents and family members.
2. Supporting programs that reach parents and family at home, in the community, and at school.
3. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

The school will provide reasonable and necessary expenses and associated with parent engagement activities, including transportation, childcare, and home visits to enable parents of participating Title I children to participate in school-related meetings and workshops.

The school will provide resource materials for parent meetings, workshops, conferences, and take-home learning activities.

The school will provide parents of participating Title I children with information on best practices to help parents work with their child to improve their child's achievement. This will be accomplished through the use of workshops, conferences, and a parent resource room.

The school will provide information related to school and parent programs, written in a parent friendly format, to participating Title I children through building newsletters, district website and social media.

School-Parental Compact

Joe Walker Elementary shall jointly develop with parents/guardians of students served in the program a School-Parent Compact outlining the manner in which parents/guardians, school staff, and students share responsibility for improved student achievement in meeting academic standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district's academic standards.
2. Indicate the ways in which parents/guardians will be responsible for supporting their children's learning such as monitoring attendance and homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of co-curricular time.
3. Address the importance of parent-teacher communication on an outgoing basis through, at minimum, parent-teacher conferences, frequent reports to parents/guardians, and reasonable access to staff.

**McGUFFEY SCHOOL DISTRICT
CHILD FIND AND
ANNUAL NOTICE TO PARENTS
(CFR 300.125)**

SERVICES FOR PROTECTED HADICAPPED STUDENTS

In compliance with state and federal law, the McGuffey School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student; the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the evaluation procedures and provisions of services to protected handicapped students or eligible students, contact the Supervisor of Special Education at 724.663.5364 throughout the school year.

NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS

Child Find
McGuffey School District
Special Services Office
PO Box 421, 119 Main Street
Claysville, PA 15323
Phone: 724.663.5364 Fax: 724.663.3696

Each school district, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents and describe the parent's rights with regard to confidentiality of information that will be obtained during the process. Each school district shall also conduct awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs.

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the school district and request an explanation.

IDENTIFICATION ACTIVITY

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities, that if found to cause a child to need services are: Autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities (speech or language), traumatic brain injury and visual impairment including blindness, in the case of a child that is of preschool age developmental delay. Screening activities are also conducted to determine student need for gifted support services.

The McGuffey School district provide educational services for all eligible students either through district-operated classes, contracts with Intermediate Unit #1, or Approved Private Schools. Classes providing Learning Support, Life-Skills Support, Emotional Support, Physical Support, Multiple Disabilities Support, and Autistic Support are available for students at beginning school age through age 21, if necessary. Additional services include hearing, vision, and speech and language support. Students found to meet eligibility criteria as “mentally gifted” may receive services through district’s Gifted Support programs.

Each school district is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. Children suspected of being “mentally gifted” who need specially designed instruction not ordinarily provided in the regular education program also go through screening activities. The activities include: review of group data, conduct hearing and vision screening, assessment of student’s academic functioning, observation of the student displaying difficulty in behavior and determining the student’s response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

The school district will follow procedures outlined in the special education regulations (Chapter 14) for determining eligibility and need for special education services. Chapter 16 regulations will be followed to determine eligibility and need for Gifted Support services.

**CONFIDENTIALITY
(CFR 300.127 AND 300.624)**

If after screening, a disability is suspected, upon your permission, your child will be evaluated. Written records of the results are called an education record, which are directly related to your child and are maintained by the school districts. These records are personally identifiable to your child. Personally, identifiable information includes the child’s name, the name of the child’s parents or other family member, the address of the child or their family, a personal identifier such as social security number, a list of characteristics that would make the child’s identity easily traceable or other information that would make the child’s identity easily traceable.

The school district will gather information regarding your child’s physical, mental, emotional and health functioning through testing and assessment, observation of your child, as well as through review of any records made available to the school district through your physician and other providers of services such as day care agencies.

The school district protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employee’s names and positions who may have access to the information. The school district will inform you when this information is no longer needed to provide educational services to your child and will destroy the information at designated intervals, except general information such as your child’s name, address, phone number, grades, attendance record and classes attended, grade level completed, may be maintained without time limitation.

As the parent of the child you have a number of rights regarding the confidentiality of your child’s records. The right to inspect and review any education records related to your child are collected, maintained, or used by the school district. The school district will comply with a request for you to review the records without unnecessary delay before any meetings regarding planning for your child’s special education program (called an IEP meeting). Should you and your school district disagree about your child’s special education supports and services and a due process hearing is requested, the school district will furnish you with the opportunity to inspect and review your child’s records, within days.

You have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent you from exercising your right to inspect and review the records, and the right to have a representative inspect and review the records. This review is conducted with the assistance of an appropriate school district staff member.

Upon your request, the school district will provide you a list of the types and location of education records collected, maintained, or used by the agency. Additionally, the school district will charge a fee for copies of records made in response to your request except, it will not charge a fee if doing so will prevent you from inspecting and reviewing your child's records. A current list of reasonable fees relative to records request is available in the district's central office. The district will not charge a fee to search or retrieve information.

You have the right to request in writing the amendment of your child's education records that you believe are inaccurate or misleading, or violate the privacy or other rights of your child. The school district will decide whether to amend the records within 45 school days of receipt of your request. If the school district refuses to amend the records you will be notified of the refusal and your right to a hearing. You will be given at that time, additional information regarding the hearing procedures. Upon written request, the district will schedule and provide written notice of the hearing to challenge information in your child's education files.

Parent consent is required before personally identifiable information contained in your child's education records is disclosed to anyone other than officials of the school district collecting or using the information for purposes of identification of your child, locating your child and evaluating your child or for any other purpose of making available a free appropriate public education to your child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfil his or her professional responsibility. Additionally, the school district, upon request, discloses records without consent to officials of another school district in which your child seeks or intends to enroll.

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

A parent may file a written complaint with the Pennsylvania Department of Education at the address below alleging that the rights described in this notice were not provided.

Pennsylvania Department of Education

Bureau of Special Education
Division of Compliance
333 Market Street
Harrisburg, PA 17126-0333

The Department of Education will investigate the matter, issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved. Complaints alleging failures of the school district with regard to confidentiality of personally identifiable information may also be filed with:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

The McGuffey School District will provide ongoing screening services. If you wish to learn more, have questions or believe your child may need to be identified please contact:

**Supervisor of Special Education
724.663.5364 Office**

EARLY INTERVENTION IDENTIFICATION

In Pennsylvania, a child between three years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above, will be identified as an "eligible young child". The parents of these children have the same rights described above.

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the Child Alert Program operated by Intermediate Unit #1. To schedule an appointment for screening call Barbara Rothermel at 724.747.8476. For additional information, contact the Supervisor of Special Education at 724.63.5364.

POTENTIAL INDICATORS OF WEAKNESSES IN THE DEVELOPMENTAL DOMAIN AREAS AND OTHER RISK FACTORS THAT COULD INDICATE A DISABILITY

Requirement of Section 14.212(b)

A developmental delay is determined by the results of a developmental evaluation. The results of one or more domain areas (adaptive, personal-social, communication, motor or cognitive) have to show at least a 25% delay or a score of 1.5 standard deviations below the mean (Standard Score of 77 or below). The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines.

Children with a developmental delay may show weakness in the following areas:

Adaptive – Pre-kindergarten aged children with a developmental delay may have difficulty dressing/undressing; using utensils to eat, removing shoes without assistance, distinguishing between nonfood/food substances, or have difficulty with toileting needs. One may have difficulty moving independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers.

Personal-Social – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using 'I' or 'me' to refer to himself, or recognizing facial expressions of common emotions.

Communication – Pre-kindergarten aged children with a developmental delay may have difficulty following 2-step verbal commands, associating spoken words with pictures, recalling events from a story presented orally; engaging in extended and meaningful nonverbal exchanges with others, using words to get his/her needs met, responding to 'yes' and 'no' questions approximately, or asking 'why' questions.

Motor – Pre-kindergarten aged children with a developmental delay may have difficulty running without falling, kicking a ball without falling, walking up and down steps, alternating feet without assistance, walking backward, imitating the bilateral movements of an adult, pointing with his index finger independent of the thumb or other fingers, scribbling linear and/or circular patterns spontaneously, using the pads of fingertips to grasp a pencil,

holding a paper with one hand while drawing or writing with the other hand, fastening clothing without assistance, cutting with scissors, copying a circle, or imitating vertical and horizontal markings.

Cognitive – Pre-kindergarten aged children with a developmental delay may have difficulty attending to one activity for 3 or more minutes, reciting memorized lines from songs or TV shows, showing interest in age-appropriate books, matching/naming colors, responding to one and one more, giving three objects on request, matching shapes, identifying objects by their use, identifying items by size, identifying colors or familiar objects not in view, or identifying simple objects by touch.

OTHER FACTORS THAT COULD INDICATE A DISABILITY

Developmental disabilities are birth defects related to a problem with how a body part or body system works. They may also be known as **functional** birth defects. Many of these conditions affect multiple body parts or systems. Researchers have identified thousands of different birth defects. Birth defects can have a variety of causes, such as:

Genetic problems caused when one or more genes doesn't work properly or part of a gene is missing, problems with chromosomes, such as having an extra chromosome or missing part of a chromosome, environmental factors that the expectant mother is exposed to during pregnancy, such as Rubella or German measles or if she uses drugs or alcohol during pregnancy.

FACTORS CONSIDERED WHEN DETERMINING MENTAL GIFTEDNESS

1. The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.
2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.
3. The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment.
4. The child demonstrates early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.
5. The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

FREE APPROPRIATE PUBLIC EDUCATION

(CFR 300.121)

The McGuffey School District provides a free, appropriate, public education (FAPE) to exceptional students residing in the district. All children with a disability between the ages of three to twenty-one who have been identified as needing special education and related services have the right to FAPE. The determination that a child is eligible for special education and related services is made on an individual basis by a team of qualified professionals and the parent of the child following a multidisciplinary evaluation and the completion of an evaluation report. A student qualifies as exceptional if he or she is found to be a child with a disability and in need of specially designed instruction and related services under the provisions of the Individuals with Disabilities Act (IDEA) and Chapter 14 of the Pa. School Code. The following are disability categories under IDEA: autism, deafness, deaf/blindness, emotional disturbance, traumatic brain injury, hearing impairment, specific learning disability, mental retardation, multiple disabilities, other health impairment, speech and language impairment, orthopedic impairment and visual impairment including blindness.

INDIVIDUALIZED EDUCATION PROGRAM

(CFR 300.340)

An Individualized Education Program (IEP) is developed and implemented annually for each eligible child with a disability. The IEP is completed within 30 calendar days of the parent's receipt of the evaluation report and must

be in effect before special education and related services are provided. An IEP describes a student's current educational levels, goals, and objectives, and the individualized programs and services that the student will receive. These services include the learning support class, life skills support class, emotional support class, sensory support (deaf or hard of hearing and blind or vision support class). The extent of special education services and the location for the delivery of such services are determined by the IEP team which consists of the child's parent, a regular education teacher, a special education teacher and the LEA or district representative responsible for supervising the provision of special education services. The IEP goals and objectives and related services are based on the student's identified needs and abilities, chronological age and the level of intensity of the specified intervention. The school district will invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of the student's transition service's needs. If the student does not attend the IEP meeting, the district will take other steps to ensure that the student's preferences and interests are considered. In implementing these requirements, the district also invites a representative of any other agency that is likely to be responsible for providing transition services to the student.

The District also provides related services, such as transportation, physical therapy, occupational therapy, and speech and language support services, or other appropriate services determined to be necessary for the student to benefit from the special education program.

LEAST RESTRICTIVE ENVIRONMENT

(CFR 300.130)

It is the school district's policy for children with disabilities, including children in public or private institutions or other care facilities, for whom a free appropriate public education is owed by the district, to the maximum extent appropriate, are educated with children who are nondisabled and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The McGuffey School District provides a continuum of services based upon the needs of the individual child ranging from the least restrictive setting in the regular school to more restrictive services in a program outside the regular school. The placement options considered by the IEP team include supportive intervention in the regular class, itinerant services, resource services, part-time or full-time services. The placement may be in a district operated program, an intermediate unit operated program in a neighboring school district, a private school placement or other agency operated program. The placement decision is made by the IEP Team at least annually based upon the child's IEP and is as close to the student's home as possible. In selecting the least restrictive environment, consideration is given to any potential effect of the program and on the quality of services that the child needs. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed curriculum modifications.

SURROGATE PARENTS

(34CFR 300.515)

General. Each public agency shall ensure that the rights of a child are protected if (1) no parent (as defined in 34CFR 300.20) can be identified (2) the public agency, after reasonable efforts, cannot discover the whereabouts of a parent; or (3) the child is a ward of the State under the laws of that State. (b) Duty of public agency. The duty of a public agency under paragraph (a) of this section includes the assignment of an individual to act as a surrogate for the parents. This must include a method (1) for determining whether a child needs a surrogate parent; and (2) for assigning a surrogate to the child (c) criteria for selection of surrogates, (d) non-employee requirement; compensation. A person who otherwise qualifies to be a surrogate parent under paragraph (c) of this section is not an employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent. (e) Responsibilities; surrogate parent may represent the child in all matters relating to (1) identification evaluation, and educational placement of the child; and (2) the provision of FAPE to the child. For more information, please contact the Supervisor of Special Education at 724.663.5364 (Authority: 20U.S.C 1415(b)(2)).

HOMELESSNESS

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA), McGuffey School District is attempting to identify all children within the district that may be experiencing homelessness.

The term homeless children and youth is defined as individuals who lack a fixed, regular and adequate nighttime residence. This includes individuals who are in the following situations:

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings;
- Living in substandard housing (no running water or working utilities, infestations, etc.)

Children who are experiencing homelessness may qualify for assistance with free school lunch, school supplies/materials, tutoring and transportation so that they can remain in their school of origin throughout the duration of their homeless episode.

If you believe your child(ren) may qualify for this service, please contact the Special Services Office 724-663-5364.

If your living situation changes during the school year, and you and your children become homeless, please be sure to contact the school. We will work with you so that your child(ren)'s education is disrupted as little as possible.

McGuffey School District – Code of Student Conduct

FOREWORD

Public schools have a compelling responsibility to develop reasonable rules and regulations regarding student conduct. The schools have an institutional responsibility to provide a safe and healthy environment for all students. The climate of the school must provide for the protection of the rights of students to receive an education. Excellence in education occurs when a safe and orderly instructional environment exists. Teachers must be able to teach and students must be able to learn in an environment that is free from disruption. The McGuffey School District Code of Student Conduct is intended to promote a safe and orderly school environment aligned with the District's vision and mission statements.

MISSION STATEMENT

In a cooperative effort with the community, the mission of the McGuffey School District is to be an educational leader by enabling students to reach their full potential through the acquisition and application of knowledge and life skills.

VISION

A progressive district ensuring success through excellence.

SHARED VALUES

Education is a shared responsibility. Achievement requires the commitment and participation of staff, students, family, and community.

- All students can learn. All students have potential that can be developed.
- Rates of learning vary. The time required for mastery has no bearing on the value of the learner.
- All students have unique skills and talents. Individual abilities must be identified and nurtured.
- High self-esteem enhances success. People develop best through sincere praise and validation.
- School climate contributes to achievement. Learning occurs best in an environment of mutual respect.
- High expectations for success must be the norm. Failure only occurs when one stops trying.
- Trust is vital. Trust bonds staff, students, family and community.
- Cooperation is essential. Learning experiences must encourage and teach skills which develop a cooperative attitude.
- Optimism is critical. Optimism about people, education, and the future serves all of us best.
- School attendance is valued by the school district and parents.
- The schools serve as a community hub for education, athletic, entertainment and civic activities.
- Continuing professional development of the school district staff is essential.

ELEMENTS OF A POSITIVE LEARNING ENVIRONMENT

The maintenance of a positive learning climate in the schools of the district is dependent upon the provision of a controlled environment free from disruption. To accomplish this objective, four critical elements must exist:

1. The school board and administration must determine the rules and regulations that apply to student conduct, the penalties for violations, and the rights and responsibilities of individual within the system.
2. School personnel must be knowledgeable of the structure of the system and work diligently to insist upon proper behavior and guide students toward self-discipline.
3. Student must be aware of all rules and regulations and be willing to assume progressively greater responsibility for their behavior.
4. Parents/guardians must be familiar with the rules and regulations and be willing to support the school in an attempt to provide a productive climate for learning.

This Code of Student Conduct is intended to provide a base for this interaction and cooperation of these critical elements.

GENERAL PROVISIONS

Free Education and Attendance (from MSD Policy No. 113, “*Special Education*,” Policy No. 201 “*Admission of Students*,” Policy No. 204 “*Attendance*,” Policy No. 234 “*Pregnant Students*,” and Policy No. 103 “*Nondiscrimination in School and Classroom Practices*.”

All persons residing within the McGuffey School District between the ages of 5 (before September 1st) and 21 are entitled to a free education in the public schools of the district. Parents and guardians of all children between the ages of 8 and 17 are required by the Compulsory Attendance Law to ensure that their children attend school. However, once a student is enrolled, the student must abide by the Compulsory Attendance Laws. A student may not be excluded from school or from extra-curricular activities because of being married or pregnant, unless it can be medically determined that the activity would be harmful to the health and welfare of the individual.

Consistent with the Pennsylvania Human Relations Act (43 P.S. §§ 951-963), 22 PA Code §4.4c, 12.4 and all other non-discrimination statutes, no student shall be denied access to a free public education on the basis of a student’s race, color, religion, gender, sexual orientation, national origin, or disability. In addition, an eligible student under Chapter 14 or an otherwise qualified student identified under Chapter 15 may not be excluded from school or extracurricular activities because of their identification under those Chapters.

The School Code requires students to be in regular attendance. Upon receipt of satisfactory written evidence explaining the reason for an absence, a principal may excuse an absence. The McGuffey School District requires written documentation to be turned in within three school days after the absence. Failure to turn in a written excuse within three school days results in the absence being marked unexcused, and no credit is given for work due or missed during the absence. The District will excuse absences for the following reasons:

1. Illness,
2. Required court attendance,
3. Family emergencies, including funerals,
4. Prearranged doctor and dentist appointments,
5. Authorized school activities,
6. Approved educational tours and trips,
7. Other urgent reasons that apply to the child himself/herself.

After appropriate notice, parents or guardians of students under the age of 17 and unlawfully absent for more than three school days may be subject to fines. Students 17 years of age or older who have accumulated more than three unexcused absences may be disciplined. After 10 days of absence, a doctor’s excuse may be required. Parents will be notified by letter from the Home and School Visitor.

Educational Environment

The McGuffey School District is committed to maintaining an educational environment free from hazing, harassment and intimidation. All employees and students are to be treated with dignity, respect and courtesy, regardless of race, color, gender, religion, disability, age, national origin or sexual orientation.

Unlawful harassment against such protected categories or intimidation shall be defined as any action that is so offensive as to affect the individual’s ability to participate or benefit from his/her educational experience. Students who feel they are being harassed should see a teacher, counselor, or an administrator. Students who are found guilty of hazing, unlawful harassment or intimidation shall be subject to appropriate discipline. Any of the above may also violate local, state and/or federal law and may be the basis for exclusion under those provisions.

To the extent the District disciplines a student for verbal expression, the district does not intend to regulate any particular viewpoint or content, that is, free speech, but rather to set a standard to address the appropriateness of

the manner in which the message is conveyed and to protect against a reasonable forecast of substantial disruption and/or material interference with the rights of the other students or school operations.

STATUTORY AUTHORITY

Public schools are governed by the complex interaction of the U.S. and Pennsylvania Constitutions, federal statutes and regulations, the statutes of the General Assembly of the Commonwealth of Pennsylvania, the regulations of the State Board of Education, adopted policies of the board of school directors, and court decisions. The Board of School Directors of the McGuffey School District has adopted policies that relate to its expectations regarding school climate and pupil conduct. Copies of these policies are available in the district office, and school offices. Administrative authority at the district and building levels flows from these laws and policies. The general authority of school officials governing student conduct can be found in Section 510 of the School Code that reads in part:

“The board of school directors in any school district may adopt and enforce such reasonable rules and regulations as it may deem necessary and proper, regarding the management of its school affairs and the conduct and deportment of all pupils attending the public schools in the district, during such time as they are under the supervision of the board of school directors and teachers, including the time necessarily spent in coming to and returning from school.”

This general authority is extended to administrators and teachers in Section 1317 of the PA School Code. This section gives school personnel in loco parentis (in the place of a parent/guardian) status and reads:

“Every teacher, vice-principal and principal in the public schools shall have the right to exercise the same authority as to conduct and behavior over the pupils attending his/her school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardians, or persons in parental relation to such pupils may exercise over them.”

This board authority is limited by the constitutional rights of students, court decisions, and the regulations of the State Board of Education. Suspension and expulsion of students, the most serious penalties for misbehavior, are also authorized by statute. Section 1318 of the statute provides:

“Every principal or teacher in charge of a public school may temporarily suspend any pupil on account of disobedience or misconduct, and any principal or teacher suspending any pupil shall promptly notify the district superintendent or secretary of the board of school directors. The board may, after a proper hearing, suspend such child for such time as it may determine, or may permanently expel him. Such hearings, suspension, or expulsion may be delegated to a duly authorized committee of the board, or to a duly qualified hearing examiner, who need not be a member of the board, but whose adjudication must be approved by the board.”

The length of exclusion from school and the nature of the hearings required are outlined in Sections 12.6 and 12.8 of the State Board regulations.

EXPECTATIONS FOR STUDENT CONDUCT

Student Rights and Responsibilities (from MSD Policy No. 235, “*Student Rights/Surveys*”)

Student responsibilities include regular attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students, administration, and faculty share a responsibility to develop a climate within the school that is conducive to wholesome learning and living. It is the responsibility of each student to respect the rights of teachers, administrators, and all students who are involved in the educational process. Students should express their ideas and opinions in a respectful manner.

It is the responsibility of the students to:

1. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that until a rule is waived, altered or repealed in writing, it is in effect.

2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
3. Dress and groom to meet standards of safety and health, and not to cause disruption to the educational processes.
4. Assist the school staff in operating a safe school for all students enrolled therein.
5. Comply with federal, state, and local laws and regulations.
6. Exercise proper care when using public facilities and equipment.
7. Attend school daily and be on time at all classes and other school functions.
8. Make up work when absent from school.
9. Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and McGuffey School District authorities.
10. Report accurately and not use indecent or obscene language in student media, on school premises, or during school activities.

Dress Code (from MSD Policy No. 221, “*Dress Code*”)

The Board of School Directors in any school entity may impose limitations on dress and may require pupils to wear standard dress or uniforms. Dress policies may be applicable throughout the school entity or may be applicable to one or more school buildings within the school entity (Section 1317.3 of the School Code).

Aspects of personal appearance require one’s attire to be neat and not create a health or safety hazard or disrupt the educational process. Students have the responsibility to keep themselves, their hair and their clothing clean. For the safety and welfare of students, teachers in specific areas – i.e. labs and physical education classes – may require particular modes of dress. Also, teachers or administrators may require or exclude a more specific type of dress for special events such as field trips, concerts, etc.

Consistent with the mission of the school district a student’s dress will always be within reasonable limits of decency, morality, and propriety. Part of the District’s educational mission is to prepare students for eventual employment and to teach that expectations in attire differ between school/work and recreation. Students who require exemptions to the dress code due to religious or medical reasons should see a building administrator who may make exceptions to the dress code.

Appropriate disciplinary measures will be taken with students not complying with the dress code; students will not be permitted to attend class until acceptable adjustments are made to their appearance. Students with dress code violations will be asked to make clothing adjustments. Flagrant or repeated violations of the dress code will result in the assignment of more serious discipline.

The rules that follow are provided to help students comply with appropriate dress during the school hours. The limitations have been described in order to result in uniform enforcement and to minimize subjective determinations.

Dress Code for Students

Clothing must meet the school’s standards of safety, decency, and health and must not be overly distracting or immodest. Failure to comply will result in administrative action.

Shoes:

1. Must be worn at all times
2. No sandals will be permitted in shop areas
3. No slippers will be permitted

Shirts/Tops/Coats:

1. Upper body must be covered at all times
2. No tank tops, suggestive T-shirts, bare midriffs, mesh see through shirts, exposed undergarments, etc. will be permitted.

3. No shirts displaying alcohol, drug, and tobacco products or shirts disruptive to the education process will be permitted in school.
4. No long coats are to be worn during school hours including: topcoats, trench coats, raincoats, dusters, etc.

Shorts/Pants:

1. No short shorts, indecent, or unsafe shorts or pants will be permitted.
2. Pants are to be worn so that underclothes are not visible.

Hats/Sunglasses:

1. No student will be permitted to wear a hat or a bandanna while in school. Failure to comply will result in confiscation of hat on first offense and warning. Further disciplinary action will be taken by the administration on subsequent offenses.
2. Hats must be kept in the student's locker if brought into school.
3. Sunglasses are not permitted to be worn while in school.

Miscellaneous:

1. No clothing, jewelry, or attire displaying words, symbols, or pictures using profanity or having sexual overtones.
2. Students have the responsibility to keep themselves, their clothes, and hair clean. Students found consistently unclean can be excluded from school until the problem has been remedied.
3. Teachers or administrators have the right to have these individuals checked for cleanliness at their discretion by the school nurse so that removal from school could be justified until the individual meets proper health standards.
4. These are only minimum standards. Any activity advisor has the prerogative to set up additional standards for that activity. These standards must be submitted prior to the activity for board approval.

Bus Conduct (from MSD Policy No. 810, "Transportation")

Proper student conduct on school buses is essential to the health and safety of all students. Persistent misbehavior on the part of any pupil will result in the revocation of the privilege to ride the school bus. Should a student lose the privilege, it becomes the responsibility of the parent or guardian to provide transportation. The driver of the bus has the authority to direct students with regard to bus behavior and to assign seats where appropriate. Behavior infractions will be reported to the appropriate administrator. Misbehavior on the bus that is persistent or serious, poses a threat to the health and safety of others, causes a distraction or undermines the authority of the driver or violates district policies shall be subject to the appropriate consequences as determined by the administrator. To monitor student conduct and to ensure student safety, video cameras may be placed in any bus used by McGuffey School District. Students may be subject to being videotaped on the school bus at any time, including the activity bus and athletic, band, chorus and field trip travel.

Basic Rules for Safe Bus Riding

1. Be at the bus stop on time at home and at school.
2. Do not stand on the bus while it is in motion. Keep arms and hands inside the bus.
3. Students are to get on or off the bus only at assigned stops. Exceptions to this rule will be honored in a note from school or when being met by parents.
4. Horseplay, fighting, throwing objects on or off the bus, or talking above a normal tone of voice will not be permitted.
5. Profanity, smoking, spitting, playing with matches, or conduct offensive to others will not be tolerated.
6. No eating or drinking while on board the bus will be permitted. Waste materials are to be placed in receptacles in the front of the bus and not on the floor.
7. Do not tamper with any bus equipment. Damages done by malicious mischief will be paid for by the offender(s).
8. Keep objects out of the aisle. Any objects that do not fit comfortably on students lap or under the seat must be transported to or from school by other means.
9. Above all, treat others as you would like to be treated.
10. Students must follow all instructions issued by the bus driver.

All rules with regard to behavior on school property also apply to bus conduct.

BEHAVIOR MANAGEMENT

Searches (from MSD Policy No. 226 “*Searches*”)

The Board reserves the right to authorize school authorities to inspect or search a student’s locker or desk at any time for the purpose of determining whether the locker or desk is being improperly used for the storage of illegal items or substances or any materials that pose a threat to the health, safety, order and welfare of school occupants. Students shall have no expectation of privacy with respect to their use of such lockers or desks. No student permission is necessary to enter a locker or desk. Seized materials may be used as evidence against the student in disciplinary and other proceedings.

If it is reasonably suspected that a student has illegal material in his/her locker, in a backpack or purse, or in an automobile on school property, the student shall be notified and given the opportunity to be present while school personnel conduct a search. However, where school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare, or safety of students in the school, student lockers may be searched without prior warning. School personnel will notify the parent, police and superintendent if illegal materials are found. Possession of illegal material in an automobile on school property may result in suspension of parking privileges in addition to other consequences related to the offense.

Off-Site or After-Hours Conduct (from MSD Policy No. 218 “*Student Discipline*”)

Off-site or after-hours conduct may subject students to school discipline if the misconduct is connected to the school because the conduct may reasonably be expected to undermine the proper disciplinary authority of the school or school staff, threaten the safety of students or staff, or cause substantial disruption and/or material interference with the rights of other students or school operations.

Factors in determining whether school discipline will be imposed may include whether the conduct caused or is reasonably likely to cause disruption to school programs or the school community; whether school property or equipment was used; and whether school activities, including extracurricular, co-curricular and athletic activities were involved in the planning, organizing or promoting of the misconduct.

All facilities (including parking lots) used for school events are covered by school policy. The following are examples, but are not limited to: McGuffey High School Stadium and the parking lots as well as other facilities/parking areas for such events as the prom, etc.

Weapons (from MSD Policy No. 218.1 “*Weapons*”)

The Board prohibits students from possessing, selling or bringing weapons or replicas of weapons into any school district building, onto school property, to any school sponsored activity, or onto any public conveyance providing transportation to school or a school sponsored activity. Violation of the weapons policy is a serious matter and carries a mandatory consideration of expulsion from school for a period of a full year. The Superintendent may recommend modification of the expulsion on a case-by-case basis and shall assure compliance with IDEA.

The term weapon shall include, but not be limited to knives of all types, cutting instruments, cutting tools, firearms, shotguns, rifles, guns (including BB and pellet guns), lead pipes, chains, nunchaku sticks, throwing stars, darts, metal knuckles, black jacks, fireworks, explosives (including bullets, firecrackers, and M-80s), pepper spray/mace or other chemical agents, and any other tools or instruments capable of inflicting serious bodily harm and replicas of the foregoing.

Hazing (from MSD Policy No. 247 “*Hazing*”)

Students are prohibited from conducting any activities that involve hazing. For purposes of this policy, hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which causes willful destruction or removal of public or private property for the purpose of initiation or admission into, or as a condition for continued membership in, or participation in any student organization or on an athletic team. The term shall include, but not be limited to, any brutality or physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of food, liquor, drug or other substance, or any other forced physical activity which adversely affects physical health and

safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced 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, or cause any willful destruction or removal of public or private property. All hazing is considered to be a forced activity regardless of the individual's willingness to participate.

Unlawful Harassment (from MSD Policy No. 248 *"Unlawful Harassment"*)

The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment of categories protected by civil rights laws is not tolerated. Harassment includes, but is not limited to, slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, sex, national origin, age or handicap/disability that create a hostile environment. The Board encourages students who have been harassed to report promptly such incidents to teachers, counselors, or administrators. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations. Neither reprisals nor retaliations shall occur as a result of good faith charges of harassment. The detailed complaint and investigation process set forth in the Board Policy. If the investigation results in a substantiated charge of harassment, the district shall take prompt corrective action, intended to ensure the harassment cease's, to prevent further harassment, and to remediate any harm already done. For a complete definition of "unlawful harassment" refer to the Board Policy.

Bullying (from MSD Policy No. 249 *"Bullying/Cyberbullying"*)

The Board is committed to providing a safe and positive learning environment for all district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board strives to maintain an educational environment free from bullying. The Board prohibits all forms of bullying by district students in school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school. The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee. The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying. For a complete definition of "bullying/cyberbullying" refer to the Board Policy.

Door to Door Provision (from MSD Policy No. 218 *"Student Discipline"*)

Sections 510 and 1317 of the School Code both give school personnel authority as to the conduct and behavior of students "during the time they are in attendance, including the time required in going to and from their homes". It is important for parents and students to be aware of the provision. The safety of the students of this District is of the highest importance.

Prohibition of Electronic Devices (from MSD Policy No. 237 *"Use of Beepers/Paging Devices"*)

According to Section 1317.1 of the Public School Code, the possession by students of electronic paging devices and laser pointers shall be prohibited on school grounds, at school sponsored activities, and on buses and other vehicles provided by the school district. Students are not permitted to have radios, MP3 players, CD players, tape players, paging devices/beepers, digital cameras or similar electronic equipment in school. Laser devices are also not permitted in the building. Such equipment will be confiscated and turned over to the administration. Cell phones are not to be used during school hours. Students with cell phones must turn them off during the school day. Failure to comply with this policy will result in confiscation of the phone. If an electronic device is utilized in a violation of the Student Code of Conduct, it may result in citations and/or charges being filed with legal authorities.

Pagers and laser pointers will be confiscated and turned into the office. Cellular phones are to be turned off and are not to be used during school hours. Misuse may result in confiscation. Any electronic device that provides for wireless, unfiltered connection to the Internet is prohibited. Any other electronic devices that cause interruptions in the educational process may be taken by teachers and turned in to the office. Any electronic devices that may pose a safety hazard will be returned only to a parent. Illegal materials will be turned over to the police.

The administrator may grant approval for possession and use of an electronic device by a student for the following reasons:

1. Health, safety, or emergency reasons.
2. An individualized education program (IEP) or Section 504/Chapter 15 plan.
3. Classroom or instructional-related activities.
4. Other reasons determined appropriate by the building administrator.

Tobacco Use (from MSD Policy No. 222 *"Tobacco Use"*)

Act 145 of the 1996 session of the General Assembly of the Commonwealth of Pennsylvania specifically prohibits the use and/or possession of tobacco by pupils in school buildings and on school buses and on school property owned by, leased by, and under the control of the McGuffey School District. To protect the health of the future citizens and to provide role models for the youth of the district, the McGuffey School District has enacted by resolution a smoke-free environment for all district facilities, and has prohibited smoking by all persons on school property. Portions of this Act and policy are enforceable under civil penalty with a fine plus court costs. The discipline to enforce this Act is outlined under Level III Violations of this document.

Under Tobacco Use Policy No. 222, the McGuffey School Board prohibits students from possessing and using tobacco at any time in a school building, on a school bus and on school property. The school district shall initiate a suspension and prosecution of a student who violates the Tobacco Use Policy. After an informal hearing, a student convicted of possessing or using tobacco on school property shall be fined.

District Medication Policy (from MSD Policy No. 210 *"Use of Medication"*)

All medication (whether prescribed or non-prescribed), that is brought to school by a parent/guardian/designated adult, must be taken to the nurse's office. If the nurse is not available, the medication is to be taken to the principal's office. Medication may not be kept in the student's locker, purse, or on the student's person, etc. Inhalers may be carried with permission of the nurse and a doctor's written order.

Any student who possesses, uses, or distributes any medication (whether prescribed or non-prescribed) is in violation of this policy and is subject to disciplinary action.

Any medication (whether prescribed or non-prescribed) must be in the original package in a sealed envelope accompanied by a physician's order and a note from the parent or guardian giving permission for the medication to be taken in school. The note must have the following information: student name, name of medication, dosage of medication, time medication is to be taken, name of physician prescribing medication, and date medication is to be given, reason for the medication and the number of pills sent.

Medication that is prescribed by a physician and is to be administered in school on a daily basis must be accompanied by a written order from the physician. Any change in the original order (such as a change in dosage or a discontinuation) requires a new written order from the physician. The student is responsible for reporting to the nurse's office at the designated time to take the medication. Non-prescription nutritional or herbal supplements will be administered ONLY with a written authorization from a physician.

Possession/Use of Asthma Inhalers (from MSD Policy No. 210.1 *"Possession/Use of Asthma Inhalers"*)

The possession/use of asthma inhalers is regulated by a separate policy on asthma inhalers. Before a student may possess or use an asthma inhaler in a school setting, the Board requires a written request from the parent relieving the District and its employees of responsibility and a written statement from the physician setting forth the information prescribed in the Policy. The parents must submit an inhaler self-administer action plan on the form provided by the District. The student is prohibited from sharing the asthma inhaler with other students and must notify the school nurse immediately following each use of an asthma inhaler. Violations of the Policy by a student shall result in immediate confiscation of the asthma inhaler and medication and loss of privileges. For a complete understanding of the rules regarding asthma inhalers, the parents and students should read Board Policy No. 210.1.

Drug Abuse (from MSD Policy No. 227 “Controlled Substances”)

The Board strictly prohibits the use, possession, sale, transfer and intent to sell or transfer of any drug or drug paraphernalia, alcohol or look-alike substances on school property, or at any school-related activities, and during the time spent traveling under the specific circumstance set forth in Policy No. 227. This prohibition will apply to off-campus activity. For the purpose of this section, the following definitions will apply:

Drug/Controlled Substance – A controlled substance is any substance the possession, use or delivery of which is regulated by the Controlled Substance, Drug, Device and Cosmetic Act of the Commonwealth of Pennsylvania, Act of April 14, 1972, found in Purdon’s Pennsylvania Students, 35 P.S. sections 780-101 through 780-144.

“Look-Alike” Drug – A “look-alike” drug is a non-controlled substance that has a stimulant or depressant effect on human beings and/or substantially resembles a controlled substance in appearance.

Alcoholic Beverage – An alcoholic beverage is any intoxicating liquor, wine, or brewed or malt beverage regulated under the Liquor Code of the Commonwealth of Pennsylvania, Act of April 12, 1951, P.L. 90, Art. 1, Section 101, Et Seq., as amended.

Distributing – to deliver, sell, pass, give, or share from one person to another, or to aid therein.

Drug paraphernalia – any utensil or item that, in the judgment of an administrator, can be associated with the use of drugs, alcohol, mood-altering, or health endangering substances including but not limited to vaping devices and/or products.

McGuffey School District considers the possession, use, and/or distribution of any of the above substances on school property, transportation, or at school related events as a serious offense. All substances and products will be confiscated by the administration and tested by law enforcement to determine their content. All costs incurred to test substances will be the responsibility of the parent/guardian.

First offense violations of possession, use, and/or distribution of the above substances will result in an out of School Suspension of up to 10 days following an informal hearing, a referral to law enforcement, participation in the Student Assistance Program and compliance with recommendations, and placement on Administrative Review or Bad Standing.

Evaluation of the offense by the administration will determine if a referral to the School Board is appropriate for the first offense. Any second offense violations will result in the student being immediately placed on Bad Standing. Possession, use, and/or distribution of a controlled substance and/or the second and subsequent offenses of drug involvement may/will result in a referral to the Board of School Directors with consideration for expulsion. All violations will be referred to law enforcement for their disposition.

None of the provisions of this policy shall be construed to prohibit or regulate student’s use, possession or transportation of medication prescribed for the student by a licensed physician. Students using over the counter and prescription medication are required to follow the District Medication Policy No. 210.

Use of Anabolic Steroids

As specified in Sec. 807.3 of Title 35 of the Pennsylvania statutes, the following minimum penalties are prescribed for any student athlete found in violation of the prohibited use of anabolic steroids:

1. For a first violation, suspension from school athletics for the remainder of the season.
2. For a second violation, suspension from school athletics for the remainder of the season and for the following season.
3. For a third violation, permanent suspension from school athletics.

No student shall be eligible to resume participation in school athletics unless a medical determination has been submitted, verifying that no residual evidence of steroids exists. The administration may require participation in drug counseling, rehabilitation, testing, or other programs as a condition of reinstatement into a school athletic program. While the administrative staff, coaching staff, advisors and faculty cannot observe students seven days a week/twenty-four hours a day, students are expected to abide by all school regulations. Any violation brought to

the attention of the administration shall be investigated. Students have the right to due process. During the due process proceedings, if the allegations are found to be factual, the associated penalty shall be imposed.

Student Assistance Programs (from MSD Policy No. 236.1 “*Student Assistance Program*”)

Student Assistance Programs are in place at the elementary schools, middle school and the high school. The program is called SAP which stands for Student Assistance Program. The major focus of this program is to help students and parents experiencing problems related to educational barriers, drugs, alcohol, and mental health issues to interface with agencies in the community which can provide ongoing counseling assistance. Level IV violations involving substance abuse at the secondary level require the student to participate in and successfully complete the Student Assistance Program assessment and any recommended counseling and/or interventions.

At the elementary schools, SAP teams, and guidance counselors are in place to provide assistance to students and their parents in academic, social, and behavioral areas. A student with a drug-abuse related problem seeking help, if then not in violation of this drug and alcohol abuse policy, shall not be reported as an infraction of the prohibition and shall not be penalized. School personnel from whom the student requests assistance will refer the student to the appropriate counselor, school nurse, or designated member of the Student Assistance Program. Communication will be held confidential, unless immediate treatment appears necessary. If medical treatment appears necessary, the parents will be notified immediately.

Student Driving and Parking

Student driving is a privilege and the following criteria must be met in order to be permitted to drive to school: students must be in good standing academically, behaviorally, and financially, students must possess a valid driver’s license, a certificate of ownership, current vehicle registration and liability insurance. Students must complete a parking permit application and submit it to the School Security Office for approval. Ince your application has been approved the following parking regulations apply:

1. You will be assigned a numbered parking space which corresponds with the number on your parking permit. You are only permitted to park in your assigned parking space.
2. Your permit must be hung from the rear-view mirror. Failure to display parking permit may result in loss of driving privileges.
3. There will be a set number of permits distributed each year. The order of student parking preference is as follows:
 - a. Coop students
 - b. Athletes (Senior and junior in-season)
 - c. Senior Workers
 - d. Seniors
 - e. Junior Workers
 - f. Juniors

The student parking preference will be reevaluated periodically by the School Police Officer and permit status may change due to the availability of parking space

4. To prevent accidents, the school speed limit of fifteen (15) mph must be observed.
5. Students are not permitted in their vehicles during school hours.
6. Students driving must enter the building as soon as their vehicles are parked. Remaining in cars may result in revocation of driving privileges.
7. If a vehicle is used during an illegal absence, the student owning the vehicle may lose his or her driving privileges. The student cannot have any other person drive his or her vehicle on school grounds.
8. Any improper vehicular use will automatically result in revocation of driving privileges.
9. Students are not permitted to have their vehicles on school property before 7:40 a.m. during the school day.
10. Students are not permitted to drive to Western Area Career and Technology Center (WACTC) unless permission is granted from WACTC and McGuffey High School administration. Suspension and/or loss of driving privileges may result if students do not follow the proper procedures.
11. Driving privileges may be revoked for students receiving in-school suspension, out of school suspension, outstanding financial obligations or repeated tardiness to school.

12. Any student who is placed on bad standing will not be permitted to drive or park on school property.
13. Any violation of the above stipulated regulations or McGuffey Student Code of Conduct may result in a loss of driving/parking privileges.

Care of School Property (from MSD Policy No. 224 *"Care of School Property"*)

All school property such as books and supplies should be handled with care. If school property is lost or damaged, its replacement cost may be charged to the student if the damage is determined to have been caused by the negligent or intentional acts of the student. The matter may be referred to the police if the act is willful and damage to property is serious or chronic. Furniture and equipment are expensive items and warrant careful use. The school grounds and equipment will maintain their condition if each individual uses good judgment in using them.

EXTRACURRICULAR ACTIVITIES

(from MSD Policy No. 122 *"Extracurricular Activities"*, No. 123 *"Interscholastic Athletics"*, No. 122.2 *"Non-athletic Extracurricular Activity and Club Eligibility"*)

Students involved in extracurricular activities and interscholastic athletics are expected to follow all rules and regulations contained in the Student Code of Conduct which also regulates student conduct during off campus activities.

Parents and students need to be aware that participation in extracurricular activities and interscholastic athletics is a privilege.

Student eligibility for extracurricular activities and interscholastic sports are regulated by McGuffey School District Policies 122.2 and 123.

Consequences resulting in the exclusion from school shall include a prohibition for participation in or attendance at any school-sponsored activity during the period of the exclusion. The coach or director of the extracurricular activity may, with approval of the principal, also impose special training rules and reasonable dress requirements that are required for participation in the activity.

DISCIPLINARY RESPONSES TO STUDENT MISCONDUCT

Student Discipline (from MSD Policy No. 218 *"Student Discipline"*)

The Public School Code gives every teacher, assistant principal and principal the right to exercise the same authority as to the conduct and behavior of students in the school during the time they are in attendance, including the time required in going to and from their homes, as parents, guardians and persons in parental relations may exercise over them. A staff member may use reasonable force without warning when it is essential to quell a disturbance; to obtain possession of weapons or other dangerous objects; for the purpose of self-defense; and for the protection of persons or property. Corporal punishment, which is physically punishing a student for an infraction, is prohibited. The State Board regulations define "corporal punishment" as "a form of physical discipline that is intended to cause pain and fear and in which the student is spanked, paddled or hit on any part of the body with a hand or instrument."

To the extent the District disciplines a student for verbal expression, the district does not intend to regulate any particular viewpoint or content, that is, free speech, but rather to set a standard to address the appropriateness of the manner in which the message is conveyed and to protect against a reasonable forecast of substantial disruption and/or material interference with the rights of other students or school operations.

Discipline of Students with Disabilities (from MSD Policy No. 113.1 *"Discipline of Students with Disabilities"*)

Students with disabilities who engage in inappropriate behavior, disruptive activities and/or actions injurious to themselves or others shall be disciplined in accordance with their Individual Education Program (IEP), a behavioral

support plan and Board policy in compliance with provisions of the Individuals with Disabilities Education Act (IDEA) and State regulations.

BUILDING RULES AND REGULATIONS
(from MSD Policy No. 218 *“Student Discipline”*)

Elementary Schools

Because of the organizational structure of the elementary classroom, the teacher is basically responsible for developing a positive climate for learning within the classroom. Individual class rules will be developed by the teacher and communicated to the students at the beginning of the school year and reinforced throughout the year.

Regularly scheduled parent conferences, as well as parent contact in specific cases, are the primary method of discipline with children of elementary school age. The teacher and parent will develop a plan to attempt to eliminate the source of any misconduct.

In case of recurring misconduct, the teacher will refer the case to the building principal. The building principal will determine the course of action to be followed in each case, consistent with the provisions of this Code. Efforts to modify behavior may include referral to the counselor or the appropriate support staff. Chronic or serious misbehavior will result in office referrals and interventions that may include detention, suspension, alternative education, assignment of “bad standing”, and expulsion.

Middle School

The management of proper student conduct at the middle school level continues the reliance on parent contact and cooperation begun at the elementary level and begins to place more responsibility on the student to understand and obey duly constituted laws, rules and regulations. This bridge in responsibility is consistent with the growth and development of the middle school pre-adolescent years; the responsibility for misbehavior increases as the youngster proceeds through the middle school.

Minor misbehavior that impedes orderly classroom procedures will be handled by the individual classroom teacher. Options may include verbal reprimand, special assignment, behavioral contracts, withdrawal of privileges, SAP referral, lunch detention, and parent/guardian contact. Chronic or serious misbehavior will result in office referrals and interventions that may include detention, suspension, alternative education, assignment of “bad standing”, and expulsion.

High School

The senior high school maintains a structured open environment that relies heavily upon the students’ awareness of appropriate behavior and a knowledge and recognition of the types of penalties that will be imposed for violations of the Code of Student Conduct. Students must assume responsibility for their behavior at all times. Minor misbehavior that impedes orderly classroom procedures will be handled by the individual classroom teacher. Options may include verbal reprimand, special assignment, behavioral contracts, withdrawal of privileges, SAP referral, and parent contact. Chronic or serious misbehavior will result in office referrals and interventions that may include detention, suspension, alternative education, assignment of “bad Standing”, and expulsion.

EXPLANATION OF SEVERAL DISCIPLINARY OPTIONS

(from MSD Policy No. 218 *“Student Discipline”* and MSD Policy No. 233 *“Suspension and Expulsion”*)

Detention is the keeping of students during non-instructional time during school hours and/or before or after school hours for disciplinary purposes. Students involved will have overnight advance notice in order to make transportation arrangements. Disciplinary detention procedures and scheduling will be determined at the building level.

Bad Standing is an action to be used by the administration as a corrective action for disciplinary offenses, truancy, and financial obligations. When a student is so classified, he is suspended from all school activities except those directly connected with the curricula. Under no circumstances may the student participate in or attend any of the school activities. Such activities include: practice for any sport, all athletic activities, marching band, plays, assemblies, color guard, or any groups or organizations. At any time during such standing, the student may not attend assembly programs, proms, meetings of any clubs, or other functions. The student may only attend the regular classes during the school day. Any senior whose bad standing is in effect during the graduation date will not be permitted to participate in the commencement ceremonies.

In-School Suspension is an administrative disciplinary option, which temporarily removes the student from his/her regular class schedule. The student is assigned to a highly structured, restrictive educational setting for a period of one to ten days. The student's educational progress, supervised by a certified teacher, continues with this setting. Credit is given for classroom work completed. In-school suspension is held during regular school hours.

Exclusion from School

Suspension – suspension is an administrative disciplinary action that is then when:

1. Milder forms of disciplinary action have been ineffective in correcting the student's behavior;
2. The student commits certain violations found within the Level II, III or IV classification; or
3. The student represents an immediate danger to him/herself or to the school community.

During the period of the suspension, the student:

1. May not enter upon school property -- at any hour of the day or night, except with prior approval of a school administrator.
2. May not attend or participate in any school-sponsored activity – either curricular or extra-curricular.
3. Must complete all assignments to the best of his/her ability. Completed assignments are to be submitted to teachers upon the student's return to school. Zeroes will be given for any work that is not done.

Privileges that were restricted as a result of the suspension are reinstated the morning following the last day of the suspension unless the student is assigned to "bad standing" status.

Suspension is exclusion from school for a period of 1 to 10 consecutive school days. Suspensions can be assigned by the administrator. No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Every effort and means will be utilized in an attempt to notify parents of the student on the day the suspension is imposed. The parents will also be notified in writing with a copy forwarded to the superintendent's office.

When the suspension exceeds three school days, the student and the parents will be given the opportunity for an informal hearing before the building administrator. The purpose of this informal hearing is to enable the student and the parent to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is intended to encourage the student's parents to meet with the administrator to discuss ways to avoid future offenses. The informal hearing also provides an opportunity for the administration to inform the student and parent of any charges that may be filed against the student.

Expulsion (from MSD Policy No. 233 "*Suspension and Expulsion*")

Expulsion is exclusion from school imposed by the Board of School Directors for a period exceeding ten consecutive school days, and may be permanent expulsion from the school district. All expulsions require formal hearing before the board of school directors or a duly authorized committee of the board or a hearing examiner who need not be a member of the Board, but whose adjudication must be approved by the Board.

If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety, or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by

both parties. Any student so excluded shall be provided with alternative education, which may include home study.

Students who are less than 17 years of age are subject to the Compulsory School Attendance Laws even through expelled. The initial responsibility for providing the education rests with the student's parent or guardian through placement in another school or through tutoring or through an alternate education program approved by the district superintendent.

Within thirty days of the action by the Board of School Directors, the parents or guardian shall submit to the district's superintendent written evidence that the required education is being provided or outline the attempts that have been made and the reasons for non-compliance. If the parents or guardians are unable to provide the required education, the district then shall make provisions for the student's education. If the district's alternate education program is not complied with, the district may take action in accordance with Chapter 63 of The Juvenile Act (42 PA. S.C. 6301-6308). A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act.

Formal Hearing (from MSD Policy No. 233 "*Suspension and Expulsion*")

At the formal hearing the following due process requirements are observed:

1. Notification of the charges shall be sent to the student's parents or guardian by certified mail.
2. At least 3 days' notice of the time and place of the hearing. A copy of the expulsion policy, notice that the student may be represented by legal counsel, and the hearing procedures shall be included in the hearing notice.
3. The right to an impartial tribunal.
4. May be represented by counsel, at parents' expense, and may have a parent or guardian attend.
5. The right to be presented with the names of witnesses against the student and copies of the statements and affidavits of those witnesses.
6. The right to request that any such witnesses appear in person and answer questions to be cross examined.
7. The right to testify and present witnesses on his or her own behalf.
8. A written or audio record must be kept of the hearing. The pupil is entitled, at his or her own expense, to a copy.
9. The proceedings must be held within 15 days of the notification of charges, unless an extension is mutually agreed to. A hearing may be delayed for the following reasons: laboratory reports are needed from law enforcement agencies; evaluations or other court or administrative proceedings are pending under the Individuals with Disabilities Act; in cases involving sexual assault or serious bodily injury, delay is necessary due to condition of best interests of the victim.
10. The right to a private hearing unless the student or parent requests a public hearing.

Where the student disagrees with the results of the hearing, resource is available in the appropriate court of the Commonwealth. If it is alleged that a Constitutional issue is involved, the student may file a claim for relief in the appropriate Federal district court. Notice of the right to appeal the results shall be provided with the expulsion decision.

GUIDELINES FOR DISCIPLINARY ACTION: ELEMNTNARY, MIDDLE, AND HIGH SCHOOL

Improper conduct that disrupts the normal educational process is classified into four categories: Level I Violations, Level II Violations, Level III Violations, and Level IV Violations.

To provide consistency in the application of penalties, a guide to the classifications of misbehavior follows. It should be understood that the information in Levels I through IV is intended to serve as a guide and is subject to modification on a case-by-case basis. Administration will determine the appropriate corresponding disciplinary action.

Misconduct may fit into Level I, II, III, or IV violations depending on the seriousness of the offense.

Level I violations are those that are considered to be minor discipline infractions and are routinely handled by the classroom teacher.

Level II violations are of a less serious nature than those outlined in Level III. Level II includes persistent violations within the Level I category as well as violations that are defined as Violations of the Attendance Policies of the Commonwealth of Pennsylvania and the McGuffey School District. Level II violations are handled by an administrator.

Level III violations are those that are serious in nature and may result in discipline that includes an alternative education assignment, suspension and/or expulsion from school. Level III violations are handled by an administrator. Police may be notified depending upon the seriousness of the violation.

Level IV violations are defined as follows:

1. Any acts whose consequences seriously endanger the health or safety of the individual or others in the school.
2. Acts which result in violence to another person or his/her property or the property of the school district. Such acts are usually malicious in their motivation or intention and pose a direct threat to the safety of others in the school.
3. Possession or use of substances banned by school policy.
4. Persistent disregard of school rules.

Level IV violations are handled by an administrator. Police may be involved depending upon the seriousness of the violation.

**GRADES K-12
LEVEL I VIOLATIONS**

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations Procedure Disciplinary Options	Procedure	Disciplinary Options
<ul style="list-style-type: none"> • Running, throwing items, littering • Excessive talking • Minor Horseplay • Dress Code violation • Late to class • Possession of an unauthorized electronic device • Cafeteria misbehavior • Hall misbehavior • Inappropriate language • Minor infractions of disrespect • Consumption of food or beverage outside authorized areas • Minor classroom disruption • Bullying 	<p>The classroom teacher or appropriate school personnel will evaluate the violation and determine the appropriate disciplinary option(s).</p>	<ul style="list-style-type: none"> • Warning • Parent contact • Loss of privileges • Change in seating assignment • Referral to Guidance Counselor • Intervention Plan • After school detention • Cafeteria detention • Recess detention

**GRADES K-5
LEVEL II VIOLATIONS**

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations Procedure Disciplinary Options	Procedure	Disciplinary Options
Persistent violations of Level I	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Parent Contact • Verbal warning • Guidance Counselor/ESAP referral • Intervention Plan • Cafeteria detention • Recess detention • Loss of privileges • After school detention • In-School Suspension
Illegal absence, full or partial day	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced
Unexcused or illegal tardiness to school.	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced • Parent contact • Home and School Visitor contact
Truancy, full or partial day – any absence for a student of any age that is either illegal or unexcused and occurs without the consent of the parent or guardian.	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced • Parent contact • Home and School Visitor contact
<ul style="list-style-type: none"> • Chronic classroom disruption • Improper hall behavior • Loitering in lavatories • Minor insubordination/defiance • Dress Code violation • Possession of an unauthorized electronic device • Inappropriate language • Cafeteria misbehavior • Minor theft • Verbal Harassment: first offense • Unauthorized solicitation • Rough horseplay • Misuse of privileges • Misrepresentation of the truth • Misbehavior for a substitute • Incomplete academic work • Bullying 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Parent contact • Verbal warning • Guidance Counselor/ESAP referral • Intervention Plan • Cafeteria detention • Recess detention • Loss of privileges • After school detention • Change or alter clothing to comply with Dress Code • Restitution for all damage or loss if appropriate • In-School Suspension
<ul style="list-style-type: none"> • Minor misbehavior on the bus 	The administrator will evaluate the	<ul style="list-style-type: none"> • Parental contact

<ul style="list-style-type: none"> Loitering on route to school (walkers) 	violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> Bus Conduct Report Warning Assigned seat Intervention Plan Cafeteria detention Recess detention Loss of privileges After school detention
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**GRADES K-5
LEVEL III VIOLATIONS**

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations Procedure Disciplinary Options	Procedure	Disciplinary Options
Persistent violations of Level II	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> Parent contact Guidance Counselor/ESAP referral Intervention Plan Cafeteria detention Recess detention Loss of privileges After school detention Suspension (OSS/ISS)
<ul style="list-style-type: none"> Using profane or obscene language/gestures Repeated or more serious misbehavior in hall Repeated or more serious misbehavior in the cafeteria Loitering in lavatories Being in an unauthorized are of the building Chronic disruption to the learning environment Insubordination, defiance, verbal disrespect (including obscene language and/or gestures) toward any school employee 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> Parent contact Guidance Counselor/ESAP referral Intervention Plan Cafeteria detention Recess detention Loss of privileges After school detention Suspension (OSS/ISS)
<ul style="list-style-type: none"> Theft Harassment: including physical, verbal, racial, ethnic, or sexual harassment Threatening another student Possession of lighters or other incendiary devices Leaving school (building and/or grounds) without permission Disorderly, vicious, or 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> Parent contact Guidance Counselor/ESAP referral Police notification Restitution for all damages or loss if appropriate Suspension (OSS/ISS)

immoral conduct <ul style="list-style-type: none"> • Extortion • Bullying 		
Hitting, fighting, assaulting, biting	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> • Parent contact • Intervention Plan • Guidance Counselor/ESAP referral • Cafeteria detention • Recess detention • Loss of privileges • After school detention • Suspension (OSS/ISS) • Police notification
Behavior on the bus that poses a threat to the health and safety of others by causing a distraction or undermining the authority of the driver	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> • Parent contact • Guidance Counselor/ESAP referral • After school detention • Suspension (OSS/ISS) • One or more days of bus suspension • Police notification
Violation of computer, internet access, filtering policy	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> • Guidance Counselor/ESAP referral • Denied computer/internet privileges • After school detention • Suspension (OSS/ISS) • Police notification
Possession or use of tobacco	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> • Guidance Counselor/ESAP referral • Citation to the District Magistrate for a civil offense • Suspension (OSS/ISS)
Violation of the District Medication Policy	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> • Parent contact • Guidance Counselor/ESAP referral • Suspension (OSS/ISS)

**GRADES 6-8
LEVEL II VIOLATIONS**

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations Procedure Disciplinary Options	Procedure	Disciplinary Options
Illegal absence, full or partial day – (Student is 16 years of age or younger.)	The administrator and/or Home School Visitor will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced • No credit will be given for work missed • Withdrawal of privileges • Bad standing • Parent contact

<p>Truancy, full or partial day – any absence for a student of any age that is either illegal or unexcused and occurs without the consent of the parent or guardian</p>	<p>The administrator and/or Home School Visitor will evaluate the violation and determine the appropriate disciplinary option(s)</p>	<ul style="list-style-type: none"> • Appropriate aspect of state law shall be enforced • No credit is given for work missed • Detention/ISS • Alternative Education Assignment • Withdrawal of privileges • Bad Standing • Parent contact
<p>Unexcused or illegal tardiness to school</p>	<p>The administrator and/or Home School Visitor will evaluate the violation and determine the appropriate disciplinary option(s)</p>	<ul style="list-style-type: none"> • Appropriate aspect of state law shall be enforced • No credit is given for work missed • Detention/ISS • Alternative Education Assignment • Persistent violations will result withdrawal privileges • Bad Standing • Parent Contact
<ul style="list-style-type: none"> • Classroom disruption • Improper hall behavior • Loitering in lavatories • Misuse of pass/Late to class • Public display of affection • Failure to report to or remain in an assigned area • Misrepresentation of the truth • Insubordination • Dress Code violation • Possession and/or misuse of an electronic device • Inappropriate language or profanity • Cafeteria misbehavior • Possession of lighters or other incendiary devices • Unauthorized solicitation • Misbehavior for a substitute • Violation of district medication policy • Bullying 	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s)</p>	<ul style="list-style-type: none"> • Parent Contact • Verbal warning • Guidance Counselor referral • Behavior contract • Withdrawal of privileges • Detention/ISS • Change or alter clothing to comply with Dress Code • Bad Standing • Suspension
<p>Minor misbehavior on the bus</p>	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s)</p>	<ul style="list-style-type: none"> • Parent Contact • Assigned seat • Detention/ISS • Bus Warning • Bus Suspension • Bad Standing
<p>Repeated Level I Violations</p>	<p>The administrator will evaluate the</p>	<ul style="list-style-type: none"> • Parent Contact

	violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> • Assigned seat • Detention/ISS • Bus Warning • Bus Suspension • Bad Standing • Suspension
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**GRADES 6-8
LEVEL III VIOLATIONS**

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations Procedure Disciplinary Options	Procedure	Disciplinary Options
<ul style="list-style-type: none"> • Persistent Level II violations • Using profane or obscene language/gestures • Been in an unauthorized are of the building • Leaving school grounds without permission • Chronic disruption to the learning environment • Gambling 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> • Parent Contact • Social skills instruction • Guidance Counselor referral • Behavior contract • Withdraw privileges • Detention/ISS • Alternative Education Assignment • Bad Standing • Suspension
<ul style="list-style-type: none"> • Possession and misuse of an electronic device • Insubordination, defiance, verbal disrespect (including obscene language and/or gestures) toward any school employee • Theft • Harassment: including verbal, physical, racial, ethnic, or sexual harassment • Hazing • Threats, verbal or written • Extortion • Persistent violations of school rules • Leaving school (building and/or grounds) without permission • Violation of suspension stipulation • Disorderly, vicious, or immoral conduct • Aiding or abetting in the delinquency of a student • Unlawful trespass • Failure to serve assigned detention/ISS • Violation of computer, 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> • Parent Contact • Guidance Counselor referral • Alternative Education Assignment • Suspension • Restitution for all damage or loss if appropriate • Police notification and/or citation • Detention/ISS • Denial of computer and/or Internet privileges • Referral to SAP Program • Bad Standing

<p>internet access, filtering policy</p> <ul style="list-style-type: none"> • Fighting and physical aggression • Bullying 		
<p>Behavior on the bus that poses a threat to the health and safety of others by causing a distraction or undermining the authority of the driver</p>	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s)</p>	<ul style="list-style-type: none"> • Detention/ISS • Guidance Counselor referral • Suspension • Bus Suspension • Police Notification • Assigned Seat • Bad Standing
<p>Violation of the District Medication Policy</p>	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s)</p>	<ul style="list-style-type: none"> • Parent Contact • Guidance Counselor referral • Alternative Education Assignment • Suspension
<p>Possession or use of tobacco</p>	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s)</p>	<ul style="list-style-type: none"> • Guidance Counselor referral • Citation to the District Magistrate for a civil offense • Suspension • ISS • Bad Standing

**GRADES 9-12
LEVEL II VIOLATIONS**

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations Procedure Disciplinary Options	Procedure	Disciplinary Options
<p>Illegal absence, full or partial day – (Student is 16 years of age or younger)</p> <p>Unexcused absence, full or partial day – Student is 17 years of age or older and absence not recognized by state law, or authorized by the district)</p>	<p>The administrator/Home School Visitor will evaluate the violation and determine the appropriate disciplinary option(s)</p>	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced • No credit will be given for work missed • Parent Contact • Withdrawal of privileges • Bad Standing
<p>Truancy, full or partial day – any absence for a student of any age that is either illegal or unexcused and occurs without the consent of the parent or guardian</p>	<p>The administrator/Home School Visitor will evaluate the violation and determine the appropriate disciplinary option(s)</p>	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced • No credit is given for work missed. • Detention/ISS/Parent Contact • Withdrawal of privileges • Bad Standing
<p>Unexcused or illegal tardiness to school</p>	<p>The administrator/Home School Visitor will evaluate the violation and determine the appropriate disciplinary option(s)</p>	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced • No credit given for work missed • Parent Contact • Detention/ISS

		<ul style="list-style-type: none"> • Withdrawal of privileges • Bad Standing • Alternative Education Assignment
<ul style="list-style-type: none"> • Repeated Level I violations • Classroom/lab safety violation • Classroom disruption • Improper hall behavior • Misuse of pass/late to class • Public display of affection • Failure to report to or remain in an assigned area • Misrepresentation of the truth • Misbehavior for substitute • Loitering in lavatories • Possession of lighters or other incendiary devices • Minor insubordination/defiance • Dress code violation • Possession and/or misuse of an electronic device • Inappropriate language • Cafeteria misbehavior • Leaving the building without permission • Unauthorized solicitation • Bullying 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> • Parent Contact • Verbal warning • Guidance Counselor referral • Behavior contract • Withdrawal of privileges • Detention/ISS/Suspension • Change or alter clothing to comply with dress code • Bad Standing • Social skills instruction
<ul style="list-style-type: none"> • Minor misbehavior on the bus 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> • Parent Contact • Bus warning • Assigned seat • Detention/ISS • Bus Suspension • Bad Standing

**GRADES 9-12
LEVEL III VIOLATIONS**

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations Procedure Disciplinary Options	Procedure	Disciplinary Options
<ul style="list-style-type: none"> • Persistent Level II violations • Using profane or obscene language/gestures • Violation of District Medication Policy • Being in an unauthorized area of the building • Chronic disruption to the learning environment • Insubordination, defiance, 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s)	<ul style="list-style-type: none"> • Parent Contact • Alternative Education Assignment • Suspension • Restitution for all damage or loss if appropriate • Police notification and/or citation • Detention/ISS • Guidance referral

<p>verbal disrespect (including obscene language and/or gestures) toward any school employee</p> <ul style="list-style-type: none"> • Harassment: including verbal, physical, racial, ethnic, or sexual harassment • Hazing • Threatening another student • Aiding or abetting in the delinquency of a student • Extortion • Disorderly, vicious, illegal or immoral conduct • Reckless operation of a vehicle on school property • Theft • Gambling • Violation of suspension stipulation(s) • Fighting/Physical aggression • Unlawful trespass • Failure to serve assigned detentions/ISS • Possession and/or misuse of an electronic device • Violation of computer, Internet access, filtering policy • Bullying 		<ul style="list-style-type: none"> • Referral to SAP • Bad Standing • Denied computer/internet privileges
<ul style="list-style-type: none"> • Behavior on the bus that poses a threat to the health and safety of others by causing a distraction or undermining the authority of the driver 	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s)</p>	<ul style="list-style-type: none"> • Assigned seat • Suspension • Removal from the bus for a period of time • Detention/ISS • Bad Standing • Police notification
<p>Possession or use of tobacco</p>	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s)</p>	<ul style="list-style-type: none"> • Guidance Counselor referral • Citation to the District Magistrate for a civil offense • ISS • Bad Standing • Suspension

**GRADES K-12
LEVEL IV VIOLATIONS**

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations Procedure Disciplinary Options	Procedure	Disciplinary Options
Persistent violations of Level III	The administrator will evaluate the violation and determine the appropriate disciplinary option(s) Evaluation by the Superintendent with possible hearing before the School Board	<ul style="list-style-type: none"> • Parent Contact • Suspension • Expulsion • Guidance Counselor ESAP/SAP referral
Use, possession, or being under the influence of a no prescribed controlled substance, alcohol, or "look-alike drugs". Use or possession of drug paraphernalia	The administrator will evaluate the violation and determine the appropriate disciplinary option(s) Evaluation of offense will determine if referral to the School Board is appropriate on the first offense Second and subsequent offense – referral for hearing before the School Board	<ul style="list-style-type: none"> • Parent Contact • Suspension • Expulsion • Police notification • Guidance Counselor ESAP/SAP referral • Alternative Education Assignment
Sale or distribution of a controlled substance, "look-alike drugs", alcohol, or dangerous drugs or drug related paraphernalia as defined in the "Dangerous Drugs, Device and Cosmetic Act"	The administrator will evaluate the violation and determine the appropriate disciplinary option(s) Referral for hearing before the School Board	<ul style="list-style-type: none"> • Parent Contact • Suspension • Expulsion • Police notification • Guidance Counselor ESAP/SAP referral • Alternative Education Assignment
Possession, use or distribution of a weapon/fireworks/incendiary devices/pepper spray/mace or other chemical agents	The administrator will evaluate the violation and determine the appropriate disciplinary option(s) Evaluation by the Superintendent with possible hearing before the School Board	<ul style="list-style-type: none"> • Parent Contact • Suspension • Expulsion • Police notification • Guidance Counselor ESAP/SAP referral • Restitution for all damage or loss if appropriate • Alternative Education Assignment
Violation of any federal, state, or local law while on school property or at any school event	The administrator will evaluate the violation and determine the appropriate disciplinary option(s) Evaluation by the Superintendent with possible hearing before the School Board	<ul style="list-style-type: none"> • Parent Contact • Suspension • Expulsion • Restitution for all damage or loss if appropriate • Police notification • Guidance Counselor ESAP/SAP referral • Alternative Education Assignment

Title IX – Education Amendment Act of 1972

School Board Policy No. 008 – The McGuffey School District declares itself to be an Equal Rights and Opportunities School District, it does not discriminate against individuals or groups because of race, color, native origin, religion, age, sex, marital status, blindness or handicaps which are capable of reasonable accommodations and disabilities. The District's commitment to nondiscrimination extends to students, employees, prospective employees and the community.