

# 2024-2025

## A PARENT'S HANDBOOK AND GUIDE

Published for Parents of Students  
Enrolled in the Elementary Schools  
of the Mifflin County School  
District

The Mifflin County School Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator/Compliance Officer, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

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

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures

Copies of this Parent Handbook are available in the office of each elementary building and online at <https://www.mcsdk12.org/student-handbooks/>.

## **MISSION STATEMENT**

“Educate each student to meet life’s challenges.”

## **VISION STATEMENT**

The Relentless Pursuit of Excellence

## **EDUCATIONAL VALUES**

Students: Expect to be prepared to model Ready, Responsible, Respectful and Safe behaviors on a daily basis.

Staff: Expect to increase student achievement and growth through effective differentiated instruction for all of our students.

Administration: Expect to work as a collaborative team that openly communicates and promotes academic excellence.

Parents: Expect the Mifflin County School District to openly communicate and promote academic excellence in a safe learning environment that differentiates instruction for all students.

Community: Expect the Mifflin County School District to openly communicate and promote academic excellence in a safe learning environment that differentiates instruction for all students.

## **DIRECTORY INFORMATION**

### **MIFFLIN COUNTY BOARD OF SCHOOL DIRECTORS**

Mark R. Baker – President	Diane W. Stewart
John E. Knepp - Vice President	E. Terry Styers
Rose M. Salvo	Paula R. Dickson
Don W. Wright	Zeb I. Harshbarger

### **Non-Voting Members**

Vance S. Varner	Superintendent
Steven F. DeArment	Chief Academic Officer
Clint N. Aurand	Chief Operations Officer
Thomas G. White. Jr.	Director of Buildings and Grounds
Melinda K. Kenepf	Board Treasurer
Amy L. Smith	Secretary to the Board

### **CENTRAL ADMINISTRATION**

201 Eighth Street - Highland Park                      717-248-0148  
Lewistown, PA 17044-1197

Vance S. Varner	District Superintendent
Steven F. DeArment	Chief Academic Officer
Clint N. Aurand	Chief Operations Officer
Cindi L. Marsh	Director of Student Support Services
Christopher V. Evans	Supervisor of Special Education
Melinda K. Kenepf	Chief Financial Officer
Mark S. Sauer	Director of Human Resources
Thomas G. White, Jr.	Director of Buildings and Grounds
Frank Miller	Federal Programs Coordinator

### **ELEMENTARY SCHOOL ADMINISTRATION**

Lewistown Elementary School  
Jennifer L. Esh, Principal  
Nicole O'Donnell, Assistant Principal  
717-242-5823

Indian Valley Elementary School  
David M. Portzline, Principal  
Travis H. Zook, Assistant Principal  
717-667-2123

East Derry Elementary School  
D. Robert Reeder III, Principal  
Victoria S. Matthey, Assistant Principal  
717-543-5615

Strodes Mills Elementary School  
Frank W. Miller, Principal  
717-248-7154

#### **INTERMEDIATE SCHOOL ADMINISTRATION**

Lewistown Intermediate School  
D. Robert Reeder III, Principal  
Victoria S. Matthey, Assistant Principal  
717-242-5801

Indian Valley Intermediate School  
David M. Portzline, Principal  
Travis H. Zook, Assistant Principal  
717-667-2123

#### **MIDDLE SCHOOL ADMINISTRATION**

Mifflin County Middle School  
Jennifer S. Macknair, Principal  
Luke J. Strawser, Assistant Principal  
717-242-1401

#### **JUNIOR HIGH SCHOOL ADMINISTRATION**

Mifflin County Jr. High School  
Angela L. Stewart, Principal  
Tanya J. Grenoble, Assistant Principal  
Shain A. Hosterman, Assistant Principal  
717-248-5441

#### **HIGH SCHOOL ADMINISTRATION**

Mifflin County High School  
Kelly T. Campagna, Principal  
Jade M. Ruble, Assistant Principal  
A. Mike Durn, Assistant Principal  
Natisha E. Maclay, Athletic Director  
Robert S. Lepley, Asst. Athletic Director  
717-242-0240

#### **ALPHA/MIFFLIN COUNTY ONLINE/ONTRACK ADMINISTRATION**

Mifflin County High School  
Christopher M. Gill, Supervisor  
717-447-2655

#### **COORDINATOR OF TRANSPORTATION**

Administration Building  
Amy L. Smith  
717-248-0148

**DIRECTOR OF INFORMATION SYSTEMS**

Administration Building  
Douglas R. Cunningham  
717-248-0148

# **The Elementary School Program**

## **Overview**

### **Philosophy**

*We believe* that all children must have a good start in their formal education in order to be successful in later schooling. *We believe* that great emphasis must be placed on basic skills in the elementary setting. Reading, mathematics, and language arts must be the core of the basic education program in the elementary schools. *We believe* that parents must be involved in the education of their children, and this involvement will strengthen the ties between home and school. *We believe* all children are unique and that individual differences should be addressed through the curriculum and instructional practices. *We believe* that in addition to the emphasis on basic skills; self-esteem; desire to learn; natural curiosity; and individual strengths must be nurtured.

### **Program & Curriculum**

The basic components of the elementary curriculum include language arts, mathematics, social studies, science, health, physical education, music (general, vocal, and instrumental), and art. The language arts program provides experiences in listening, speaking, writing, oral and silent reading, vocabulary development, comprehension, and library skills, in addition to language development. Each of the five elementary schools follows the same curriculum guidelines as outlined in our K-5 curriculum. Methodology and instructional practices, however, vary among the schools and among teachers.

The Mifflin County elementary schools meet all Pennsylvania Department of Education Curriculum Regulations as required by the General Assembly. The Academic Standards are addressed each year, kindergarten through grade five, throughout the curriculum.

### **Kindergarten**

The Mifflin County School District offers a full-day program in all of the elementary schools. Full-day, every day kindergarten programs offer the opportunity for students to gain advancements in early literacy skills because of the special time in a child's life when learning is occurring at such a rapid rate. The kindergarten program is an academic and social development experience designed to benefit all students.

Kindergarten is a year of learning. New kindergarten curricula, modern teaching technology, and the integration of kindergarten into the total school program have given serious meaning to the kindergarten experience.

The kindergarten year is a time when children's experiences may determine the direction of future education. It is a time when what happens can either stimulate or stifle future eagerness for learning. Children who experience a rich variety of activities are psychologically and physically ready to accept the frustrations, fears, and difficulties involved in each step of enlarging horizons.

A major value of the kindergarten education results when home and school work together. Frequent visits to the school, conferences with the teachers, and participation in home and school associations offer outstanding opportunities for parents and school to unite to provide children with every possible advantage.

Kindergarten does make a contribution of major proportion to the education of children and provides a rich background of valuable experiences and learning situations.

### **Objectives of the Kindergarten Program**

1. Give children an opportunity for self-expression.
2. Teach and foster self-reliance, the ability to assume responsibility and to share ideas.
3. Instill and nurture a love of good literature, with emphasis on vocabulary growth.
4. Arouse and satisfy curiosity, sharpen observations, stimulate thought, develop the ability to draw conclusions and make decisions.
5. Help children practice courtesy, respect for others, and cheerful obedience.
6. Develop muscular coordination and a sense of rhythm.
7. Provide practice in visual and auditory discrimination.
8. Help children with personal attitude toward the school environment.
9. Give children a sympathetic understanding to personal needs.
10. Give children a pleasant, meaningful, and stimulating introduction to school that will retain at least some five-year-old eagerness and curiosity throughout school life.



### **Pre-Kindergarten Assessment Program**

Other than family and health data, we know very little about the children who enter kindergarten. A child's uniqueness, strengths and needs, as well as characteristics sometimes do not surface until they become a problem. Likewise, some children entering school may have learning potential far beyond their chronological age.

All students entering kindergarten will be given a pre-kindergarten assessment to determine learning potential. The assessment is not an attempt to isolate various abilities, nor does it determine whether or not a child may enter school, but rather it is designed to analyze to what degree certain learning skills have been developed prior to entering school.

### **Kindergarten and First Grade Entrance Policies**

Children who enter kindergarten in the Mifflin County School District must have attained a chronological age of five (5) years on or before September 1 of the school year in which admittance is sought.

Children who enter first grade in the Mifflin County School District must have attained a chronological age of six (6) years on or before September 1 of the school year in which admittance is sought. Children who completed kindergarten in the Mifflin County School District during the preceding school year are not required to register for first grade.

### **Criteria for Approval of "Out-of-District" Kindergarten or First Grade Students**

Children who transfer to the Mifflin County School District from a private school, and who do not meet the age requirement of the Mifflin County School District, may be admitted providing the private school they attended meets the following criteria:

1. Certified teacher
2. School term of at least 180 days each averaging 2½ hours
3. Proper registration with the governing State Department
4. Parallel curriculum with public schools
5. Receipt of required credentials
6. Recommendation of the local Superintendent of Schools

### **The Lower Primary Program (Grades 1 and 2)**

The primary emphasis of instruction in first and second grade is in English Language Arts and Mathematics.

➤ **The Reading Program**

The Reading program teaches basic reading skills necessary for early success and continued progress. The primary reading program maintains a unique balance between the involvement of children in a meaningful reading task and the building of reading skills needed for independent growth.

➤ **The Mathematics Program**

The Mathematics program stresses initial understanding of mathematical principles and understandings. Students are given ample opportunity to develop their mathematics skills through problem solving, practice, and the application of mathematic concepts to everyday situations

➤ **The Science Program**

The Science program, at the primary level, strives to build upon children's natural curiosity about their surroundings and how science relates to their lives. Students are introduced to the biological, physical, and earth/space sciences with hands-on experiences.

➤ **The Social Studies Program**

The Social Studies program develops concepts important to family, school, and community life. English Language Arts integrates reading and writing skills.

➤ **The Health Program**

The Health program stresses responsibility for personal health and the development of behavior patterns that will help children understand their body functions and to avoid those aspects that may be injurious to good health.

➤ **The Physical Education Program**

The Physical Education program supplements the health program by reinforcing good health attitudes as they relate to physical fitness, safety, and fair play.

➤ **The Art & Music Program**

Art and Music hold a dominant place in the primary curriculum. Young students are provided opportunity for self-expression, appreciation of the arts, and the development of



individual talents. Specially trained and certified teachers teach these areas of the curriculum.

➤ **The Computer Program**

There is a progressive elementary technology curriculum in place in grades two through five. Computer teachers and librarians incorporate technology into the educational experience. The curriculum has been designed to incorporate lesson plans and projects at each grade level that correlate with the Pennsylvania Technology Standards. Classroom teachers and librarians also incorporate computer skills into their respective activities to help enhance understanding and awareness. Librarians provide support and integration of English Language Arts skills using specially designed lessons.

**The Upper Primary Program (Grade 3)**

Grade 3 is considered the "transitional" elementary year. From the integrated curricular approach at the lower primary grades, students in grade 3 are expected to begin to assume additional responsibility for their own learning. Instruction focuses on building good study habits, as well as developing a good attitude toward homework responsibilities. The curriculum becomes more specialized, and specific subject matter is presented.

English Language Arts is still the core of the program at this grade level. Skills previously learned are reinforced in order to help students become more proficient readers and accomplished writers. There is more emphasis on comprehension skills, literature, and enrichment reading. It holds a special place in the curriculum because it is the foundation for developing communication skills. Elementary librarians also support and enhance skills related to English Language Arts. The Mathematics program begins to emphasize logical thinking patterns. Practice in computation is provided regularly. Science provides opportunity for experimentation, special projects, critical thinking, and the development (nurturing) of the students' natural curiosity. Units in biological, earth/space, and physical science blend process and content into a meaningful learning experience. Social Studies stresses citizenship, societal responsibilities, and introduction to county, state, and regions of the United States. Career awareness is further developed.

Health and Physical Education programs continue to stress the importance of good body care. Applicable health and physical education facts and are presented, designed to help students better understand their capabilities, potentials, and uniqueness as human beings. A balance of physical, emotional, and social health is stressed through planned instruction. Art and Music experiences continue to hold an important place in the curriculum. Through the arts, students have the opportunity to apply their abilities and knowledge through special music programs and art activities. Specialized teachers encourage creativity and promote individualization.

**Intermediate Program (Grades 4 and 5)**

The major thrust of the Intermediate Program (Grades 4 and 5) is to provide students with the opportunity to apply skills they were taught in the lower grades. English Language Arts is still emphasized, but it takes on a new dimension: comprehension, study skills, and reading for pleasure and writing for purpose are stressed. Participation in plays, oral reports, independent study, outlining, and the use of library skills come into play. Children leaving the elementary schools should be proficient, to the degree of their own abilities, in reading and writing related

skills. In Mathematics, students become involved in more complex concepts. Decimals, fractions, measurement, simple geometric and algebraic concepts are used. Homework activities are an important part of the math program in providing "outside" work for students to practice independently what was learned in the classroom. The goal of the math program is to help students become independent and proficient in basic mathematical skills. The Science curriculum, once again, covers biological, earth/space, and physical sciences in an effort to promote an understanding of self, the world, and the environment. Science at these grade levels becomes a "hands on" approach with opportunities for simple lab experiments, field trip opportunities, and individual project development. Social Studies expands students' awareness of cultural, historical, and geographic appreciation of the United States. Economic, sociological, and anthropological concepts are taught. The Health and Physical Education programs stress social interaction and good attitudes toward physical fitness. Vigorous physical activities through team sports, calisthenics, and aerobics help students develop muscle tone, coordination, and motor skills. Health instruction provides students with applicable facts and knowledge dealing with disease, anatomy, nutrition, mental and social health, drugs and alcohol, consumer health, safety, and dental health. The Art program introduces students to a large variety of art mediums in an effort to stimulate creativity. In Music, students are given the opportunity to expand their talent through the instrumental music program. Performance opportunities are provided through spring and/or seasonal concerts. All students are encouraged to participate

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## **ATTENDANCE**

### **Attendance Areas**

Children must attend the elementary school to which they are assigned in the attendance area of their residence. Any questions regarding this policy should be directed to the Principal's office.

### **Attendance Requirements**

Children between the ages of 6 and 18 are required by state law to attend school. Regular attendance is necessary for the continuity of the teaching-learning process and to help young people gain good attendance habits. The school year consists of 180 class days between August and June.

Illness, medical and dental appointments, certain religious holidays, death in one's family and other urgent reasons are recognized under state law as the only reasons for excusing absences from school as scheduled. Absences for reasons other than these will be classified "unexcused"; under the state compulsory attendance law, such absences for pupils ages 17 and younger are deemed "unlawful."

Pupils may be excused from school up to thirty-six (36) hours during the school term for legitimate religious purposes. Prior notification in writing for each religious absence must be given to the Principal or other person in charge of the school.

A commonly held belief is that pupils are permitted to accumulate three unexcused days before corrective action may be taken by the Principal. The Mifflin County School District believes that young people should be in school every day and will insist upon good attendance. When a pupil is unlawfully absent for three days, cumulatively or in succession, a notice is sent by mail to the parent, guardian or person in parental standing. Each subsequent unlawful absence is dealt with under PA Act 138. School attendance is closely monitored.

When school absence or tardiness becomes habitual or exceeds normal guidelines, notification in writing will be sent to parents. When absence from school becomes excessive, a medical excuse signed by a medical doctor may be required. Habitual absences or tardiness may lead to a referral to Children and Youth Services

### **Written Excuses**

Pupils are permitted for three days following an absence to present a written excuse to the homeroom teacher. Excuses must be written and signed by the pupil's parent, guardian, or person in parental standing.

Failure to submit a written excuse for an absence within three days will result in the absence(s) being recorded as an unexcused absence.

The following information must be included in the written excuse:

1. Full name of pupil
2. Date(s) of absence and date excuse was written
3. Reason for absence
4. Signature of parent, guardian, or person in parental standing

### **Morning Punctuality**

Students are expected to arrive at school at the proper time. Consequences may result for excessive tardiness. Students who arrive after the regular start time must be signed in at the office by a parent or guardian.

### **Early Excuses Due to Illness or Appointments**

Students who are excused for appointments are to provide a note from a parent or guardian as early as possible prior to the time of excusal. Also, students are asked to submit a signed appointment card to the school upon the student's return. A parent or guardian is required to report to the office to pick up students who are excused for appointments and to complete the sign-out process. No student is permitted to leave school early alone. Students will be considered tardy to school upon arriving before 9:30 AM. If a student arrives to school after 9:30 AM or leaves before 2:00 PM, he/she will be marked ½ day of absence.

Students who become ill during school may be excused by the nurse or a member of the office personnel who will contact the home to make transportation arrangements.

### **Excused Absences - Educational Trips**

Although educational trips may be considered lawful absences when taken during the school year, they are carefully screened because of the class time which is lost. It is the responsibility of the parent or guardian to complete the application form available from each school office or online. **THE APPLICATION FORM MUST BE COMPLETED AND RETURNED TO THE SCHOOL PRINCIPAL BEFORE LEAVING ON THE TRIP.** Failure to complete the application form will result in the absence from school being marked as unlawful. Educational trips will be limited to five (5) school days in any given academic year. Students are expected to submit a report about their educational trip upon their return to school. Trip reports are to be up to one page in length and submitted to the teacher on the day they return to school. All questions about taking students on educational trips should be directed to the school Principal.

All information relating to Attendance and Family Educational Trips can be found in the Mifflin County School District Board Policy Manual under Policy #204. The manual can be accessed by visiting the following link - <https://www.boarddocs.com/pa/miff/Board.nsf/Public#>.

### **Withdrawal from School**

Parents or guardians must come to the school office to withdraw a student from school. More information relating to Withdrawal from School can be found in the Mifflin County School District Board Policy Manual under Policy #208. The manual can be accessed by visiting the following link - <https://www.boarddocs.com/pa/miff/Board.nsf/Public#>.

## **BEHAVIORAL EXPECTATIONS AND DISCIPLINE MEASURES**

### **School-Wide Positive Behavior Support (PBIS)**

PBIS (Positive Behavioral Support) is a school-wide system that teaches and reinforces positive behaviors. The goal of the PBIS system is to promote positive behaviors for all students within our schools. One way to achieve this goal is to explicitly teach school-wide behavioral expectations. The school-wide expectations are separated into 4 main categories: *Respectful, Responsible, Ready, and Safe*. Teachers introduce specific expectations from each category to all students and visual reminders can be found throughout the building. Refresher and booster lessons are also taught when data shows an increase in behaviors.

For the few students who cannot, or will not, conform to the behavioral expectations set forth by the school, there is a set of disciplinary measures that are followed. These disciplinary measures are administered consistently and fairly to all children. We ask for parental support and understanding in helping to maintain good discipline.

The following behavioral expectations and disciplinary measures are listed by Divisions. The range of disciplinary measures, any of which may be applied for an infraction, are also spelled out.

### **Division One Behavioral Expectations**

All students are expected to:

- be on time to school, classes, appointments, meetings and special assignments.
- complete assignments on time and to the best of their ability.
- pay attention in class.
- tell the truth.
- do their own work and not cheat.
- not engage in potentially injurious activity.
- use proper language with fellow students and staff and show due respect.
- not chew gum or eat food or drink in class.
- secure proper permission to move in the halls during class periods.
- put forth a high level of effort.
- build a good attendance record.
- demonstrate manners and good etiquette in the cafeteria.
- show respect for school property.

### **Division One Disciplinary Measures**

Pupils who violate the above will receive appropriate disciplinary action by the Building Leader or teacher. These measures may be, but are not limited to:

- a reprimand.
- a personal conference.
- rearrangement of seating.
- discussions with parents.
- special assignments.
- removal of privileges.
- after-school detention.

- temporary removal from class.
- development of a “contract of expected future behavior.”

*A recurrence of the same Division One behavior violation, following disciplinary action, will move the behavior into the Division Two category for a subsequent offense(s).*

### **Division Two Behavioral Expectations**

Students will:

- not fight and harm others.
- complete assignments and follow reasonable directives without a defiant attitude.
- refrain from the use of abusive language and/or inappropriate gestures.
- refrain from threatening others.
- attend classes according to schedule.
- remain at school until dismissed.
- refrain from possessing pornographic material.
- follow rules of safety in school, on the bus, when walking to/from school and on school property.
- refrain from using or possessing tobacco in any form.
- refrain from forging excuses, homework, documents, or other material.
- refrain from repetitive misconducts.
- avoid truancy.

### **Division Two Disciplinary Measures**

Students who violate Division Two Expectations will receive disciplinary action which may be:

- assignment to detention.
- in-school suspension.
- out-of-school suspension.
- development of a “contract of expected future behavior.”
- work assignments.
- social probation.
- removal of privileges.
- involvement in supportive service counseling.
- other appropriate disciplines.

*A recurrence of the same Division Two behavior violation, following disciplinary action, will move the behavior into the Division Three category for a subsequent offense(s).*

### **Division Three Behavioral Expectations**

This Division of expected behavior refers to acts which result, or could potentially result, in violence to another’s person or property, or which pose a direct threat to the health, safety, and welfare to the violator or to others.

These are essentially criminal acts and could involve the intervention of law enforcement authorities:

Bomb threats; selling, using, possessing, being under the influence of, or aiding in the procurement of alcohol, narcotics, restricted drugs, marijuana and medication of any kind; false fire alarms; vandalism; burglary; theft; possession, use or transfer of dangerous

weapons (knives, guns, brass knuckles, sharp metallic objects, slingshots, mace, etc.); possession or sale of stolen property; robbery; arson; breaking and entering; forgery; disruption at events held on school property or any school-sponsored or sanctioned event; assault; battery; refusal to attend school; habitual truancy; violation of Drug and Alcohol Policy; violation of Medication Policy (penalties under Division I or II Misconducts may be administered at the discretion of the administration or Board of School Directors).

### **Division Three Disciplinary Measures**

When Division Three Misconducts occur, law enforcement authorities may intervene along with school officials. If so, this does not obviate disciplinary measures taken by school officials. Pupils may be punished by law enforcement officials and school officials, and this does not constitute double jeopardy.

Nearly every misconduct listed under Division Three will be considered for a review by the Superintendent and School Board. It is likely that a formal hearing before the School Board will be held for the offending pupils. In addition, the Elementary Principal may impose disciplinary measures which are appropriate. These may include but are not limited to:

- in-school suspension.
- out-of-school suspension.
- detention.
- expulsion (only the School Board is empowered to expel)

### **Procedures of Disciplinary Action**

Generally, a Division One Misconduct will be handled by the teacher involved. If various measures to eliminate undesirable behavior prove unsuccessful, the teacher will confer with the Elementary Principal or Building Leader for assistance. Difficult and persistent cases should be referred to the Child Study Team.

Division Two Misconduct will usually be referred directly to the Elementary Principal for investigation and disposition.

Division Three Misconduct must be referred to the Elementary Principal because of the serious nature of these violations and the possible involvement of law enforcement officials.





## BUS TRANSPORTATION

### **Information**

The Board of School Directors has granted the privilege of school bus-van transportation to pupils who live beyond 1-1/2 miles (elementary), 2 miles (secondary) from their assigned school. The privilege is conditioned upon certain behavior expectations which are listed below. The privilege of riding a bus or van may be removed by the school principal for improper conduct. When the bus-van privilege is removed, parents have the obligation of finding alternative ways to transport their child to and from school.

### **School Bus Guidelines**

1. Students are assigned ONE bus, which will be assigned to them prior to the start of the school year. If you have questions concerning your child's assigned bus, please contact your child's Principal. Students ARE NOT permitted to ride to/from school on any other bus other than the one that is assigned to them. Assigned seats may also be assigned.
1. Students' bus stops are designated by the Board of School Directors and may not be altered unless approved by the School Board.
2. Buses and vans will stop to pick up and dismiss passengers at designated bus stops only. No other stops are permitted unless there is an emergency.
3. When students walk along a highway to their bus stop, they must walk on the shoulder of the road on the side facing traffic.
4. Students are expected to wait for their bus in an orderly manner. School officials have authority over students from the time they leave their home in the morning until they return in the afternoon.
5. Students will wait for their bus to come to a full stop before attempting to enter (or exit) the bus. The bus driver has the authority and is expected to regulate entry and exit of students on and off the bus.
6. The bus driver will not move the bus until all students are seated. Students must be seated when the bus is in motion.
7. Each bus has an emergency door to be used only in an emergency. Students may not use the emergency door for routine exit and entry.
8. The major responsibility of bus drivers is to complete their rounds between home and school safely and on time. Proper behavior of students is required at all times so that the drivers' attention is on the road.
9. The following behavior of students will result in disciplinary action: throwing objects out of windows, tampering with or using the emergency exit, leaning or putting arms out of windows, eating, drinking, smoking, chewing tobacco or snuff, spitting, littering the bus, damaging or defacing property, roughhousing, using improper language or gestures, throwing objects, fighting, jumping seats and riding a bus that is not assigned to a student.

In addition, any behavior not mentioned in this handbook that jeopardizes the safety of others is prohibited and will be cause for appropriate discipline.

10. Students should report to the bus driver any condition which needs attention to insure a safe trip.
11. The bus driver is in charge of students between pickup points at school and home. When problems arise, the bus driver will fill out a Bus Misconduct form and present it to the principal, assistant principal or teacher in charge. Parents will receive a copy of the misconduct and the consequent disciplines applied. Certain behaviors and repeated minor misconducts may result in the denial of the privilege of riding a school bus or van. When students are denied bus transportation, they are required to attend school; failure to attend school will result in further disciplinary action. School buses are now permitted to be equipped with audio/recording devices to encourage proper student behavior.
12. Students who walk to and from school are responsible for respecting private and public property along the route. Taking short cuts across private property, littering and creating disturbances are not behaviors condoned by the school district. Walking routes may be changed by the school administration when there is evidence that private and public property or persons are infringed upon by students.
13. Twice each year bus drivers in cooperation with the principal must conduct emergency bus evacuation drills to familiarize students with proper procedures to be used in the event of an accident or other emergency. Students are expected to be attentive and cooperative during these important drills.
14. I-Pod/cell phones and other similar audio equipment on the school bus is at the discretion of the bus driver.

### **After Leaving the Bus**

1. When necessary, cross the road at least ten (10) feet in front of the bus, but only after looking to be sure that no traffic is approaching from either direction.
2. Help look after the safety and comfort of small children.
3. Be alert to the danger signal from the bus driver.
4. Go directly to your school building in the morning and directly home in the afternoon.

In many situations throughout our school district the parents'/guardians' supervision of students at bus stops provides added assurance that the children are safe and secure while loading and unloading on the school buses. It is particularly important and expected that adult supervision be present at bus stops when kindergarten students are loading and unloading. These kindergarten students will not be discharged at their bus stop without adult supervision clearly observed by the bus driver. A Principal may give permission for someone other than a parent to pick up their student – but you must contact your Principal prior to making a change. If there is no approved adult present, the kindergarten student will be taken back to their school or the bus garage. A parent will be contacted and expected to pick up the student immediately. If this should happen on more than one occasion the Principal may contact Children and Youth Services.

## **VIDEO/AUDIO RECORDING – TRANSPORTATION (Policy 810.2)**

### **Purpose**

The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all students, staff, contractors and others being transported on district-owned, operated, or contracted school buses or school vehicles.

### **Definitions**

School bus means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.

School vehicle means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.

### **Authority**

The Board authorizes the use of video and audio recording on school buses and school vehicles for disciplinary and security purposes. The Board prohibits the use of audio recording on any school bus or school vehicle that is not being used for a school-related purpose.

### **Guidelines**

The district shall comply with the provisions of federal and state laws and regulations regarding student record requirements as applicable to the district's use and disclosure of recordings. Recordings considered part of a student's educational record shall be maintained in accordance with established student record procedures governing access, review and disclosure of student records.

Full policy can be viewed at: <https://go.boarddocs.com/pa/miff/Board.nsf/Public>

## **CAFETERIA SERVICES**

### **Information**

The school cafeteria provides a nutritious lunch for students at the lowest possible price. It operates under strict state and federal regulations governing preparation and serving of food. Menus are sent home with pupils on a regular basis and are also available on the district's website.

Elementary schools will participate in the Computerized Accounting System for the School Lunch Program. This electronic system is designed to maintain a daily account file for every student, while also maintaining accurate records required by government agencies.

As part of the National School Meal Program, Mifflin County School District elementary students can eat breakfast in the cafeteria each school day. School breakfast includes: 4 oz. fruit,

vegetable or 100% juice, 8 oz. milk, 2 servings of bread or cereal or 1 serving of bread and 1 serving of protein. Breakfast begins about 30 minutes prior to the start of school and students should report to the cafeteria upon school arrival.

Families may apply for meal benefits at any time during the school year by completing a School Lunch Application. The school breakfast program is beneficial for children that are not hungry upon waking or for students that do not have an opportunity to eat before arriving at school.

The daily account file provides the opportunity for parents to prepay for student lunches. Lunches/breakfasts may be prepaid on a weekly or monthly basis, or for longer increments of time. Prepayment is strongly encouraged as it reduces the chance of lost, stolen or forgotten lunch money. When students prepay for lunch, the cafeteria service is more efficient, allowing children more time to eat and socialize with friends.

More information about Cafeteria Services can be found in the district's Wellness policy by visiting <https://www.boarddocs.com/pa/miff/Board.nsf/Public#> and selecting Policy 246.

### **Cafeteria Charging Policy**

Parents may read the Cafeteria Charge policy in its entirety by visiting the MCSD Board Policy Manual and selecting Policy 234 -<https://www.boarddocs.com/pa/miff/Board.nsf/Public#>.

### **Free/Reduced Price Meal Program**

Students may qualify for the free or reduced-price Meal Program based upon Federal Income Guidelines and family size. Applications for free or reduced-price meals must be completed each school year, and forms are available from the school office at any time during the year. Students are reminded of the following rules and regulations pertaining to cafeteria operation:

1. All pupils including those who carry their lunch are required to eat lunch in the cafeteria at their scheduled time.
2. All schools in the Mifflin County School District observe "closed" lunch periods. Pupils may not leave the cafeteria or the school building at lunch time without written permission from the parent.
3. School policy prohibits the sale of candy and other foods in the school during lunch periods.
4. When going to the cafeteria, pupils are expected to walk quietly and orderly as other classes may be in session.
5. Pupils must abide by seating arrangements which are imposed by school officials.
6. Good etiquette and manners are expected behaviors in the cafeteria. Respect is to be shown to employees of the cafeteria, custodians, and professional staff. "Thank you" and "please" are words we expect to hear quite often.
7. Pupils are responsible for the appearance of the area in which they sit and are expected to leave their space in a neat and litter free condition.
8. Pupils are responsible for returning trays, dishes, and silverware to the serving area after lunch. Damaged or lost dishware or utensils will be charged to responsible offenders.
9. Pupils who do not behave in an appropriate manner in the cafeteria will be disciplined. Loss of cafeteria privileges may be one of the disciplines imposed.

MIFFLIN COUNTY SCHOOL DISTRICT  
2024-2025 SCHOOL CALENDAR

(W)	August 21, 2024	Teacher Inservice Day - No School for Students
(TH)	August 22, 2024	Act 80 Day
(T)	August 23, 2024	Teacher Work Day
(W)	August 26, 2024	First Day for Students
(F)	August 30, 2024	Act 80 Day
(M)	September 2, 2024	Labor Day – No School for Students
(M)	October 14, 2024	Act 80 Day
(M)	November 11, 2024	Veterans’ Day – No School for Students
(T)	November 26, 2024	Evening Parent Conferences (4:30-7:00 PM)
(W)	November 27, 2024	No School for Students – Teachers dismiss at 11:30 AM (AM Parent conferences – Elementary, AM Inservice - Secondary)
(TH)	November 28, 2024 through (M) December 2, 2024	Thanksgiving Vacation - No School for Students through (M) November 27, 2023
(M)	December 2, 2024	Designated Make-Up Day #1
(M)	December 23, 2024 through (W) January 1, 2025	Christmas Vacation – No School for Students
(M)	January 20, 2025	Martin Luther King, Jr. Day - No School for Students
(F)	January 31, 2025	Act 80 Day
(F)	February 14, 2025	Act 80 Day
(M)	February 17, 2025	Presidents’ Day – No School for Students – Designated Make-Up Day #2
(F)	March 14, 2025	Act 80 Day
(F)	April 18, 2025	Good Friday – No School for Students
(M)	April 21, 2025	Easter Break - No School for Students – Designated Make Up-Day #4
(M)	May 26, 2025	Memorial Day – No School for Students
(W)	May 28, 2025	Last Day of School for Students - Commencement Grades K-7 dismiss @ 12:15 PM Grades 8-12 dismiss @ 12:30 PM
(TH)	May 29, 2025	*Teacher Workday - Designated Make-Up Day #5
(F)	May 30, 2025	Designated Make-Up Day #6

\*Pending weather, the end-of-year Teacher Workday will move accordingly.

2024-2025 MARKING PERIODS

August 26, 2024-October 25, 2024	First Marking Period
October 28, 2024-January 15, 2025	Second Marking Period
January 16, 2025-March 21, 2025	Third Marking Period
March 24, 2025-May 28, 2025	Fourth Marking Period

## **CARE OF BOOKS AND SCHOOL PROPERTY**

Textbooks and school supplies are furnished to students at School District expense.

When a textbook is issued to a student, the teacher records the number and condition of the book. With normal usage, it is expected the book be returned in similar condition at the end of the term. Students will be held accountable for damaged and lost books at the end of the school year.

If a book is lost during the school year, it should be reported to the teacher, and the school's lost and found location should be checked. The teacher will provide another textbook so students do not fall behind in their work; however, students are responsible for both the original and the replacement texts. Students will be charged the actual replacement price for lost or damaged school materials.

## **CHARACTER DEVELOPMENT**

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to the following:

- copying another student's homework;
- working with others on projects that are meant to be done individually;
- looking at or copying another student's test or quiz answers;
- allowing another student to look at or copy answers from your test or quiz;
- using any other method to get/give test or quiz answers;
- taking a test or quiz in part or in whole to use or to give others;
- copying information from a source without proper attributions;
- and, taking papers from other students, publications, or the Internet.

Violators will be disciplined on a case-by-case basis depending on the seriousness of the violation, prior violations, and other factors. Disciplinary measures include, but are not limited to, redoing assignment/retaking test, receiving a failing grade on the project/test, receiving a lower overall grade in the class, detention, suspension, or expulsion.

Mifflin County School District emphasizes Twelve Traits of Character and concentrates on a specific character trait during each nine-week period. For the 2024-2025 school year we will be emphasizing **Compassion, Initiative, Perseverance, and Trustworthiness.**

Adaptability	Be ready and willing to adjust as necessary to the changes in people and circumstances that arise in daily life.
<b>Compassion</b>	<b>Show kindness and concern for others in distress by offering help whenever possible.</b>
Contemplation	Think things through with proper care before taking action.
Courage	Face difficulty or danger and express your beliefs even if you are afraid.
Honesty	Be truthful in all you do and never deceive, steal, or take advantage of the trust of others.
<b>Initiative</b>	<b>Take responsible action on your own, without prompting from others.</b>
Loyalty	Show others that you are faithful and dependable when you have a commitment to them.
Optimism	Strive to be hopeful and positive in your beliefs about yourself, others, and the future.
<b>Perseverance</b>	<b>Continue to work hard and persist toward the goal even when obstacles and difficulties arise.</b>
Respect	Show consideration and regard for yourself, others, and the world around you.
Responsibility	Demonstrate that you consider yourself to be accountable for your actions and that you follow through on your commitments.
<b>Trustworthiness</b>	<b>Show others by our actions that you are reliable and believable and deserving of their confidence.</b>

## **DISTRICT POLICIES**

Mifflin County School District Board policies can be found online by visiting the following link - <https://go.boarddocs.com/pa/miff/Board.nsf/Public#>. If you have questions regarding a policy, please contact your child's building principal.

## **ELECTRONIC DEVICES/TOYS**

We ask for the cooperation of parents in not allowing their children to bring electronic devices or toys to school. These valuable toys and pieces of equipment are best left home for safekeeping and pleasure after school hours. Students may be facing disciplinary consequences for the unauthorized use of electronic devices at school or on school buses.

## **ELEMENTARY COMPUTER TECHNOLOGY PROGRAM**

The use of the computers by our elementary students is an important learning experience in technology. We have a computer curriculum that is aligned to the PA State Standards. Elementary Computer Technology teachers and/or Media Specialists provide instruction for all grades for at least one thirty-minute period during the six-day cycle. Computers are readily available in all of our computer labs and in our elementary classrooms.

Internet and intranet access are carefully monitored by all of the teachers who work with children during computer time. It is our goal in this program for the computers to become a tool for students in applying their skills to solve problems in striving to reach their full potential. A 1 to 1 technology initiative will be implemented during the 2023-2024 school year to support our efforts to differentiate instruction for every K-5 student.

## **EMERGENCY DRILLS**

At least nine fire drills, one evacuation and one reverse evacuation drill are conducted in each school during the school year as required by state law. The purpose of these drills is to acquaint students with the safe and proper procedures to follow in case the school has to be evacuated for any reason.

All emergency drills are taken very seriously by students and staff alike, and we are very proud of the conduct our students display during these proceedings.

## **EMERGENCY INFORMATION RECORD**

Emergency information forms are sent home with students during the first week of school. Please provide the requested information and return the completed form the next school day. Parents must keep us informed of any changes of the original information that was provided on the forms. Parents are required to report changes in names, addresses, and telephone numbers as soon as possible to keep school records up-to-date.



## **EMERGENCY WEATHER INFORMATION**

In the event of bad weather, every effort is made to notify parents of a late start of school, early dismissal or school cancellation. Please listen to local radio or television news stations or go to the Mifflin County School District web site at [www.mcscdk12.org](http://www.mcscdk12.org) for information regarding school delays, cancellations and early dismissals from school. Please do not call the school to obtain this information except in the case of an emergency.

In the event of a two-hour delay in the start of school, students will be picked up by their buses approximately two hours later than normal.

In the event of a three-hour delay in the start of school, students will be picked up by their buses approximately three hours later than normal.

**SKYLERT** Service--through this service you can receive automated phone calls, emails, and text messages for the type of alert notifications you have selected. Our current goal is to use this as a resource in notifying parents\guardians when there is a school closing, early dismissal, or an emergency alert and not for attendance and general information.

## **ENGLISH LANGUAGE DEVELOPMENT (ELD) PROGRAM**

The mission of the English Language Development (ELD) Program in the Mifflin County School District is to provide support and instruction in English language to enable English Learners (ELs) to become successful in the classroom and the community.

English Language Development (ELD) instructional time is provided to English Learners (ELs) based on language proficiency levels. ELs receive ELD services through English only instruction; focused upon needs in listening, speaking, reading, and writing. ELD instruction may be modified and adapted to the language proficiency levels. ELs are included in special activities, such as field trips, assemblies, and school celebrations. They can also participate in extracurricular activities. Based upon need, ELs have access to additional support services such as Reading and Math support, Special Education, and Gifted Support.

## **FEDERAL PROGRAMS**

The Federal Programs Office is responsible for Title I, Title II, Title III and Title IV programs, as well as other state and federal grants. Federal Programs Coordinator, Mr. Frank W. Miller, supervises Federal Programs staff, writes and supervises state and federal grants, and develops program budgets. Mrs. Michelle R. Siruc serves as the Title I Secretary and Homeless Liaison for Mifflin County School District. Mr. Steven F. DeArment serves as the Chief Academic Officer to support implementation of our Title I Schoolwide plans.

Title I, Title II, Title III, and Title IV are the largest federally-funded programs in the nation and provide the district with annual funding to raise achievement. The MCSD preliminary Consolidated Application allocation is \$3,311,550 for the 2024-2025 school year.

Title I currently serves all four K-3 elementary schools within the Mifflin County School District: East Derry Elementary, Indian Valley Elementary, Lewistown Elementary, and Strodes Mills

Elementary. Title I funds also serve students at Our Lady of Victory School, Sacred Heart School, Belleville Mennonite School, and Mifflin County Christian Academy.

Title I Schoolwide programs in our K-3 buildings offer comprehensive programming to assist all students in meeting grade level reading and mathematics expectations. Supplemental instruction is provided to academically needy students in reading and mathematics, as determined by the Schoolwide plan. Teachers, principals, parents, families, the Chief Academic Officer, and the Federal Programs Coordinator work as a team to review the needs of students at each school. Schoolwide Plans are updated annually to support the mission that all students meet grade level goals in reading and mathematics.

The Title II program (staff development and class size reduction) is integrated with Title I to provide comprehensive, ongoing staff development, which is driven by an annual professional development needs assessment survey. Title II funds support three class size reduction teachers at the primary level in the Mifflin County School District.

Title III (Language Instruction for English Learners) offers a Structured English Immersion program to EL students. The MCSD Title III program provides support for students, whose dominant language is not English, for the purpose of facilitating student achievement in English proficiency and academic standards. This shall include appropriate placement in an EL program, tailored to meet the needs of each student, to enable him/her to be successful in the mainstream classroom, the school environment, and the community at large.

Title IV funds are used to promote the health and safety of students. Funds are also used to integrate technology to improve teaching and learning, as well as emphasizing access to a well-rounded education, which includes a wide variety of disciplines. The Mifflin County School District has earmarked Title IV funds to help support an additional elementary school counselor and licensed social worker. Funds are also used to provide Smart Display training to our K-12 staff.

Title programs are designed to enhance student learning, improve instruction, and create safe and supportive schools. We welcome your input and insight into our programming. Please do not hesitate to contact our office.

### **How schools qualify for Title I service in Mifflin County School District**

The Title I program was established by the Elementary and Secondary Education Act (ESSA) of 1965, and its purpose is to provide supplemental services to children in schools that have a greater than normal percentage of economically disadvantaged students. School eligibility is established during the preceding school year. School eligibility is based on the poverty level in a school's attendance area. If the percentage of economically disadvantaged students in a school is 35% or more, the school becomes eligible to offer Title I services. When a school becomes eligible, students who lack proficiency in reading and/or math are eligible for services. Schools with 40% or more economically disadvantaged students can qualify to operate schoolwide programs.

The Schoolwide Title I programs offered in our K-3 buildings offer comprehensive programming to assist all students in meeting grade level reading and mathematics expectations. Supplemental instruction is provided to academically needy students in reading and mathematics as determined by each school's schoolwide plan. Teachers, principals, parents, families, Chief Academic Officer and the Federal Programs Coordinator work as a team at each school to review the needs of students at

the school and annually update the Schoolwide plans so that the school can accomplish its mission of ensuring that all students meet grade level goals in reading and mathematics.

## **HEALTH PROGRAM**

The School District offers a comprehensive health screening program through the staffing of six certified school nurses and four health room assistants across the district. These services are not to be considered a substitute for health care parents provide for their children, but rather a screening supplement. Whenever medical or dental problems are discovered through the school's screening program, the school nurse will notify parents immediately. Parents are urged to follow through with these reports by contacting their physician for a more comprehensive examination.



### Screening/testing procedures provided by the school:

<b>#1</b>	<i><b>VISION SCREENING</b></i>	Every year in school starting with kindergarten through grade 12. If your child fails the screening, a referral will be sent home. Results available in Skyward.
<b>#2</b>	<i><b>HEARING SCREENING</b></i>	Kindergarten, 1st, 2nd, 3rd, 7th, and 11th grades. If your child fails the screening, a referral will be sent home. Results available in Skyward.
<b>#3</b>	<i><b>PHYSICAL EXAMINATIONS</b></i>	Upon original entry into school, 6th, and 11th grades.
<b>#4</b>	<i><b>MEASUREMENT OF HEIGHT, WEIGHT, &amp; BMI PERCENTILE</b></i>	Grades K-12 Results are available in Skyward.
<b>#5</b>	<i><b>A COMPLETED MEDICAL QUESTIONNAIRE</b></i>	Grades K-12 Please keep the school nurse updated if your child has any medical changes.
<b>#6</b>	<i><b>SCOLIOSIS SCREENING</b></i>	Mandated scoliosis screening, grades 6 and 7

If your child becomes ill while in school, you will be contacted by either the school nurse or the health room assistant. It is of the utmost importance that we have a telephone number where you can be reached in case of an emergency.

Please remember that the school nurse is **NOT** a doctor, is **NOT** able to make a diagnosis, and may **NOT** treat a child for an illness. It is the parent's responsibility to have their child treated by a physician whenever necessary. **Please do not send your child to school when he/she is sick.** Children must be fever free (temperature less than 100 degrees) for 24 hours without medication before returning to school.

Children should be kept home when they have contagious diseases such as impetigo, pinkeye, or chicken pox. For your convenience the following chart of signs, symptoms, and length of illness is provided so you will know when to keep your child at home. Your cooperation will help prevent the spread of these diseases. Please contact the school nurse if you have questions about keeping your child home from school.

## Communicable Diseases

<b>DISEASE</b>	<b>INCUBATION PERIOD</b>	<b>DURATION OF EXCLUSION FROM SCHOOL</b>	<b>SIGNS AND SYMPTOMS</b>
<b>CHICKEN POX</b>	2-3 Weeks	Until temperature is normal and scabs are dry and crusted	Slight fever, listlessness, blister-like spots turning to crusts
<b>GERMAN MEASLES</b>	12-22 Days	At least four days from onset of rash and temperature is normal	Mild cold, slight pinkish rash which gives a blush to the skin and fades with pressure - Disappears within three days
<b>HEAD LICE</b>		If you suspect your child may have head lice, call the school's nurse to have your child checked. If positive for head lice, the child will not be sent home unless parent/guardian desires to pick student up.	Extreme itchiness of scalp and appearance of nits or lice. (Additional information may be found on the MCSD website)
<b>IMPETIGO</b>	Unknown	Until judged non-infective by the school nurse or the child's physician	Crust-like sores with a discharge – Occurs mainly around the mouth and nose - Appears in small groups and single spots
<b>INFLUENZA</b>	24-72 Hours	Early stages and while fever is present	Sudden onset of fever, aches and pains in the back and limbs, runny nose, sore throat, chest cough
<b>MEASLES</b>	7-18 Days	At least four days from onset of rash and temperature normal	Mild fever, aches and pains, listlessness, redness and watering of eyes, cough, fine red rash appearing on face, neck, or behind ears - Lasts about five days
<b>MUMPS</b>	12-26 Days	Nine days from onset or until swelling subsides and temperature is normal	Slight fever listlessness, nausea, irritability, swelling, inflammation and tenderness of the glands of the neck from the tip of the ear downward under the chin
<b>BACTERIAL CONJUNCTIVITIS (PINKEYE)</b>	Unknown	Twenty-four hours after start of medication	Redness of eye, drainage
<b>RINGWORM</b>	Unknown	Until judged non-infective by the school nurse or child's physician	Scaly patches on head or body, sometimes itchy (child may attend school if scales are covered)
<b>SCABIES</b>		Until treatment is completed	Fine scab-like rash which is very itchy
<b>SCARLET FEVER OR SCARLATINA</b>	1-10 Days	Seven days from onset or twenty-four hours after starting medication (doctor's certificate needed showing date treatment began)	Sudden sore throat, fever, headache, nausea and vomiting - Bright red rash begins on the upper chest one to three days after onset, spreads rapidly over neck, arms, body, and legs - Skin appears velvety
<b>WHOOPIG COUGH</b>	1-3 Weeks	Four weeks from onset or seven days after starting appropriate therapy (doctor's certificate needed showing date treatment was started)	Head cold, dry cough, which is worse at night, followed by a sudden, rapid deep drawing in of the breath accompanied by a characteristic whoop
<b>COVID-19</b>	Follow DOH Guidelines	Follow DOH Guidelines	Cough, shortness of breath, difficulty breathing, loss of smell, loss of taste, fever greater than 100 degrees, chills, rigors, muscle pain, headache, sore throat, nausea, vomiting, diarrhea, fatigue, congestion and, runny nose.

**School Health Immunization**

The Department of Health changed school immunization regulations beginning in August 2017. The regulations are intended to ensure that children attending school in the Commonwealth are adequately protected against the potential outbreak of vaccine preventable diseases.

What you need to know:

- All immunizations must be on file and up to date by the start of the 2023-2024 school year.
- If your child is behind schedule on immunizations, a medical certificate signed by the child’s physician must be provided setting out the schedule for the remaining doses. The medical certificate must be on file with the school within the first five (5) days of the start of the school year, or your child will be excluded per Pennsylvania state law. This date is September 6, 2022.
- If documentation of all required immunizations, as noted below for the 2023-2024 school year, has not been received or a medical certificate is not on file, your child will not be permitted to attend school, and any days missed for this will be considered illegal absences.

Students attending Pennsylvania schools must be immunized according to the following schedule in order to attend school:

<b>Pennsylvania Required Childhood Immunization Schedule</b>		
<b>Students entering <u>Kindergarten</u> are required to have:</b>	<b>Students entering <u>7<sup>th</sup> grade</u> are required to have:</b>	<b>Students entering in <u>12<sup>th</sup> grade</u> are required to have:</b>
<ul style="list-style-type: none"> <li>• 4 doses of tetanus, diphtheria and acellular pertussis * (1 dose on or after 4<sup>th</sup> birthday)</li> <li>• 4 doses of polio (4<sup>th</sup> dose on or after 4<sup>th</sup> birthday and at least 6 months after previous dose)</li> <li>• 2 doses of measles, mumps and rubella**</li> <li>• 3 doses of hepatitis B</li> <li>• 2 doses of varicella (chickenpox) or evidence of immunity</li> </ul> <p>*Usually given as DTaP or DTP or DT or TD            **Usually given as MMR</p>	<ul style="list-style-type: none"> <li>• 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) if five years have passed since last tetanus immunization</li> <li>• 1 dose of meningococcal conjugate vaccine (MCV)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 dose of meningococcal conjugate vaccine (MCV) (If 1<sup>st</sup> dose of MCV was given at 16 years of age or older, only one dose is required)</li> </ul>

A certificate of immunization, signed by physician or other health personnel, must be provided at the time of registration or entry, and will be reviewed by the school nurse. Parents may obtain a medical, religious, or philosophical exemption from meeting the immunization requirements. Please contact your child’s Principal if you are interested in obtaining this exemption.

## **Medicines and First Aid Materials**

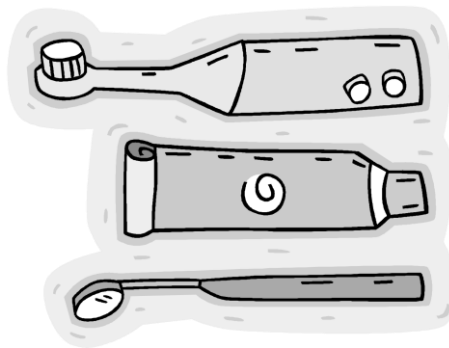
The following list of medicines and first aid materials may be administered to children during school hours with parent permission. Parents must sign the Non-Prescription Medication form at the beginning of the school year for this to occur. The form can be found on the MCSD Nurse's website. As a reminder, it is the responsibility of the parent to follow through with any further treatment.

- TYLENOL (age and weight appropriate dose)
- CHLORASEPTIC SPRAY
- BACTINE SPRAY
- BACITRACIN ANTIBIOTIC OINTMENT
- CALAMINE OR ZIRADRYL LOTION
- STING-KILL SWAB
- DACRIOSE EYE IRRIGATING SOLUTION
- MENTHOLYPTUS COUGH DROPS
- BENADRYL LIQUID OR TABLETS
- TUMS
- ANBESOL
- BURN GEL
- IBRUPROFEN

Parents are urged to keep the school updated on medical information on their children and are urged to contact school officials concerning allergies, any changes in medication, or other alterations in the health program for their children. All reported information is confidential and will be accessed only by school officials who need to know. Keeping up-to-date medical records on all pupils is very important to their well-being, and parents have the prime responsibility for keeping the school informed.

## **Dental Health Program**

Per Pennsylvania state law, students must provide proof of an examination given by their private dentist, or the student will be given a dental screening by the school district upon entry into school, and in the third and seventh grades. Parents are urged to follow through with their family dentist whenever dental problems are discovered and reported by the school. The private physician dental form can be found on the MCSD Nurse's website.



## **HOME & SCHOOL ASSOCIATIONS**

Each school has an active Home and School Association which meets regularly. These organizations, over the years, have played an immeasurable role in supporting the many student activities and functions that occur in each school. They have been a moving force in identifying problem areas that, when corrected, improve the schools. All parents/guardians are encouraged to become active in their child's HSA.

## **HOMELESSNESS**

Mifflin County School District recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The district's homeless liaison, along with school staff, shall identify homeless children within the district, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state laws and regulations.

Policies, procedures, and administrative regulations that create barriers for enrollment, attendance, transportation, and success in school for homeless students, may be waived.

Homeless students are defined as individuals, who lack a fixed, regular, and adequate nighttime residence, which include the following conditions: living in hotels, motels, or camp grounds; living in emergency shelters, either transitional or due to domestic violence; unaccompanied youth and run-away children; families temporarily doubled up due to loss of housing (fire, eviction, etc.); living in cars, parks, or public spaces.

Resident families are encouraged to contact the district homeless liaisons, Nicole Frazier at (717) 250-0414 – [nrf56@mcsdk12.org](mailto:nrf56@mcsdk12.org) or Kaitlin Marshall at 717-242-1401 ext 6210 – [kjm07@mcsdk12.org](mailto:kjm07@mcsdk12.org), to discuss their situation.

## **HOMEWORK**

Homework is an important part of a child's learning. The purpose of homework is to provide additional practice, to prepare for future lessons, and to encourage the child to work independently. Parents can help their children by emphasizing the importance of homework. Reserve a specific time and turn off the television. Show an interest in your child's assignments, but do not do the work for them. Understand that the school expects the homework to be completed neatly and returned promptly.

Homework amounts vary from teacher to teacher; therefore, we encourage you to set aside a minimum study time each evening. This time could be used for daily assignments, review, test preparation, long range assignments, or reading. Students who have been absent are required to make up all missed work.

## **MULTI-TIER SYSTEMS OF SUPPORT (MTSS)**

The Mifflin County School District has implemented a Multi-Tier System of Support (MTSS) model which:

1. Emphasizes universal screening of all students K-3 in the area of reading literacy.

2. Makes effective use of all existing resources including all staff expertise and services
3. Proactively assesses student strengths and weaknesses based on academic performance in the general education setting
4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information
5. Frequently and directly monitors and charts student response to interventions
6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner

The district is utilizing Acadience Reading and running records for the implementation of comprehensive universal screening and strategic and progress monitoring. Acadience is a web-based data collection system available via the Internet. The Acadience program includes benchmark as well as strategic and progress monitoring assessments conducted by the classroom teacher and other staff. The staff gathers formative assessment data (curriculum and performance-based) and collaborates with colleagues to make data-based instructional decisions. The district has implemented a multi-tier assessment and intervention model, which includes parent notification, training, and involvement, is proactive and prevention-oriented with each tier providing a greater degree of intensive and supportive intervention and assessment in response to student need. Supplemental intervention offers small group instruction utilizing scientific research-based programs. Supplemental instruction is delivered in conjunction with classroom instruction. Students are not removed from the core curriculum to receive supplemental instruction. Students with more significant needs are provided intervention which is more intensive and of longer duration and may include specially designed instruction. General education, remedial education, and special education are working together as a unified team with the same goal – to ensure continuity of instruction and that all students learn and reach a level of proficiency.

Three times per year, the Building Level Team meets (see Table 1) to systematically review student specific and school-wide data trends in performance and patterns across classrooms and grade levels. This team consists of the principal, school psychologist, the intervention specialists assigned to that grade level, and, as appropriate, other classroom professionals. The Building Level Team does not plan for intervention. Instead, the team identifies and sets grade level goals with strategies and interventions needed to attain the goal and identifies students who may need more support at Tier 2. The team would examine data related to sub categories of students including but not limited to: socio-economic status, gender, race, ethnicity, educational placement, ELL status. etc.

Two times a year, respective Grade Level Team meetings (see Table 1) are held to review strategic monitoring data for students receiving support with a specific focus on Tier II and Tier III students. This team consists of the principal, school psychologist, the intervention specialists (i.e., Title 1, IST, LS, PDS interns, etc.), ESL teacher when appropriate, and the grade level classroom teachers. The purpose of the Grade Level Team is to review and discuss student response to intervention and to determine whether the interventions are appropriate and delivered with integrity. In evaluating student response to intervention, the staff at the Grade Level Team: (a) examine the development in skills over time, (b) examine the rate of student response to the intervention(s), and (c) discuss the amount and intensity of resources necessary to create or sustain a positive response.

Students who are identified for Tier 2 or Tier 3 services will have a written intervention plan. Students not responding to Tier 2 will have their intervention changed or be placed in Tier 3 services after a data review has occurred. The Tier 3 intervention plan will be created and an evidence-based intervention will be implemented with fidelity for a period of 6 weeks. A review of student data will



occur with the student's support team inclusive of the parent, teacher, intervention provider, psychologist, and principal. The support team may then recommend to continue the intervention plan or change it to meet the needs of the student. After another six weeks of implementing the intervention plan with fidelity, another data review meeting will occur. Using exit criteria, the student's support team will:

- Recommend the student go back to Tier II/I services
- Continue with intervention
- Be referred for further assessment by the school psychologist

## **REFERRALS FOR SPECIAL EDUCATION**

Referrals for special education and decisions to identify a student for special education services are made based on data and after a plan of intervention has been implemented for a sufficient amount of time (at least 10 data points) within the Tier 3 framework and limited progress has been made or when parents request an evaluation. When a parent requests an evaluation, the child will be referred to the student's support team: an intervention plan will commence or an evaluation will occur after a data review. All students are ensured high quality reading instruction and early intervention through the repeated assessment process, use of fidelity checks, observations of routine classroom instruction, and use of evidence-based interventions.

Decisions relative to the identification of a student for special education services are made if a student is not proficient on Pennsylvania State Standards Assessments, has a significant skill deficit relative to grade level peers (level), and if he/she is not showing a significant response (slope) to a scientifically researched-based intervention. In all cases, interventions, progress monitoring assessments, and observations are conducted prior to any disability determination, and in conjunction with any parent requested evaluation. Finally, when considering a student for a specific learning disability, all evaluations carefully consider whether the student's level and rate of learning are the result of sensory disabilities, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency, or lack of exposure to appropriate evidence-based instruction.

## **NEWSLETTERS**

Monthly newsletters are distributed to all parents via your children, and can be found on the homepage for the Mifflin County School District at [www.mc SDK12.org](http://www.mc SDK12.org). Originating in the Elementary Principal's office, the purpose of these monthly newsletters is to keep parents informed of school events throughout the school year. Specific building events are included in these publications.

## **OPEN HOUSE**

Open Houses are held in the fall of each school year in the elementary schools. At times these are held in conjunction with a Home and School Association meeting, while at other times they are a separate function.

It should be noted that an Open House is not the time to expect an individual conference with

teachers. They are expected to meet many people that evening, and they try to circulate among all the parents present in the time allotted. Furthermore, the confidentiality of conversation cannot be honored at that time. Individual parent-teacher conferences are encouraged to be held at another time.

## **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences are encouraged. Through private meetings, teachers and parents are able to exchange valuable information about children and develop an understanding of school objectives and procedures. The District believes that children perform better when parents and teachers understand and cooperatively work toward meeting the needs of children. All parents are encouraged to contact your child's teacher to schedule meetings at any time during the school year. In addition, conference requests may be indicated on your child's report card.



## **PLAYGROUND RULES**

Teachers instruct pupils on the rules and regulations of playgrounds. Safety is continually stressed on the use of playground equipment. Children who do not follow the safety rules will have their playground privileges temporarily revoked. Individual buildings have specific rules that apply to the available equipment and to the general playground areas of that school.

Teachers who supervise playground activities insist that safety rules are followed at all times. Playground equipment is inspected regularly by school officials to determine safety and/or maintenance needs.

## **REPORT CARDS AND GRADING**

Students in grades K-2 will have academic progress reported using ESGI progress monitoring software. There will be three academic progress reports for grades K – 2. This is a pilot program and will replace the use of Skyward standards-based report cards.

Report cards are issued four times yearly (every 9 weeks) for students in grades 3 - 5. Elementary Interim Progress Reports are to be issued to students, grades K through 5, at the discretion of the teachers throughout the school year in an effort to keep parents informed of their child's progress. Marking period dates are listed on the school calendar. If your child is absent on the day report cards are issued, their report card may be picked up at the school office. Report cards will not be given to another child for delivery or to anyone other than a parent or guardian. To do so would violate the School District's policy on confidentiality and the student's right to privacy.

In addition to letter/percentage grades, the elementary report card is designed so that the teacher can communicate, in writing, details on students' progress not only in academics, but social growth and adjustment progress as well. If a student's promotion is in danger after the second marking period, it will be so noted on the report card.

Children who miss school due to illness or other factors will have the opportunity to make up their work. Teachers will work with parents and students in providing missed work. As a rule, students have one day for every missed day to make up work. However, other arrangements can be made

with the teacher if this causes a hardship. Incomplete grades are converted to failing grades if work is not made up within a reasonable period of time.

The guiding philosophy for determining acceleration, promotion or retention will be on the basis of the best interests of the students as recommended by the professional staff.

In arriving at the decision for either acceleration or retention of students, there should be a combined view of the parents, teachers, principal and other school personnel. Results obtained from various tests and class work assignments will be important factors in the decision. In order for retention or acceleration to occur, the principal, school psychologist, and classroom teacher must all be in agreement that the potential benefits to retention or acceleration outweigh the negatives.

### **Grading Procedure, 3-5**

M = Mastery

P = Progressing

N = Not making expected progress

= Not assessed

## **PROMOTION, RETENTION, & ACCELERATION**

The recommendation of the classroom teacher shall be required for promotion, retention, or acceleration of a student.

The building principal shall be assigned the final responsibility for determining the promotion or retention of each student.

### **Guidelines**

In all cases of retention, the parents shall be fully involved and informed throughout the process. Parents and students shall be informed of the possibility of retention of a student well in advance.

Academic achievement, attitude, effort, work habits, behavior, attendance and other factors related to learning shall be evaluated regularly and communicated to students and parents from various sources that may include: the classroom teacher, intervention teacher, special education teacher, guidance counselor, and/or school psychologist.

## **SCHOOL ACCIDENT INSURANCE**

In order to participate in intramural and extracurricular activities, students must purchase school insurance or provide a signed waiver from parents or guardians, indicating proof of insurance. This waiver or notice of insurance coverage must be in the possession of the Elementary Principal prior to the student practicing or participating in any manner. The following coverages are available:

- School-Time Coverage (K-12)
- 24-Hour Coverage (K-12)

Information regarding this insurance will be available at the beginning of the school year. Parents may purchase insurance from any insurance broker and are not required to purchase the policies

offered by the School District.

Parents are asked to submit medical bills to be covered by school insurance to the Elementary Principal immediately upon receipt. The Elementary Principal will forward such bills to the insurance company for processing.

Please contact Tish Maclay, MCSD Athletic Director, at nem32@mcsdk12.org or 717-242-0240, Ext. 8515 with any questions regarding insurance coverage.

### **SECURITY CAMERAS**

For security purposes, the Mifflin County School District uses comprehensive digital CCTV and camera systems for monitoring the interior and exterior of all school buildings and properties. There is no reasonable expectation to privacy for students while on school property in areas such as entrances, hallways, common areas, cafeterias, parking lots, bus loading areas, etc.

### **SPECIAL STUDENT SERVICES**

Mifflin County School District operates an extensive continuum of special education services. A complete listing of the services operated by the Mifflin County School District is as follows:

Gifted Support	Emotional Support	Hearing Support
Learning Support	Multiple Disabilities Support	Autistic Support
Life Skills Support	Speech and Language Support	Vision Support

Every attempt is made to educate special education students with their peers and in their home school. Should the student's needs be such that a more restrictive setting is required, placement in a program outside of the student's home school may occur. All students will be included with typical students to the maximum extent appropriate.

Mifflin County School District also provides related services such as physical therapy and occupational therapy to special education students requiring such services. Early Intervention services is provided in conjunction with the Tuscarora Intermediate Unit #11. Extended School Year Programming is provided by the school district.

#### **Special Education Policies**

Every student who requires specially-designed instruction in the Mifflin County School District is guaranteed an appropriate program.

Every effort shall be made to meet pupils' needs without placement into special education. Consequently, before being evaluated or placed into special education, students are taken through the Multi-Tiered System of Support (MTSS) process designed to help those individual students with unique learning and/or behavioral concerns. Should the MTSS team feel further assessment is in order, referral for a multi-disciplinary evaluation (MDE) will be made. Parents will be contacted and their permission obtained before the MDE is conducted. Parents are integral members of this process.

A certified school psychologist will oversee the MDE and arrange for a team meeting to discuss

results/recommendations. If special education placement is recommended, parents will be asked to help develop an Individualized Education Program (IEP) at an IEP meeting. Additionally, parents will be asked to give their permission to implement the IEP through the Notice of Recommended Educational Placement (NOREP).

In determining a pupil's special education program/placement, parents will be advised of their educational rights and will be afforded due process. Should disagreements occur with any of the recommendations, parents will be informed of the available recourse to settle the dispute (i.e., pre-hearing conference, mediation, and/or due process hearing).

### **Student Records**

The Mifflin County School District is required by law to keep records of all special education students. Included are items such as: birth date, address, telephone number, other general information, achievement test results, psychological test results, teacher progress reports, and routine medical records.

As your child's program is reviewed annually, information is added to his/her file. According to Board policy, you can review your child's file and challenge the validity of any record or report. Only school personnel are permitted to review your child's file. Any other persons must have your written approval before they are allowed to see the file or to receive copies of information in the file. Records are regularly reviewed by a school psychologist or the Director of Student Support Services. Information no longer needed to plan your child's education program is removed and destroyed; however, parents are notified first and permitted to review and copy this information.

MCSD Board policies relating to Special Education may be read in their entirety by visiting <https://go.boarddocs.com/pa/miff/Board.nsf/Public#>.

Please feel free to contact the Director of Student Support Services, Cindi L. Marsh, (248-0148) about any aspect of programming for students with special needs.

## **Annual Public Notice of Special Education Services and Programs, Services for Gifted Students and Services for Protected Handicapped Students August 2024**

### **Notice to Parents**

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the web site. Children ages three through twenty one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact the appropriate staff member identified at the end of this public notice.

Children ages three to school-age may be eligible for Early Intervention services if they are experiencing developmental delays. Developmental delays, as defined by the State and as measured by appropriate diagnostic instruments, include a 25 percent delay or a test performance of 1.5 standard deviations below the mean on a standardized assessment in one of the following developmental areas: physical development, cognitive development, communication development, social or emotional development or adaptive development. A young child may also be deemed eligible if they are determined to have a diagnosed disability as defined by PA Chapter 14 regulations. Eligibility for Early Intervention services is two-pronged. The child must be diagnosed with a developmental delay or a diagnosed disability and display a need for specially designed instruction. Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the child and to ensure access to the general education curriculum.

## Evaluation Process

Each school district, intermediate unit, and charter school has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school which your child attends. Telephone numbers and addresses can be found at the end of this notice. Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to the intermediate unit staff.

## Consent

School entities cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, [www.Pattan.net](http://www.Pattan.net) or your educational agency. Once written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

## Program Development

Once the evaluation process is completed, a team of qualified professionals and parents determine whether the child is eligible. If the child is eligible, the individualized education program team meets, develops the program, and determines the educational placement. Once the IEP team develops the

program and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

## Confidentiality of Information

The SDs, IUs and CDs maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

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.

For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA)

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child, contact the responsible school entity listed below. For preschool age children, information, screenings and evaluations requested may be obtained by contacting the Intermediate Unit. The addresses of these schools are as follows:

<b>INTERMEDIATE UNIT</b>			
Tuscarora Intermediate Unit 11 Ms. Kelly Lawler Zurybida 2527 US Hwy 522 S McVeytown, PA 17051	814-542-2501	TIU Early Intervention Programming Mr. Brian Kritzer 2527 US Hwy 522 S McVeytown, PA 17051	814-542-2501
<b>SCHOOL DISTRICT OFFICES</b>			
Central Fulton School District Ms. Holly Varner 151 East Cherry Street McConnellsburg, PA 17233-1400	717-485-7000	Forbes Road School District Forbes Road High School Ms. Rebekah Rogers 159 Redbird Drive Waterfall, PA 16689	814-685-3865
Huntingdon Area School District Administrative Office Mr. Tim Snare 2400 Cassady Avenue, Suite 2 Huntingdon, PA 16652-2602	814-641-2104	Juniata County School District Administrative Office Ms. Christie Holderman 146 Weatherby Way Mifflintown, PA 17059	717-436-2111
Juniata Valley School District Administrative Office Ms. Lisa Coble 7775 Juniata Valley Pike, PO Box 318 Alexandria, PA 16611	814-669-9150	Mifflin County School District Administrative Building Ms. Cindi Marsh 201 Eighth Street, Highland Park Lewistown, PA 17044	717-248-0148
Mount Union Area School District Administrative Center Dr. Dianne Thomas 603 N. Industrial Drive Mount Union, PA 17066	814-542-2518	Southern Fulton School District Southern Fulton High School Dr. Laurel Keegan 3072 Great Cove Road, Suite 100 Warfordsburg, PA 17267	717-294-3400
Southern Huntingdon School District Southern Huntingdon County High School Ms. Alisa Scott 10339 Pogue Road Three Springs, PA 17264-9730	814-447-5520	Corrections Education Mr. Timothy Miller Trough Creek Youth Forestry Camp #3 4534 Tar Kiln Road James Creek, PA. 16657 & South Mountain Secure Treatment Unit 10056 South Mountain Road – P.O. Box 374 South Mountain, PA. 17261	814-658-4024
<b>NON-PUBLIC SCHOOLS LOCATED IN IU 11</b>			
Tuscarora Intermediate Unit 11 Dr. Brett Gilliland 2527 US Hwy 522 S McVeytown, PA 17051	814-542-2501		
<b>CHARTER SCHOOLS</b>			
New Day Charter School Ms. Brandye Armstrong -256 South 5th Street. Huntingdon, PA 16652	814-643-7112	Stone Valley Community Charter School Ms. Cheryl Casner 13006 Greenwood Road Huntingdon, PA 16652	814-667-2705
-109 Industrial Circle Mifflintown, PA 17059	717-447-0623		
<b>PRISONS</b>			
Huntingdon County Prison Mr. Tim Snare 2400 Cassady Avenue, Suite 2 Huntingdon, PA 16652-2602	814-641-2104	Mifflin County Prison Ms. Cindi Marsh 201 Eighth Street, Highland Park Lewistown, PA 17044	717-248-0148



\*The school entity or charter school will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary or secondary school pupil enrolled in a school district, Intermediate Unit, or charter school program shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

## **STANDARDIZED ASSESSMENTS**

The following are some of the assessments used in the Mifflin County School District Elementary program:

### **Acadience Reading**

Acadience Reading is a research-based assessment instrument that measures how well the student is progressing in the skills necessary for success in learning to read. Acadience Reading is administered three times a year to all students in grades K-3. This assessment is given by teachers who have been trained to use the tool with fidelity. The administration of Acadience Reading is efficient and takes between 3 - 10 minutes, depending on the individual student's level. The assessment provides immediate feedback so that teachers can adjust instruction quickly in order to meet the individual needs of the student and has tools designed to help monitor a student's progress. Acadience Reading assessment data is stored in a secure electronic format so that it can be easily accessed and shared with all team members working with your child.

**Pennsylvania System of School Assessment (PSSA)** is a statewide assessment. Its goals are the following:

1. determine the achievement levels of Pennsylvania students in the basic skills of reading, writing and mathematics;
2. provide results to school districts for consideration in developing strategic plans;
3. provide information to state policy makers about student achievement and how schools in the Commonwealth are performing;
4. focus the educational direction of educators in the field via sharing assessment results and providing widespread in-service on the assessment techniques used in PSSA; and
5. provide information to the general public about student and school achievement.

All students are required to participate in the administration of the PSSA. Please contact your school Principal if you have questions. The PSSA tests are administered in the following grades:

- English Language Arts and Mathematics - Grades 3, 4, and 5
- Science – Grade 4

## **TRAUMA INFORMED PRACTICES**

A K-12 Multi-Tiered System of Support for the mental and behavioral wellness of all students will be developed in the MCSD. This system will be comprised of 3 tiers, and will provide the framework of prevention, response, and recovery services for students and families who have experienced trauma in the past or who may experience trauma in the future.

**At Tier 1 the following activities may occur:**

- Universal screening for behavioral and emotional barriers to learning
- Classroom lessons on resiliency building skills
- Consultation with teachers to promote social emotional learning into classroom/curriculum
- Development and implementation of school-wide positive behavior interventions and supports with a focus on creating a positive school climate.
- Data collection and evaluation of the effectiveness of school-wide social and emotional programs.
- Consultation of effective discipline policies and practices.
- Staff development related to mental health problems.

**At Tier 2 the following activities may occur:**

- Suicide risk/threat assessment.
- Protocols for responding to bullying.
- Evidence-based mental and behavioral health programs (for example, Check In Check Out).
- Skills group counseling (for example, social skills training, anger management, stress reduction).
- Assessment and interpretation of behavioral data to monitor response to intervention
- Solution-focused groups.
- Mentoring of students.
- Facilitation of collaboration among family, school, and community to address mental and behavioral health problems.

**At Tier 3 the following activities may occur:**

- Direct therapeutic services to all students in need, including individual and group counseling.
- Cognitive-behavioral therapy.
- Psychological assessment of social, emotional, and behavioral problems.
- Suicide intervention and postvention.
- Crisis intervention/crisis response.
- Facilitation of collaboration among school providers with community agencies and other outside mental and behavioral health providers.

## **VISITORS**

Any person visiting an elementary school, for any reason, during school hours is required to report first to the building office. Our schools cannot be too cautious in providing for the safety and welfare of the young children who are in our care. We ask for the understanding and cooperation of all in helping us enforce this important regulation.

## **VOLUNTEERS**

In November 2014, the Commonwealth of Pennsylvania enacted sweeping changes to the Child Protective Services Law that went into effect December 31, 2014. As such, this has impacted the school district in a number of ways to include the requirement for volunteers to obtain clearances. The changes to CPSL require that all volunteers who have direct interaction with children have

clearances, effective July 1, 2015. In addition, those clearances must be updated every five (5) years.

Volunteer activities include: booster organizations where volunteers are chaperoning students, any home and school activities where volunteers are interacting with children, any volunteer coaches, any volunteers for school trips, and any volunteers for classroom activities.

MCSD Board policy information relating to volunteers may be viewed by visiting <https://go.boarddocs.com/pa/miff/Board.nsf/Public#>