

**MISSION STATEMENT OF THE  
MIFFLIN COUNTY SCHOOL DISTRICT**

*"Educate each student  
to meet life's challenges."*

**2024-2025**

# STUDENT HANDBOOK

Published for students enrolled in the  
Middle, Junior and High Schools of the  
Mifflin County School District  
*www.mcsdk12.org*

- **MIFFLIN COUNTY HIGH SCHOOL** *www.mcsdk12.org/mchs*
- **MIFFLIN COUNTY JUNIOR HIGH SCHOOL** *www.mcsdk12.org/mcjhs*
- **MIFFLIN COUNTY MIDDLE SCHOOL** *www.mcsdk12.org/mcms*

**Copies of the Student Handbook and the regulations pertaining to Student Rights and Responsibilities as published by the State Board of Education are available at the office of the secretary of the Mifflin County School District, the office of the principal and the library of each building.**

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.

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## **BELIEFS**

We believe:

- Academic achievement for all students is the district’s compelling purpose.
- The district must provide all students with the opportunity to maximize their talents and abilities.
- Research-based assessments must be included to identify student potential and to drive instruction.
- Differentiated instruction is essential for all students to progress in their learning.
- Students learn best in a safe and secure environment.
- High expectations are the collective responsibility of students, parents, educators, and community members.
- Strong character directly and positively affects performance and success.
- An effective educational system anticipates, plans, and acts in response to a changing world.
- Sound financial management is necessary to support education.

## **VISION STATEMENT**

We envision an innovative, stimulating, and exciting school community where all participants are actively engaged in learning in a safe and secure environment.

We offer an excellent educational opportunity where each student acquires the skills necessary to maximize potential and enhance creative thinking. Each student is challenged and prepared to become a lifelong learner in a global society.

We commit to continuous growth and utilization of the best practices in assessment and instruction and in the application of technology.

We model the “Twelve Traits of Character,” embrace diversity, and demonstrate responsible citizenship.

# **DIRECTORY INFORMATION**

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

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

### **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 Lewistown, PA 17044-1197	717-248-0148
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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

## **DIRECTOR OF FEDERAL PROGRAMS**

Frank W. Miller	Administration Building	717-248-0148
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## **ELEMENTARY SCHOOL ADMINISTRATION**

Jennifer L. Esh, Principal	Lewistown Elementary School	717-242-5823
Nicole O'Donnell, Assistant Principal		
David M. Portzline, Principal	Indian Valley Elementary School	717-667-2123
Rebecca L. Michaels, Assistant Principal		
D. Robert Reeder III, Principal	East Derry Elementary School	717-543-5615
Victoria S. Matthey, Assistant Principal		
Frank W. Miller, Principal	Strodes Mills Elementary School	717-248-7154

**INTERMEDIATE SCHOOL ADMINISTRATION**

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

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

**MIDDLE SCHOOL ADMINISTRATION**

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

**JUNIOR HIGH SCHOOL ADMINISTRATION**

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

**HIGH SCHOOL ADMINISTRATION**

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

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

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

**COORDINATOR OF TRANSPORTATION**

Amy L. Smith    Administration Building  
717-248-0148

**DIRECTOR OF INFORMATION SYSTEMS**

Douglas R. Cunningham    Administration Building  
717-248-0148



**MIFFLIN COUNTY SCHOOL DISTRICT**  
**2024-2025 SCHOOL CALENDAR – REVISED AS OF 5/23/2024**

(W) August 21, 2024 Teacher Inservice Day - No School for Students  
(TH) August 22, 2024 Act 80 Day  
(F) August 23, 2024 Teacher Work Day  
(M) 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  
(W) November 27, 2024 No School for Students – Teachers Dismiss @ 11:30 AM (AM Parent Conferences - Elementary, AM Inservice - Secondary)  
(TH) November 28, 2024 Thanksgiving Vacation - No School for Students through (M) December 2, 2024  
(M) December 2, 2024 Designated Make-Up Day #1  
(M) December 23, 2024 Christmas Vacation - No School for Students through (W) January 1, 2025  
(M) January 20, 2025 Martin Luther King, Jr. Day - No School for Students - Designated Make-Up Day #2  
(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 #3  
(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 Last Day of School for Students and the end-of-year Teacher Workday will move accordingly. 2024-2025**

**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

# **MIFFLIN COUNTY SCHOOL DISTRICT**

## **STUDENT EXPECTATIONS**

All persons residing in the Commonwealth between the ages of 6 and 21 have the right to a free and full education in public schools.

It is the responsibility of the student to:

1. Be honest and ethical.
2. Assist in matters relating to the health, safety, and welfare of the school community and the protection of school property.
3. Dress and groom to meet standards of safety, health, and minimal disruptions to the educational process.
4. Learn all rules and regulations for student behavior and conduct himself/herself in accordance with them.
5. Recognize that until a rule is waived, altered, or repealed it is in full effect.
6. Comply with local, state and federal laws.
7. Exercise proper care when using public facilities and equipment.
8. Attend school daily, except when excused, and report to all classes on time.
9. Make all necessary arrangements for making up work when absent from school.
10. Treat all people with dignity and respect.
11. Refrain from indecent, obscene, and abusive language.
12. Avoid deliberate inaccuracies in student newspapers or publications.
13. Refrain from public displays of affection in the school.

The Board of School Directors has the authority to make rules governing the conduct of students providing that the rules are reasonable and fair. Such rules are assumed to be “reasonable” until they are rescinded or waived. Students should obey such rules while working through channels to help change those of which they do not approve.

No student will be suspended or expelled without being informed of the reasons for the action and being given a chance to respond to the charges.

## **WEAPONS POLICY 218.1**

Adopted: November 17, 2022

### **Purpose**

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

### **Definitions**

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

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

## **Authority**

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

The Board shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board policy.[\[2\]](#)[\[4\]](#)[\[5\]](#)

The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.[\[2\]](#)

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[2\]](#)[\[4\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

## **Delegation of Responsibility**

The Superintendent or designee shall react promptly to information and knowledge concerning possession of a weapon. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the district's emergency preparedness plan.[\[11\]](#)[\[12\]](#)[\[13\]](#)

When the behavior of a student in possession of a weapon indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[\[14\]](#)[\[15\]](#)

## **Guidelines**

The Superintendent or designee shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[2\]](#)[\[11\]](#)[\[12\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, or as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[\[11\]](#)[\[17\]](#)[\[19\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents involving possession of a weapon to the Office for Safe Schools on the required form.[\[11\]](#)[\[16\]](#)

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

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

In accordance with federal law, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.[\[20\]](#)[\[21\]](#)

## **Transfer Students**

When the district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.[\[2\]](#)[\[22\]](#)

# **SCHOOL ATTENDANCE**

## **ATTENDANCE REQUIREMENTS**

All children are required to attend school from the time a child's parents elect to have the child enter school and which shall be no later than 6 years of age until the child reaches 18 years of age or receives a certificate of graduation. Regular attendance is necessary for the continuity of the teaching-learning process and to help young people gain habits of punctuality and reliability.

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, approved educational travel 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 age 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 or unlawful 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 17 years of age or younger, 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. If the child continues to incur additional unlawful absences after this notice has been issued, the school must offer a student attendance improvement conference. When a child becomes habitually truant, the district will involve a school-based or community-based attendance improvement program, CYS, and/or file a citation against the student or parent in a magisterial district court. The school will follow the procedures dependent upon the child's age as outlined by Act 138 of 2016.

In the event of unexcused absence of pupils 18 years of age or older, parents, guardians or person in parental standing are not liable for fines and costs. However, the principal may take measures to help these pupils and their parents, guardians, or persons in parental standing become aware of the consequences of unacceptable absences.

## **PUPIL ATTENDANCE**

- A. Pupils under the age of 18 who are unlawfully absent from school and/or classes, and pupils age 18 or older who have unexcused absences, without the knowledge and consent of their parents or guardians will be required to make up the time missed by serving detention. The absence is officially recorded as unlawful or unexcused.
- B. Unlawful or unexcused absence, with the knowledge and consent of parents/guardians, will be officially recorded, but pupils are not required to make up the time missed.
- C. In case "A," students will not be permitted to make up missed school work. In case "B," students will be permitted to make up school work.
- D. Unlawful absences, with or without approval and consent of parents or guardians, will be

recorded and processed under provisions of the Pennsylvania Public School Code of 1949 and Act 138 of 2016, as amended.

- E. Students arriving after the take-up bell through 9:30 a.m. are to be marked tardy for the number of minutes and/or hours they are late. Arrival after 9:30 a.m. is considered a one-half (1/2) day absence.
- F. Students dismissed before 2:00 p.m., for whatever reason, are to be marked as absent one-half (1/2) day. If dismissed after 2:00 p.m., they are to be credited with a full day of school. They are not to be marked tardy for an early dismissal after 2:00 p.m.

### **MORNING PUNCTUALITY**

Students are expected to be in their assigned seats in the homeroom at the proper time. Detention may be assigned for excessive tardiness. Unexcused tardiness to school is to be avoided and will result in disciplinary action taken when such tardiness occurs.

No student absent from school is eligible to participate in any extracurricular activities unless approved by the Principal and, if late to school, must be signed in by 9:30 A.M. to be eligible to participate.

### **PROCEDURE WHEN RETURNING TO SCHOOL AFTER AN ABSENCE**

You must bring a written excuse to school within three (3) school days of an absence. Report to the principal, assistant principal, or another person designated when returning to school and give the excuse to that person.

### **WRITTEN EXCUSE**

Excuses must be written and signed by the pupil's parent, guardian or person in parental standing. PUPILS MAY NOT WRITE AND SIGN THEIR OWN EXCUSES.

Failure to submit a written excuse for an absence within three (3) school days from the last date of absence will result in the absence(s) being recorded as unlawful or unexcused. The following information must be included in the written excuse:

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

### **SAMPLE EXCUSE**

September 18, 2021
Please excuse John J. Jones, 8th grade, for being absent on September 17, 2021, because of a severe cold.
Parent Signature

When attendance policies appear to be abused, school officials will require a student to obtain a written statement from the family doctor indicating why future absences may be justified.

If an attendance problem develops, the student's parents or guardian will be informed, in writing,

and they will be given a reasonable amount of time to correct the problem. If the problem is not corrected, a valid doctor's excuse, acceptable to school officials, will be required for future absences. Failure to present a medical doctor's excuse will result in the absences being declared unlawful or unexcused.

### **EARLY EXCUSE BECAUSE OF ILLNESS**

Students who become ill at school must report to the school nurse. Students may not decide to leave school because of illness without seeing the nurse. The nurse will decide if the student should be sent home or to a hospital. The nurse, not the student, will make necessary phone calls to parents and make transportation arrangements.

The nurse will inform the principal of any student sent home because of illness. Students must bring a written excuse for processing in the regular manner when they return to school. In the event the school nurse is not available, pupils are to report to the principal's office.

### **EARLY EXCUSE FOR MEDICAL APPOINTMENTS**

You may obtain an excuse to leave school early for medical appointments. On the day you have the appointment, present a written request from your parent or guardian to the person in charge in the principal's office. For early morning appointments, present the written request the previous school day. When arriving to school, submit a doctor's excuse from the doctor or dentist to the office personnel.

### **WITHDRAWAL FROM SCHOOL**

Students and parents or guardians must report to the principal's office to withdraw a student.

### **EXCEPTIONS TO COMPULSORY ATTENDANCE**

Compulsory attendance laws shall not apply to any child who:

1. Has attained the age of sixteen (16) years, and who is regularly engaged in any useful and lawful employment or service during the time the public schools are in session, and who holds an employment certificate issued according to law;
2. Has been examined by an approved mental clinic or by a person certificated as a public-school psychologist or psychological examiner, and has been found to be unable to profit from further public-school attendance, and who has been reported to the Board of School Directors and excused, in accordance with regulations prescribed by the State Board of Education;
3. Has attained the age of fifteen (15) years and is engaged in farm work or domestic service in a private home on a permit issued by the School Board or the designated official of the school district of the child's residence, in accordance with regulations which the Secretary of Education is hereby authorized to prescribe;
4. Has attained the age of fourteen (14) years and is engaged in farm work or domestic service in a private home on a permit issued as provided in clause (3) of this section, and who has satisfactorily completed, either in public or private schools, the equivalent of the highest grade of the elementary school organization prevailing in the public schools of the district in which he resides, if the issuance of such a permit has first been recommended by the district superintendent of schools having supervision of the schools of the district where such child resides, or by the principal of the private school where such child is enrolled, and the reason therefore has been approved by the Secretary of Education.

## **“CUT DAY”**

1. The irresponsible practice of “cut day” is not sanctioned by the Board of School Directors or the Administration. Pupils are hereby notified that students who conspire within a class to award themselves a day of absence, with or without the permission of their parents or guardians, but without Board approval and proper supervision is a violation of School Policy. Pupils who participate in such an unauthorized activity will be disciplined.
2. Disciplinary measures will include one or more of the following:
  - assignment to the in-school suspension room
  - a grade of zero for all work missed during the absence
  - out-of-school suspension
  - assignment to a supervised school/community service project
  - one detention hall for every period missed
3. Trips, outings, and other school sponsored activities which take place off school property and during school time must be formally approved by the Board of School Directors at a regular meeting held prior to the date of the activity.

## **CHANGE OF NAMES, ADDRESSES AND TELEPHONE NUMBERS**

Students must report changes in their names, addresses and telephone numbers as soon as possible so that school records can be kept up-to-date.

This updated information is especially valuable in case of an emergency at school that would require school personnel to contact someone at a student’s home.

## **EMPLOYMENT DURING VACATION**

Students aged 14-17 years who wish to work during vacations must first obtain an employment certificate.

Students must:

1. Secure form PVEC (Promise of Vacation Employment) from a school counselor.
2. Fill out the form according to directions. A parent or guardian must sign the form.
3. Go to the prospective employer and have the appropriate section of the form completed by the employer or a representative of that person.
4. Obtain a copy of an evidence of age (birth certificate, baptismal certificate).
5. Take the completed form PVEC and the evidence of age to the principal’s office for processing and issuance of a Vacation Employment Certificate.

## **MEDICAL CARE AND HEALTH EXAMINATIONS**

The School Board has adopted the following rules and procedures related to medical care:

1. Health laws require that school officials see that the following tests are administered to students:
  - A vision test, annually
  - A hearing test, in 7th and 11th grades
  - Measurement of height, weight, and BMI percentile at least once a year
  - Physical examinations for 6th and 11th grade students
  - A completed medical questionnaire when entering school for the first time, when entering middle school, and when entering senior high school
  - A Scoliosis Screening Program for students in grades 6-7

- All students Grades K to 12 will be required to have four (4) doses of Polio. The final dose in the series should be administered on or after the 4th birthday and at least six (6) months after the previous dose. Students over the age of 18 are exempt.
  - Students in Grade 7 will be required to have a Tdap (tetanus, diphtheria and pertussis) if five (5) years have expired since the last Tdap and an MCV (meningococcal).
  - Students in Grade 12 will be required to have a second MCV (meningococcal).
  - Students will be required to have the MMRV (measles, mumps, rubella, and varicella) booster entering Kindergarten or if transferring from out of state and your child does not have the second booster.
2. Under certain conditions, pupils may be excluded from school for medical reasons. Please remember that the school nurse is NOT a doctor and she may NOT treat a child for an illness. It is the responsibility of the parent to have the child treated by a physician whenever necessary. PLEASE DO NOT SEND A CHILD TO SCHOOL WHEN SICK, NOR SHOULD THE SCHOOL NURSE BE ASKED TO MAKE A DIAGNOSIS.

## **MIFFLIN COUNTY SCHOOL DISTRICT MEDICATION POLICY**

### **I. OBJECTIVE**

Policy 210: Medications is motivated solely by concern for the health, safety, and welfare of the students of the Mifflin County School District. The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication, in accordance with the direction of a parent or family physician, to a student during school hours, will be permitted only when failure to take such medicine would jeopardize the health of the student or the student would not be able to attend school if the medicine were not made available during school hours.

### **II. PROVISIONS**

Ideally, all medication should be given at home. It is preferred that in the case of all medications, whether prescribed or otherwise, the same shall be administered by a parent, to the student requiring the medication. Where this is not possible, the following shall apply:

- A. Individually prescribed and non-prescriptive (OTC) medication will be administered by school nurses or other authorized personnel under the following conditions:
  - 1. Upon written request from the physician to the school officials that medication be administered to the student. Included in this request must be the name of the medication, dosage, frequency of administration, and the period of time over which medication is to be administered.
  - 2. Signed written request from the parent, guardian, or person standing in the place of a parent that medication be administered as prescribed in the physician's statement.
  - 3. All prescription medication must be in the appropriate containers which are properly labeled by the physician or pharmacy.
  - 4. All non-prescriptive (OTC) medication must be delivered in its original packaging and labeled with the student's name.
  - 5. Any medication left at the school will be secured in a locked cabinet.
- B. Any medication to be administered during the school day must be transported by the



parent/guardian to the nurse's office (or other area specified by the Principal). All medications must be signed in and logged by the school nurse or other designated school staff member. The school may not accept more than a 30-day supply of medication.

- C. Students will not be permitted to carry pills or any medication during the school hours. Some students, with parent and physician approval, may be allowed to carry inhalers, epipens, or certain diabetic medications.
- D. Certain non-prescriptive (OTC) medications are kept in the nurse's office as ordered annually by the school physician and may be administered to students for minor complaints and ailments while in school. Parents/guardians must annually complete the MCSD Over-the-Counter Medication Form and authorize the administration of these medications.
- E. Violation of this policy and the regulations promulgated hereunder shall, in the discretion of the administration and the School Board, result in the same disciplinary measures being invoked against the offending student as would be invoked against one violating policy and regulations relating to drugs and alcohol, and may accordingly result in suspension and/or expulsion from school.
- F. The administration shall be charged with the responsibility of designating authorized school personnel to administer this policy.
- G. Policy 210 shall be subject to ongoing re-analysis, from time to time, in order to deal with future problems as they develop. (full policy available at <https://go.boarddocs.com/pa/miff/Board.nsf/Public#> )

## **PROCEDURAL AND MISCELLANEOUS MATTERS**

### **HALL PASSAGE**

To make the best use of time, students are allowed a brief amount of time to go from class to class during the day.

Students should proceed to the next assigned area or room in the most direct route. If there is a need to go to the restroom, another room, or the office, permission should be received from the teacher of the class to which the student is going.

FOR SAFETY OF ALL, ACTIONS SUCH AS RUNNING, PUSHING, SHOVING AND TRIPPING ARE NOT ALLOWED. IN ADDITION, KISSING, HUGGING AND EMBRACING ARE NOT ACCEPTABLE BEHAVIORS IN SCHOOL OR AT SCHOOL ACTIVITIES.

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

Textbooks and school supplies are furnished to students at school district expense.

All textbooks are identified by a stamp and number on the inside cover. When a book is issued to a student, its number and condition are recorded by a teacher. The student is responsible for returning the same text at the end of the school year.

If the textbook is not returned, the student will be charged for the replacement cost.

## **STUDENT LOCKERS**

A locker for books and clothing will be assigned to each student. Lockers are considered public property loaned to students for private school use.

School authorities have the right to inspect lockers at any time for general appearance and to conduct random drug searches.

If the principal has reasonable suspicion to suspect that a locker may contain materials which could endanger the health, safety or welfare of the pupil or others, the locker will be searched. The student and a witness will be asked to be present at these times. Items found that are violative of law or school policy may be used as evidence against the pupil(s) involved in any in-school or out-of-school disciplinary proceedings.

Whether locked or not, one student's locker is off limits to others. Opening another student's locker without permission is a violation of privacy laws.

In some cases, two students may be assigned the same locker. Sharing lockers is not a right of students, and only the principal may assign lockers or approve changes. Students are not permitted to share their locker with another student unless assigned by the principal.

If padlocks are rented from the school, and the student fails to turn in the padlock at the end of the school year, a charge will be made.

## **FIRE DRILLS**

At least nine fire drills are conducted in each school during the school year as required by state law. The purpose of the drills is to acquaint students with safe and proper procedures to follow if a fire or other emergency requires that students leave the building quickly.

Students should be aware of these factors:

1. In each room, a poster indicates the location of the emergency exit for persons in that room. If an assigned exit is blocked, the group's leader will turn to the next nearest exit.
2. Before leaving the room, opened windows must be closed by those seated closest to them.
3. The last person leaving the room must close the door.
4. Students must walk rapidly in pairs, keeping lines solid, to the assigned exit. The first two to reach the exit doors will hold them open until the line has passed.
5. Each group has an assigned location to walk to outside the building. Students must stay with their group during the fire drill procedure.
6. When the "all clear" is sounded, students will enter the school under the direction of the leader of the group.

## **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 buses are now permitted to be equipped with

audio & video/recording devices to encourage proper student behavior. Video footage may be viewed by an administrator to ensure proper student behavior.

### **School Bus Guidelines**

1. Students will be assigned to one bus and after two weeks of school, may be assigned seats.
2. Use of I-Pods/cell phones and other similar audio equipment on the school bus is at the discretion of the bus driver.
3. Students' bus stops are designated by the Board of School Directors and may not be altered unless approved by the School Board.
4. 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.
5. When students walk along a highway to their bus stop, they must walk on the shoulder of the road on the side facing traffic.
6. 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.
7. 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.
8. Bus drivers reserve the right to assign students to specific seats.
9. The bus driver will not move the bus until all students are seated. Students must be seated when the bus is in motion.
10. 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.
11. 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.
12. The following behavior of students will result in disciplinary action: opening windows, throwing objects out of windows, tampering with or using the emergency exit, leaning or putting arms out of windows, eating, drinking, smoking, vaping, 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.
13. Students should report to the bus driver any condition which needs attention to insure a safe trip.
14. 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. Certain behaviors and repeated minor misconducts may result in the denial of the privilege of riding a school bus or van.
15. 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.
16. 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.

## **SCHOOL FINANCIAL FACTORS**

School officials have prepared these guidelines in reference to money in school:

1. STUDENTS SHOULD ONLY BRING ENOUGH MONEY TO SCHOOL TO PURCHASE NECESSARY SUPPLIES, LUNCH, ETC. OTHER SUMS OF MONEY SHOULD BE TAKEN TO THE SCHOOL OFFICE FOR SAFEKEEPING. SCHOOL OFFICIALS CANNOT BE HELD LIABLE FOR MONEY STOLEN FROM OR LOST BY STUDENTS.
2. Students and school employees are required to deposit all money collected for school-related activities on the day the money is collected. Such money may not be taken from the building or left in classrooms or lockers. This rule is enforced to reduce the possibility of funds being lost, misused or stolen.
3. Students must have written approval of the principal or faculty advisor before any purchase of goods or services on behalf of the school, a school function or school organization. Students who incur debts without prior written approval will be liable for payment of the unauthorized purchase.
4. No one may solicit funds from students or staff members without written approval of the principal. Even when solicitations are approved in writing by the principal, contributions are purely voluntary and there may be no “pressure” tactics to force giving.
5. Students who accumulate financial obligations to the school district during the school year must clear the obligations by the last day of school before diplomas (seniors) or report cards (all students) are awarded. Unresolved debts owed to the school district will accumulate if not cleared by the student. Students may check at the office if they have questions about debts.

## **INTRAMURALS**

The purpose of the Intramural Program in Mifflin County School District is to provide more opportunities for physical activity. Encouraging the habit of exercise now through the pleasures of intramural activities could mean additional years of health and life later.

Intramural athletic activities are competitive and non-competitive physical activities conducted among individuals or groups of students within one school. Because participation is not limited by skill requirements, intramurals give all students the opportunity to be physically active in an educational and recreational environment.

Programs will be established for students not involved in interscholastic athletics of the same sport.

### **Intramural Regulations**

1. Intramural activities will be posted in all schools within the Mifflin Country School District.
2. All participants in the intramural program will be required to present a signed Parent Permission form for intramural activities.
3. School attendance is required for intramural participation in accordance with the same regulations that govern interscholastic activities.

### **Learning Objectives of the Intramural Program**

1. Foster earnest, but friendly, rivalry.
2. Develop cooperative attitudes through group participation.

3. Develop a balanced perspective of athletic competition wherein enjoyment, and not winning, is central.
4. Develop athletic and other recreational skills which can be utilized for a lifetime of physical activity.
5. Teach leadership skills through officiating, managing, and being captain.
6. Develop game skills and strategy.
7. Promote student morale and loyalty to group and school.

## **STUDENT DRIVING OF PERSONAL VEHICLES**

Because the school district provides transportation for students who qualify, driving personal vehicles to school is discouraged. Special circumstances may justify a student driving to school. Accordingly, school officials permit a limited number of students to drive to school and park on school property. Granting the privilege to drive to school is at the discretion of the school principal. Likewise, denial of the privilege of driving may occur when students do not comply with school regulations governing students' vehicles. Students who leave the grounds without permission in a vehicle will lose driving privileges for the year.

To apply for the privilege of driving a motorized vehicle to school, follow these directions:

1. Complete an application form available through Skyward Family/Student Access according to the directions found on the MCHS website.
2. Demonstrate a reasonable knowledge of the responsibilities of good driving and regulations imposed by the school for students who must drive.
3. If permission to drive a vehicle to school is approved, passes cost \$50 for the year and reduce to \$30 March 1<sup>st</sup> through the end of the school year. Students may be assigned a specific parking space in the parking lot which is the only valid place the vehicle may be parked during regular school hours. Students may not park anywhere off-campus during school hours or during activities held at times other than regular school hours.
4. Parking tags are required and must be visibly displayed on the vehicle. If more than one car will be driven to school throughout the school year, each different vehicle must be registered at the office and the parking tag must be displayed on the vehicle. All vehicles are required to have rear view mirrors PAVC Title 75. All passes must be displayed on the rear view mirror to be valid.
5. Student drivers must enter and exit the school property in accordance with school regulations.
6. Students are not permitted to go to their vehicles during the school day.
7. Students are requested to lock their vehicles. The district will not be responsible for losses incurred due to vandalism, accidents, stealing or for any other reason. Students who park on school property do so at their own risk.
8. **STUDENT DRIVERS MUST YIELD THE RIGHT-OF-WAY TO PEDESTRIANS AND SCHOOL VEHICLES.**
9. All drivers are expected to adhere to speed limits on and around school property and safe driving standards. Citizen arrests may be filed against student drivers who do not comply with driving regulations.
10. The loss of driving privileges will result when students demonstrate ignorance of or disregard for safety.
11. School officials have the right to search cars parked on school district property if there is reasonable suspicion that the vehicle contains contraband or any materials in violation of law or school policy. No search warrant is necessary.

# **STUDENT INTERSCHOLASTIC ATHLETICS**

Participation in interscholastic athletics is a privilege accorded to pupils. Athletics serve a valuable place in the school district's overall curriculum. Pupils are encouraged to participate in athletics. There are certain conditions which must be met when pupils decide to become a member of an interscholastic athletic team.

The Pennsylvania Interscholastic Athletic Association (P.I.A.A.) is the governing body that regulates interscholastic athletics in the Commonwealth. Excerpts from the P.I.A.A. Constitution and By-Laws are quoted for your information:

## **ELIGIBILITY**

### **ARTICLE 9: SCHOLARSHIP**

#### **Section 1**

To be eligible for interscholastic athletic competition, a pupil must pursue a curriculum defined and approved by the principal as a full-time curriculum. Where required, this curriculum or its equivalent must be approved by, and conform to, the regulations of the State Board of Education and the Pennsylvania School Code, as well as any local policies established by the local School Board. The pupil must maintain an acceptable grade in such approved curriculum as certified by the principal. Eligibility shall be cumulative from the beginning of a grading period, and shall be reported on a weekly basis.

#### **Section 2**

In order to be eligible for interscholastic athletics or any other extracurricular activities, a pupil must have passed at least four (4) full-credit subjects, or the equivalent, during the previous grading period.

**FOUR (4) FULL-CREDIT SUBJECTS, OR EQUIVALENTS, MUST BE PASSED TO REMAIN ELIGIBLE FOR ANY EXTRACURRICULAR ACTIVITY.**

#### **Section 3**

In cases where a student's work in any preceding grading period does not meet the standards provided for in this Article, said student shall be ineligible to participate in interscholastic athletics for twenty (20) school days.

#### **Section 4 - New Pupils Must Meet Eligibility Requirements on Scholarship**

Pupils who are enrolled for the first time must comply with the requirements of the scholarship rules. The standing required for the preceding grading period shall be obtained from the records of the last school which the pupil has attended.

#### **Section 5 - Academic Eligibility Standards for Participation in Extracurricular Activities**

On May 10, 1982, the Board of School Directors of the Mifflin County School District unanimously adopted a policy governing student eligibility standards for participation in extracurricular activities at all middle, junior high and high schools.

**ALL STUDENTS (MIDDLE, JUNIOR HIGH AND HIGH SCHOOLS) WHO CHOOSE TO PARTICIPATE IN SCHOOL-SPONSORED EXTRACURRICULAR ACTIVITIES, INCLUDING BUT NOT LIMITED TO INTERSCHOLASTIC ATHLETICS, MARCHING**

BAND, CONCERT BAND, INTRAMURALS, CHEERLEADING, CLUBS, PLAYS AND ORGANIZATIONAL ACTIVITIES ARE REQUIRED TO MAINTAIN A PASSING AVERAGE IN AT LEAST FOUR (4) CREDITS, OR EQUIVALENT, TO REMAIN ELIGIBLE FOR MEMBERSHIP AND/OR THE PRIVILEGE OF PARTICIPATION.

A CLASS WHICH MEETS EVERY SCHOOL DAY DURING A MARKING PERIOD OR SEMESTER (HALF OF THE SCHOOL TERM) SHALL BE COUNTED AS A FULL-CREDIT SUBJECT FOR THE PURPOSE OF CALCULATING CREDITS TO DETERMINE ACADEMIC ELIGIBILITY OF MIDDLE, JUNIOR HIGH AND HIGH SCHOOL STUDENTS TO PARTICIPATE IN NON-CREDIT EXTRACURRICULAR AND INTERSCHOLASTIC ACTIVITIES OF THE SCHOOL.

1. Eligibility Pertaining to Interscholastic Athletic Competition

To be eligible for interscholastic athletic competition, a pupil must pursue a curriculum defined and approved by the principal as a full-time curriculum. This curriculum, or its equivalent, must be approved and conform to the regulations of the State Board of Education and the Pennsylvania School Code, as well as any Board policies established by the local School Board.

2. Academic Requirements

In order to be eligible for interscholastic athletic competition, a pupil must be passing at least four full-credit subjects, or the equivalent. Eligibility shall be cumulative from the beginning of a grading period, and shall be reported on a weekly basis.

In cases where a student's cumulative work from the beginning of the grading period does not as of any Friday meet the standards provided for, he/she shall be ineligible from the immediately following Sunday through the then next following Saturday.

In addition, a pupil must have passed at least four full-credit subjects, or the equivalent, during the previous grading period.

At the end of the school year, the student's final credits in his subjects rather than his credits for the last grading period shall be used to determine his/her eligibility for the next grading period. Back work may be made up, providing it is in accordance with the Policy of the Mifflin County School District.

In cases where a student's work in any preceding grading period does not meet the academic standards set forth by the Mifflin County School Board, said student shall be ineligible to participate in interscholastic athletics and/or organized extracurricular activities for the first twenty (20) school days of the new reporting period. To be eligible, the student must be passing four (4) full-credit subjects (or equivalent) after twenty (20) days of the current grade reporting period.

It is the responsibility of the student to maintain good grades. It is the responsibility of the athletic coach or advisor to encourage students to do their best in the classroom and to take immediate measures to correct problems when a student is not achieving to the best of his/her ability in the classroom.

## **SCHOOL ATTENDANCE AND ATHLETIC ELIGIBILITY**

Attendance at school is also covered by the P.I.A.A. regulations governing interscholastic athletics. Attendance of athletes is carefully monitored as it is for all pupils. However, athletes must conform to additional attendance regulations.

Athletic attendance is done by semesters. There are two (2) 90-day semesters in a school year.

## **HOMEWORK - POLICIES AND GUIDELINES PHILOSOPHY**

We believe that homework and related out-of-school activities are an integral part of the educational process. We further believe that all such activities should be appropriate to the needs, capabilities, and interests of students. While a teacher is responsible for identifying goals and assignments, the student and his/her parent(s) must also assume some responsibilities. Cooperation and communication are essential to a well-defined program.

## **OBJECTIVES OF HOMEWORK AND RELATED OUT-OF-SCHOOL ACTIVITIES**

1. To reinforce learning through the practice, application, integration, and/or extension of knowledge and skills.
2. To develop study skills, work habits and a sense of personal responsibility so that the student may become an independent learner.
3. To enrich school experience and to encourage a carry-over into service, leisure, and career centered interests.

## **RESPONSIBILITIES OF THE STUDENT**

1. Understand the assignment - its purpose, when it is due, how it should be done.
2. Budget time to complete and return assignments on time.
3. Arrange to make up missed assignments as required.
4. Develop a personal system for remembering and/or recording assignments.
5. Initiate the request for help when needed.

## **RESPONSIBILITIES OF THE PARENT**

Parents are cautioned to give only assistance that will enable a child to learn how to do the assignment; they are not to do the assignment for the child. Parents should not be expected to play the role of tutor for the pupil to complete homework, but may reasonably be expected to insist that homework is completed.

1. Provide an environment conducive to study: a quiet, well-lighted place, ample work space, and necessary basic materials.
2. Help in development of a satisfactory study schedule.
3. Motivate toward best work and completion of assignments.
4. Make suggestions toward growth and independence.
5. Point out principles involved, giving illustrations.
6. Accept each child's own best work and avoid undue comparison with that of other children.
7. Attempt to understand the values of various types of homework.
8. Feel free to call/email teachers and/or principals regarding questions or concerns about homework.



## **ROLE OF ADMINISTRATORS**

1. Become familiar with the District's philosophy and guidelines.
2. Communicate the philosophy and purpose of the Homework Guidelines to teachers, parents, and students.
3. Evaluate periodically the consistent implementation of these guidelines.
4. Arrange for the orientation of personnel new to the District.

## **GUIDELINES FOR TEACHERS**

1. Become familiar with the District philosophy and guidelines.
2. Consider homework to be a learning tool rather than a disciplinary measure.
3. Present all assignments clearly and concisely, the format to be followed, the standards of acceptance, and the due date. Provide alternative procedures for students to get help or for absent students to get missed assignments.
4. Provide assignments, based on availability of materials, which vary in quantity and degree of difficulty commensurate with a student's grade and course level.
5. Provide long and short-term assignments to reinforce specific skills which have been presented in class and to encourage students to use study time wisely and efficiently.
6. Provide swift, accurate, fair, and comprehensive evaluations of assignments and consider the assignments as an integral part of a student's education program by returning the assignment so that student and parent can monitor progress.
7. Notify parents if a student's assignments are habitually incomplete or unsatisfactory.
8. Consider homework given in other subjects and courses when giving homework assignments and coursework.
9. Inform or involve the librarian in any assignment when collecting, grouping, or reserving materials which will benefit students in completing the assignment.

## **ACADEMIC REFERENCES**

### **GRADING POLICY: MIDDLE SCHOOL**

There are 180 days of required school attendance. The 180 days are divided into four (4) 45-day grading periods. There will be four (4) grading periods and four (4) report card issuances. At the mid-point of each of the nine (9) week grading periods, Interim Progress Reports (IPR's) will be issued to students (parents) who (1) are failing at the 4-1/2 week point in the marking period and/or are performing below ability level.

<u>PERCENTAGE</u>	<u>DESCRIPTION</u>	<u>GRADE</u>
93-100	Excellent	A
85-92	Above Average	B
77-84	Average	C
68-76	Below Average	D
Below 68	Failure	E

Students will receive four report card percentage grades and a final-average percentage grade. Each nine (9) week marking period grade counts as one-fourth (1/4) of the final-average grade. Students taking courses that last for only one semester will receive two report card percentage grades and a final-average percentage grade.

### **MARKING PERIODS FOR MIDDLE/JUNIOR HIGH SCHOOLS**

All secondary students will be graded on four (4) nine-week marking periods. Teacher constructed tests, quizzes and activities are provided for evaluation of students for class grades.

## **INCOMPLETE GRADES – MIDDLE/JUNIOR HIGH SCHOOLS**

1. When pupils are absent from school, they are not exempted from academic obligation in the classroom. Upon returning to school after any absence, it is the pupil's responsibility to contact teachers for makeup work. A general rule is that pupils have one (1) day for each day of absence to fulfill their makeup work obligations. If the back work is not completed within the allowed time, and no other arrangements for an exception have been made with the teacher, the pupil will receive failing grades for the makeup work not turned in to the teacher.
2. Incomplete grades at the end of a marking period should rarely be given because they are for pupils who, because of illness or injury, cannot fulfill their academic obligations. Incomplete grades are not to be given to pupils who had sufficient time (one day for each day of absence) to do makeup work. For pupils qualifying to receive an incomplete grade at the end of a grading period or end of the year, there is a grace period of ten (10) school days to complete the missed work after the grading period is over. If the makeup work is not completed in the grace period, and special arrangements for an exception were not made with the principal, then the incomplete reverts to a failing grade.
3. Any pupil receiving an incomplete in any course for the fourth grading period will fail the course for the year, if the incomplete is not removed within the permitted time.
4. Incomplete grades are rarities, and it is the responsibility of the pupil to contact his/her teachers immediately upon returning to school for makeup work, assignments and tests given while the pupil was absent. Failure to abide by the time limits set forth for satisfying incomplete work after an absence will constitute a forfeiture of the right to make up the work at a later time.
5. When a pupil is absent for three days or more, assignments may be obtained by telephoning your school guidance counselor. Arrangements may be made for someone to obtain assignments for you during your period of absence.

## **GRADE CLASSIFICATION – MIDDLE/JUNIOR HIGH SCHOOLS**

If a pupil in grades 6-8 does not fail two or more major subjects, or one major subject and two minor subjects, she/he is promoted to the next grade. Please refer to Board Policy 215 for additional information.

## **GRADING POLICY: SENIOR HIGH SCHOOL**

The yearly term of 180 required school days is divided into four 45-day units for grading purposes. Each 45-day unit constitutes a 9-week marking period. The first and second 9-week marking periods comprise the first semester of the school year; the third and fourth marking periods comprise the second semester of the school year.

Four report cards will be issued during the school year, one after the end of each of the four 9-week marking periods.

The percentage grade for each course for a 9-week marking period is indicated on the report card, which is distributed to students to take home to parents after the conclusion of each of the first three marking periods. The fourth and final report card for the school year is mailed home

after the end of the fourth marking period.

The following is a chart reflecting the percentage grading scale:

<u>PERCENTAGE GRADE</u>	<u>DESCRIPTION</u>	<u>LETTER GRADE EQUIVALENT</u>
93-100	Excellent	A
85-92	Above Average	B
77-84	Average	C
68-76	Below Average	D
Below 68	Failure	E

Multipliers will be used for all AP and Honors courses taken. In considering the workloads required in these courses and how colleges and universities evaluate them, the weighting used will be to multiply the percentage grades by 1.08 for AP courses and by 1.04 for Honors courses.

FINAL-AVERAGE GRADE CALCULATION – Final-average grades in year-long courses are determined by adding the four percentage grades for year-long courses and dividing their sum by 4. Final-average grades for semester-long courses are determined by adding the two marking period percentage grades for semester courses and dividing their sum by 2. These, then become the student’s final-average grades in each course for the school year.

CUMULATIVE FINAL PERCENTAGE GRADE AVERAGES – Beginning in ninth grade, cumulative final percentage grade averages are calculated by adding all of the final-average percentage grades in each course and dividing their sum by the total number of credits the student has scheduled for that year (no credits are given for study halls or failed courses). These yearly final-percentage grade averages are cumulatively calculated, so that at the end of any given year a student’s cumulative percentage grade average represents all courses taken and the final grades/corresponding credits accumulated in that year, and in all of the previous years in high school combined. Each student’s cumulative percent grade average is carefully maintained so it will accurately reflect the student’s academic achievement and his/her relative standing with other students. A student’s high school grade point average is the single most important criterion used in the selection/admission process by colleges and universities.

## **SENIOR HIGH SCHOOL HONORS COURSES**

Specifically designed honors courses of study for science, mathematics, English, social studies and Spanish have been approved by the Board of School Directors for implementation into the School District Curriculum. These weighted courses shall be distinguished from other courses by their emphasis on quality and rigorous academic objectives and expectations.

Weighted courses will be uniform in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades.

## **SENIOR HIGH SCHOOL ADVANCED PLACEMENT COURSES**

Mifflin County School District offers several Advanced Placement (AP) courses. AP courses follow the college-level curriculum suggested by the College Board in order to give the student the opportunity of successfully completing the AP exam (which is required of any student who takes the course). Students taking AP courses are responsible for any cost associated with the cost of the AP examination. In addition, if students score well on the exam, they may earn college credit from the institution they attend. AP classes are offered in a traditional classroom

setting as well as an online option. The final grade earned in an AP class is multiplied by 1.08 when the course is averaged in with the student's cumulative grade average.

The school counselors can assist students and parents in making the decision of whether to take an AP course or not. Teachers are asked to recommend students who they feel are prepared for the challenge of AP courses. Typically, the students who are most successful exhibit the following characteristics: creativity, flexibility, innovation, motivation, self-discipline, good work habits, long attention span, and open mindedness.

\*\*Students are responsible for any cost associated with the AP exam. There will be a reduction in cost for the students who qualify for free or reduced lunch.

Students who earn scores of 3 or higher on AP exams will have the opportunity to request reimbursement for the Exams in which they earned the required score. Reimbursement applications will be provided to the students during the AP exam testing window in May.

### **INCOMPLETE GRADES: SENIOR HIGH SCHOOL**

1. When pupils are absent from school, they are not exempted from academic obligations in the classroom. Upon returning to school after any absence, it is the pupil's responsibility to contact teachers for makeup work. A general rule is that pupils have one day for each day of absence to fulfill their makeup work obligations. If the back work is not completed within the allowed time, and no other arrangements for an exception have been made with the teacher, the pupil will receive failing grades for the makeup work not turned in to the teacher.
2. Incomplete grades at the end of a marking period should rarely be given because they are for pupils who, because of illness or injury, cannot fulfill their academic obligations. Incomplete grades are not to be given to pupils who had sufficient time (one day for each day of absence) to do makeup work. For pupils qualifying to receive an incomplete grade at the end of a grading period, or end of the year, there is a grace period of ten (10) school days to complete the missed work after the grading period is over. If the makeup work is not completed in the grace period, and special arrangements for an exception were not made with the principal, then the incomplete reverts to a failing grade.
3. Any pupil receiving an incomplete in any course for the fourth grading period will fail the course for the year, if the incomplete is not removed within the permitted time.
4. Incomplete grades are rarities, and it is the responsibility of the pupil to contact his/her teachers immediately upon returning to school for makeup work, assignments and tests given while the pupil was absent. Failure to abide by the time limits set forth for satisfying incomplete work after an absence will constitute a forfeiture of the right to make up the work at a later time.
5. When a pupil is absent for more than a couple of days, assignments may be obtained by telephoning your school guidance counselor. Arrangements may be made for someone to obtain assignments for you during your period of absence.

### **GRADE CLASSIFICATION: SENIOR HIGH SCHOOL**

It is important for pupils to understand how many credits are required to have the standing of a tenth, eleventh, and twelfth grade student. It is important because certain classes have activities in which only bonafide members of the class may participate.

To be a full-fledged member of the TENTH GRADE CLASS, a pupil must have earned a minimum of 2.5 credits prior to the start of the 10th grade school year; to be a member of the ELEVENTH GRADE CLASS, at least 9 credits must have been earned before the beginning of the 11th grade school year; and to be classified as a TWELFTH GRADE student, a pupil must have obtained a minimum of 14.5 credits prior to the start of the 12th grade school year.

Credits earned, not chronological age of the pupil or number of years in school, are the determinant of class membership. Credits earned in summer school or through tutoring approved by the principal count toward credit standing.

Class activities which are open to specific members may not be attended by pupils who do not possess the proper number of credits at the beginning of the regular school year.

It is the pupil's responsibility to know his/her credit standing. Pupils are encouraged to visit the guidance counselor if there are questions about credits.

## **GRADUATION REQUIREMENTS**

Students must satisfy the following areas to earn a diploma from the Mifflin County School District.

- A. A student must accumulate a total of at least **21.5 credits** to meet graduation requirements.
- B. A student must successfully complete the following **required courses** to meet graduation requirements:

1.	English	4.0 Credits
2.	Social Studies	3.0 Credits
3.	Science	2.0 Credits
4.	Biology	1.0 Credit
5.	Mathematics	4.0 Credits
6.	Computer	0.5 Credit
7.	Health	0.5 Credit
8.	Fitness	<u>1.0 Credits</u>
		<b>16.0 Credits</b>
9.	Electives	<u>5.5 Credits</u>
	<b>TOTAL</b>	<b><u>21.5 Credits</u></b>

## **STATE AND LOCAL REQUIRED CREDITS**

Students who do not achieve 21.5 credits, including the required courses, or who do not meet the requirements in accordance with an Act 158 graduation pathway, will not be certified for graduation, nor will they participate in any Baccalaureate or Commencement practices or ceremonies.

## **HONOR ROLL: SENIOR HIGH SCHOOL**

Each marking period, the Honor Roll recognizes students for an all courses percentage-grade-average of 85 – 92%, and the Distinguished Honor Roll recognizes student for an all courses percentage-grade-average of 93 – 100%. Percentages will *not* be rounded up, e.g. an average of 84.5 will not be on the Honor Roll. If a student has an average of 67% or lower for any course for the marking period or has an incomplete in any course, the student is not eligible to be on the honor roll for that marking period.

## **NATIONAL HONOR SOCIETY**

Students in grades 10-12 who maintain a percentage grade average of 93% and higher are eligible to join the school's chapter of the National Honor Society. Membership is based on scholarship, service, leadership and character. Initiation ceremonies, open to the public, are held in April.

## **MIFFLIN COUNTY ACADEMY OF SCIENCE AND TECHNOLOGY**

The Mifflin County Academy of Science and Technology, in partnership with parents and the community, will provide the opportunity and challenge for all students to acquire the knowledge, skills, and adaptability to succeed in productive careers and to contribute as ethical, responsible citizens in a rapidly changing global society.

The goal of the educational program at the Mifflin County Academy of Science and Technology is to prepare students with the necessary skills to enter the work force. Through the delivery of quality programs, students may move directly into the job market or pursue further education. Students entering the Mifflin County Academy of Science and Technology will follow a Career Pathway in: Tech Prep Advanced Skills Preparation or Vocational Skills Preparation. Students should consult their guidance counselor for assistance in selecting the proper courses for the program of study they choose.

There are course offerings in the fields of: Agriculture Technology, Automotive Collision Repair, Automotive Mechanics, Building Trades Maintenance, Cosmetology, Culinary Arts, Early Childcare Education, Electrical Installation, Mechatronics, Medical Science and Precision Machining.

School counselors can provide information about how and when to apply for admission to the Academy of Science and Technology.

## **GUIDANCE SERVICES**

Guidance counselors play an important role in the education process. They work with students in groups as well as individually to help them gain a better understanding of their abilities and interests for planning their education programs and careers.

Your guidance counselor is trained to assist you with academic and personal questions and problems which may arise during your school career. Sessions with your guidance counselor are confidential and your records are protected from access by unauthorized persons. Guidance counselors are your best resource for career information and general information about the courses, subjects and activities available at your school. They work very closely with teachers, parents and principals. You are encouraged to see your guidance counselor for basic information about curriculum and careers in addition to assistance with other problems.

Guidance counselor services are available to every pupil in the school system, not just for those who are planning to attend college or some other form of post-secondary education. At the middle school level, pupils may be assisted with exploratory information on careers and future jobs, the types of courses and curriculum that are available at the high school and Mifflin County Academy of Science and Technology, study skills, making new friends, activity participation, coping with many different subjects and teachers, and personal and family problems. Your guidance counselor will be meeting with your class early in the school term to inform you about services and how you make appointments to talk with him or her.

In the high schools, guidance counselor services are similar to those provided to middle school pupils except that there is more emphasis on individual counseling since most pupils are thinking more seriously about jobs, careers and additional education as well as academic and personal problems. There are group guidance services as well as individual sessions for pupils. A computerized career-job program is available for all pupils to use enabling them to secure information of interest without assistance.

A record of credits earned by satisfactorily completing required and elective courses beginning in ninth grade is maintained and updated annually as part of the pupil's overall academic record. Parents of middle and high school pupils are encouraged to contact their child's guidance counselor about any school or personal problem, or for information about curriculum, courses, grades, job and career information, post-secondary education and training, vocational-technical school, testing, credit standing and summer school.

It is important that all parents and pupils understand the many services provided by the guidance counseling department of the school and that these services are used as needed.

## **CODE OF CONDUCT**

### **EXPECTATIONS**

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

The school district's behavior expectations and corresponding disciplinary measures are categorized into three divisions. Attempts have been made to categorize misbehaviors into levels of increasing seriousness. Division One misbehavior is not as serious as Division Two; Division Two is less serious than Division Three.

It is the pupil's responsibility to learn the behaviors expected of a student of the Mifflin County School District. They are very simple. Behavioral expectations at school may be different from those at home or in the community. If they are, we fully expect pupils to conform to school expectations while in school. We firmly endorse our Twelve Traits of Character.

The few pupils who cannot or will not conform to the behavioral expectations set forth by the school will be disciplined swiftly and fairly. Most pupils do not want others to interfere with their right to learn and their teachers' right to teach. Disruption will not be tolerated.

The following behavioral expectations 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.
- Secure proper passes 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.
- Refrain from unacceptable forms of affectionate behavior and close body contact.

## **DIVISION ONE DISCIPLINARY MEASURES**

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

- A reprimand
- A personal conference
- Rearrangement of seating
- Discussions with parents
- Removal of privileges
- Before/After-school detention
- Temporary removal from class or study hall
- Development of a contract of expected future behavior

## **DIVISION TWO BEHAVIORAL EXPECTATIONS**

Students will:

- Not fight and harm others, or engage in behavior deemed as dating violence.
- Complete assignments and follow reasonable directives without a defiant attitude.
- Refrain from the use of abusive or profane language or gestures.
- Refrain from bullying and threatening students.
- Attend classes according to schedule.
- Refrain from possessing pornographic material.
- Follow rules of safety in school, on the bus and when driving a vehicle to and from school and on school property.
- Refrain from using or possessing tobacco or tobacco look-alike products in any form.
- Refrain from using or possessing electronic cigarettes, vaporizers, or any other electronic delivery systems or vaping apparatus to include, but not limited to, solutions, chargers, vape juices, liquid nicotine, etc.



- Refrain from forging excuses, homework, documents, or other material.
- Avoid truancy.
- Refrain from repetitive misconduct.
- Obey all electronic device guidelines and acceptable use policies.

## **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, a schedule change, work assignments, social probation, removal of privileges, involvement in supportive service counseling, and other appropriate discipline.  
Students may also receive School Probation for Division Two Misconducts.

## **DEFINITION OF SCHOOL PROBATION**

Probation means that the student is not permitted to attend any after-school activities, home or away, sponsored by the Mifflin County School District. If the student does, he/she will be charged with trespassing and fined accordingly. Additionally, probation means that the student's attendance at school, academic effort, academic achievement, behavior, and attitude will be closely monitored; and, if there are problems in any of these areas, a Student Hearing Committee will be formed and called into session to consider other disciplinary measures.

## **DIVISION THREE BEHAVIORAL EXPECTATIONS**

This Division of expected behavior refers to acts which result in, or could potentially result in violence to another's person or property, or which pose a direct threat to the health, safety, and welfare of the victim, students, faculty, staff, administration and/or others.

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

Threats to school personnel, 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, as well as possession of drug paraphernalia; 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; sexual misconduct; sexting; molestation or rape; forgery; disruption at events held on school property or at any school-sponsored or sanctioned event; assault; battery; refusal to attend school; habitual truancy; violation of Medication Policy (penalties under Division I and 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 at the request of 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 possible that a formal hearing before the school board will be held for the offending pupils. In addition, the school principal may impose appropriate disciplinary measures which may include, but are not limited to: in-school suspension, out-of-school suspension, detention, assignment to an alternative education placement which may include enrollment in OnTrack, and expulsion (only the school board is empowered to expel).

## **PROCEDURES OF DISCIPLINARY ACTION**

The principal will conduct special assemblies during the first week of school, and thereafter as needed to review contents of the Student Handbook located on the MCSD Website under Student/Parents. Teachers will highlight certain sections of the Handbook; pupils are expected to read the entire Student Handbook. Ignorance of school regulations and policy is not a legitimate excuse when a pupil violates school rules.

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 pupil's advisor, guidance counselor, the principal or assistant principal for assistance.

Division Two Misconduct will usually be referred directly to the principal or assistant principal for investigation and disposition.

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

## **DUE PROCESS**

Any time a pupil's right to attend school is in jeopardy because of a misconduct offense, the basic element of due process will be followed before the pupil is barred from attending class(es) or school. An exception to the procedure would occur when the principal or assistant principal believes the offending pupil presents an immediate threat to the health, safety or welfare of himself/herself and others, in which case the suspension would be immediate and due process followed later in writing.

Due Process would involve the following:

- The principal or assistant principal telling you what rule, regulation or policy you have broken
- The principal or assistant principal explaining to you, if you deny you broke the rule, regulation or policy, why he/she believes you are guilty.
- You're being given an opportunity to tell your version of what happened.

## **DATING VIOLENCE POLICY**

**Purpose:** The purpose of this policy is to maintain a safe, positive learning environment for all students that is free from dating violence. Dating violence is inconsistent with the educational goals of the district and is prohibited at all times.

## **Definitions:**

**Dating Partner** shall mean a person, regardless of gender, involved in an intimate relationship with another person, primarily characterized by the expectation of affectionate involvement, whether casual, serious or long-term.

**Dating Violence** shall mean behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control the person's dating partner.

**Authority:** The Board encourages students who have been subjected to dating violence to promptly report such incidents.

The district shall investigate promptly all complaints of dating violence which occurs on school property, at any school-sponsored activity or on any conveyance providing transportation to a school entity or school-sponsored activity, and shall administer appropriate discipline to any student who violates this policy.

## **DRESS AND GROOMING POLICY**

**Purpose:** The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

**Authority:** The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard.

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.

**Delegation of Responsibility:** The building principal or designee shall be responsible to monitor student dress and grooming and to enforce Board policy and school rules governing student dress and grooming.

### **Guidelines:**

- Any garment that causes a substantial disruption of the educational program is prohibited.
- Overly suggestive or revealing clothing which substantially interferes with the educational program is prohibited.
- No visible undergarments are permitted.
- Clothing must cover the midriff and may not be low cut in the neckline or arm hole.
- Clothing promoting or suggesting drug, alcohol, or tobacco use; pornography; hate messages; and obscene and/or offensive language or gestures is prohibited. This would include pins and buttons worn on clothing or accessories.
- Hats, hoods, visors, and sunglasses are prohibited.
- Chains, wallet chains, and spiked jewelry are prohibited.
- Costumes including, but not limited to, capes, flags worn around the neck, ears, horns, and tails are prohibited
- The building principal may permit hats, hoods, visors, sunglasses, and costumes when these items align with the approved theme of a designated spirit or celebration day

The Superintendent or designee shall ensure that all school rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.

Staff members shall be instructed to demonstrate, by example, positive attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.

## **CONTROLLED SUBSTANCES/PARAPHERNALIA POLICY 227**

**ADOPTED: October 27, 2022**

**LAST REVISED: May 23, 2024**

### **Purpose**

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances.[1][2]

### **Definitions**

For purposes of this policy, **controlled substances** shall include all:[3][4]

1. Controlled substances prohibited by federal and state laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.[1][2]

For purposes of this policy, **under the influence** shall include any consumption or ingestion of controlled substances by a student.

For purposes of this policy, **look-alike drug** shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

### **Authority**

The Board prohibits students from using, possessing, buying, selling, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.[5][6][7]

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[8][9][10][11][12][13]

### **Off-Campus Activities**

This policy shall also apply to student conduct that occurs off school property or during nonschool hours to the same extent as provided in Board policy on student discipline.[14]

### **Delegation of Responsibility**

The Superintendent or designee shall:

1. Establish procedures to appropriately manage situations involving students suspected of using, possessing, buying, selling, being under the influence, or distributing controlled substances.[\[15\]](#)[\[16\]](#)[\[17\]](#)
2. Disseminate to students, parents/guardians and staff the Board policy governing student use of controlled substances.
3. Provide education concerning the dangers of abusing controlled substances.
4. Establish procedures for readmission to school of students convicted of offenses involving controlled substances.

### **Guidelines**

Violations of this policy may result in disciplinary action up to and including expulsion and referral for prosecution.[\[14\]](#)[\[18\]](#)[\[19\]](#)

The Superintendent or designee shall immediately, or as soon as practicable, report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[13\]](#)[\[15\]](#)[\[16\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use, sale, purchase or distribution of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[\[13\]](#)[\[20\]](#)[\[23\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use, sale, purchase, or distribution of controlled substances to the Office for Safe Schools.[\[13\]](#)[\[15\]](#)[\[16\]](#)

In all cases involving students and controlled substances, the need to protect the school community from undue harm and exposure to drugs shall be recognized.

No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

### **Anabolic Steroids**

The Board prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.[\[24\]](#)

Students shall be made aware of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution.[\[18\]](#)[\[25\]](#)

### **Reasonable Suspicion/Testing**

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal or designee has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

## **BOMB THREATS**

If a bomb threat is received by any school employee, the principal and school district officials are notified, and the fire drill alarm is sounded. The fire department and local and state police are called to help search the school and investigate the bomb threat. Students remain outside the building, under supervision of the staff, until the building is declared safe for reentry. Persons who make such threats violate state law and will be charged with a criminal offense carrying severe penalties. Students under the age of 18 who make bomb threats may be expelled from school and will be referred to a local law enforcement agency.

## **TOBACCO AND VAPING PRODUCTS: POLICY 222**

**ADOPTED: October 27, 2022**

### **Purpose**

The Board recognizes that tobacco and vaping products, including the product marketed as Juul and other electronic cigarettes, present a health and safety hazard that can have serious consequences for users, nonusers and the school environment. The purpose of this policy is to prohibit student possession, use, purchase, sale and distribution of tobacco and vaping products, including Juuls and other electronic cigarettes.

### **Definition**

State law defines the term **tobacco product** to encompass not only tobacco but also vaping products including Juuls and other electronic cigarettes (e-cigarettes). **Tobacco products**, for purposes of this policy and in accordance with state law, shall be defined to include the following:[\[1\]\[2\]](#)

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
  - a. Tobacco, whether in its natural or synthetic form; or
  - b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term **tobacco product** does not include the following:[\[1\]\[2\]](#)

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled. NOTE: *This exception shall be governed by Board policy relating to Medications.*[\[3\]](#)
2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. NOTE: *Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall*

*be governed by Board policy relating to Controlled Substances/Paraphernalia.[4]*

### **Authority**

The Board prohibits possession, use, purchase or sale of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, regardless of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[1][2][5]

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.[3]

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[4]

The Board authorizes the confiscation and disposal of products prohibited by this policy.

### **Delegation of Responsibility**

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

The Superintendent or designee shall notify students, parents/guardians and staff about the Board's tobacco and vaping products policy by publishing information in student handbooks, parental newsletters, posters, and by other efficient methods, such as posted notices, signs, Code of Conduct, and on the district website.[2]

### **Reporting**

#### *Parental Report –*

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use, purchase or sale of a tobacco or vaping product, including a Juul or other e-cigarette, immediately, or as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[6][7][8]

#### *Office for Safe Schools Report -*

The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco and vaping products, including Juuls or other e-cigarettes, by students to the Office for Safe Schools on the required form.[8][9]

#### *Law Enforcement Incident Report –*

The Superintendent or designee may report incidents of possession, use or sale of tobacco and vaping products, including Juuls or other e-cigarettes, by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the school police, School Resource Officer (SRO) or to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[1][2][6][8][9][10][11]

### **Guidelines**

A student who violates this policy shall be subject to prosecution initiated by the district and, if convicted, shall be required to pay a fine for the benefit of the district, plus court costs. In lieu of the imposition of a fine, the court may admit the student to an adjudication alternative.[2]

Tampering with devices installed to detect use of tobacco or vaping products shall be deemed a violation

of this policy and subject to disciplinary action.[12]

### Students with Disabilities

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[8][13][14][15][16][17]

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **RELIGION**

**Your Right:** The school may not interfere with your rights to observe any religion, or none at all if you wish, by requiring, establishing or conducting religious exercises for you.

**Your Responsibility:** You have the responsibility to respect the religious beliefs and observances of others.

### **SPEECH AND EXPRESSION**

**Your Right:** You have the right to express your views, either orally or symbolically (through buttons, arm bands, symbols on clothing, political salutes, etc.); however unpopular or critical of school or governmental policy they may be.

**Your Responsibility:** When expressing yourself, you must do so in a manner that does not “materially or substantially” disrupt the operation of the school. You may not, in expressing yourself, violate another person’s rights, encourage unlawful activity, or cause a threat of immediate harm to the welfare of the school or community.

### **FLAG SALUTE AND PLEDGE OF ALLEGIANCE**

**Your Right:** You may not be forced to take part in the salute to the Flag or Pledge of Allegiance, if doing so violates your beliefs or values.

**Your Responsibility:** If you refuse to participate in the salute to the Flag or Pledge of Allegiance, you may not disrupt the activity of others who choose to participate.

### **SUSPENSION**

**Your Right:** Before you can be suspended from school or class for ten (10) school days or fewer, the principal or assistant principal must:

1. Tell you orally or in writing what rule you have broken. This phase of the suspension process is called the Preliminary Hearing.
2. Explain to you, if you deny you broke the rule, regulation or policy, why the principal or assistant principal believes you did break the rule, regulation or policy.
3. Give you a chance to tell your version of what happened.
4. Notify you, your parent(s), guardian(s) or person(s) in parental standing immediately in writing of the suspension and the reason for it.
5. When ordering a suspension of four (4) to ten (10) school days, offer to schedule an Informal Hearing, to be held at the school within the first four days of suspension.
  - a. The student, his/her parent, guardian or person in parental standing, and any other invited by the pupil, will be invited to meet to discuss the incident with school



- officials. Evidence on behalf of the student may be presented. The student may speak, present witnesses, and may be represented by an attorney.
- b. At the conclusion of the Informal Hearing, the principal, assistant principal or central office administrator will decide what additional discipline, if any, will be applied.
  - c. After the Informal Hearing, the principal, assistant principal or central administrator may continue the suspension from school or class for an additional period up to a total of ten (10) school days.
  - d. The principal, assistant principal or central administrator may not, except in special cases, suspend a pupil for more than ten (10) consecutive school days.
6. In the event that you receive an in-school suspension, the following rules shall apply:
    - a. You may not receive an in-school suspension unless you have been informed of the reasons for the suspension and you have been given an opportunity to respond before the suspension becomes effective.
    - b. Following the initiation of the suspension action the principal, assistant principal or central office administrator shall communicate that action to the student's parent(s), guardian(s) or person(s) in parental standing.
    - c. An in-school suspension may exceed ten (10) consecutive school days. If it does, an Informal Hearing with the principal will be offered to you and your parent(s), guardian(s) or person(s) in parental standing before the eleventh (11th) day of suspension. The Informal Hearing will be carried out in the same manner as that offered in the event of suspension from school.
    - d. Some provision will be made for your education during the period of in-school suspension.
  7. Suspended pupils have the right and responsibility to make up school work without penalty upon returning to school. Generally, a pupil is given one day for each day of absence to complete back work. It is the responsibility of the pupil to contact teachers to secure back work and to comply with the time limits on completion of such work.
  8. When suspended from school, a pupil is prohibited from participating in, being a spectator of, or attending any after-school activity on school district property, including scheduled events held at another school. Suspension is in effect for 24 hours, and the ban on activities is a part of the suspension. Suspension may include a prohibition against attendance at Baccalaureate and/or Commencement ceremonies.

**Your Responsibility:** Pupils are responsible for knowing the rules, regulations and policies of the school and school district. These are detailed in the Student Handbook, which is rewritten each year and posted on the MCSD homepage for all pupils in middle, junior high, and high school. In addition, special assemblies are conducted during the first week of each school year by the principal, assistant principal or central administrator to discuss school rules, regulations, policies and expectations. It is the responsibility of the pupil to be an attentive participant in these discussions.

Ignorance of school rules, regulations, policies and expectations is not a defense when one of these is violated. Pupils who want clarification of rules, regulations, policies or expectations should direct their inquiries to their teacher, assistant principal, principal or Student Council representative.

When a rule, regulation or policy is broken, pupils have the responsibility of accepting reasonable and fair discipline determined by school officials.

## **EXPULSION**

Expulsion from school is the most severe form of discipline that may be imposed upon a child. Expulsion removes the right of a pupil to attend school in the district. Only the Board of School Directors may expel, and only after a Formal Hearing is held before the Board of School Directors, a Board Committee or a Hearing Examiner appointed by the School Board. In instances where a hearing is conducted by a Board Committee or a Hearing Examiner, a majority vote of the entire Board is required to expel.

**Your Right:** The same procedure is followed for expulsion proceedings as for suspension from school. The principal, assistant principal or central administrator will:

1. Tell you orally or in writing what rule, regulation or policy you have broken. This phase of due process is called the Preliminary Hearing.
2. Explain to you, if you deny you broke the rule, regulation or policy, why the principal or assistant principal believes you broke the rule, regulation or policy.
3. Give you a chance to tell your version of what happened.
4. Notify you, your parent(s), guardian(s) or person(s) in parental standing, and the superintendent of the district, immediately in writing of the expulsion and the reason for it.

If the principal, assistant principal or central office administrator believes the pupil is guilty of the violation, he or she will order a suspension of up to four (4) school days. The pupil, his/her parents, guardian or person in parental standing will be invited to attend an Informal Hearing (within the four (4) school days' suspension period) at a time and place designated by the principal or assistant principal.

The Informal Hearing will be conducted in the same manner as for suspensions.

At the conclusion of the Informal Hearing the principal, assistant principal or central office administrator may order a continuation of the suspension of up to six (6) more school days. Except in special cases, ten (10) school days is the maximum period a pupil may be suspended from school by a principal or assistant principal.

If after the Informal Hearing the principal, assistant principal or central office administrator believes an expulsion proceeding is in order, he will so inform the school superintendent, who, in turn, will notify members of the School Board. The School Board or a representative committee of the School Board will establish the date and time for a Formal Student Hearing. Official written notification will be given to the pupil and to the parent(s), guardian(s) or person(s) in parental standing. The letter of notification outlines the basic procedural and substantive rights of the accused pupil.

The pupil may be represented at the Formal Student Hearing by legal counsel and may present witnesses and their testimony under oath. The pupil may cross-examine witnesses presented by the school district and has a right to learn, in advance of the hearing, the names of the witnesses and the substance of their testimony. Costs of the pupil's defense are borne by the pupil. A record of the hearing will be made and the pupil may, at his or her expense, obtain a copy of the transcript.

The School Board or its designated committee is judge and jury in the matter. The decision of the Board or committee is relayed to the pupil and his parents. If the pupil is expelled by the School Board, he or she may not attend any public school in the Mifflin County School District. Further, the expelled pupil may be barred from school district property. The hearing will be held in private unless the pupil or parent(s), guardian(s) or person(s) in parental standing requests a public hearing. The Board will vote at a public meeting.

If the pupil disagrees with the decision of the Board, then he or she must seek relief through an appropriate state or federal court.

Pupils who are under seventeen (17) years of age remain subject to the compulsory school attendance law and will be required to undertake some educational program.

**Your Responsibility:** All pupils are responsible for knowing the rules, regulations, policies and expectations of the school. Pupils are expected to read and understand the information pertaining to their rights and responsibilities as outlined in this Student Handbook.

Should the principal or assistant principal deem misconduct to be so threatening as to endanger the safety, health and welfare of the staff and pupils of the school, he or she may dispense with certain elements of procedural due process for expediency and accord them at a later time

## **RACIAL DISCRIMINATION AND SEGREGATED SCHOOLS**

**Your Right:** The state, or any other governmental body, may not establish racially segregated schools, thus depriving you of your right to an education regardless of race.

**Your Responsibility:** Students have the responsibility of respecting the race of other persons.

## **Discrimination/Title IX Sexual Harassment Affecting Students: Policy #103**

**Adopted: June 23, 2022**

Authority

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

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator/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.[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)

The Board directs that the foregoing statement of Board policy be included in each student and staff

handbook, and that this policy and related attachments be posted to the district's website.

The Board requires a notice stating that the district does not discriminate in any manner, including Title IX sexual harassment, in any district education program or activity, to be issued to all students, parents/guardians, employment applicants, employees and all unions or professional organizations holding collective bargaining or professional agreements with the district. All discrimination notices and information shall include the title, office address, telephone number and email address of the individual(s) designated as the Title IX Coordinator/Compliance Officer.

#### Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

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

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

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

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

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

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

The Title IX Coordinator/Compliance Officer shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy, or if the reported circumstances meet the definition of Title IX sexual harassment and are most appropriately addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3, or other Board policies.

#### Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

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

When an emergency removal, as described in Attachment 3, is warranted to address an immediate threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability

where applicable.[18][20][23][24]

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable.[18][19][20][23]

#### Discipline/Placement of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary or placement requirements established by state law and Board policy.[25][26]

#### Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, this policy, the attachments and the district's legal and investigative obligations.[27][28][29][30][31]

#### Retaliation

The Board prohibits retaliation by the district or any other person against any person for:[30]

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

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

#### **Definitions**

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

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

#### Discrimination

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

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

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

#### Definitions Related to Title IX Sexual Harassment

**Formal complaint** shall mean a document filed by a complainant or signed by the Title IX Coordinator/Compliance Officer alleging Title IX sexual harassment and requesting that the district investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator/Compliance Officer to sign a formal complaint does not make the Title IX Coordinator/Compliance Officer a party in the grievance process for formal complaints. The phrase “document filed by a complainant” refers to a document or electronic submission that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.[\[29\]](#)[\[32\]](#)

**Supportive measures** shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.[\[32\]](#)

**Supportive measures** shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. Supportive measures may include, but are not limited to:[\[32\]](#)

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

**Supportive measures** may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student’s behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Board policy.[\[17\]](#)[\[18\]](#)[\[23\]](#)[\[24\]](#)[\[33\]](#)

**Title IX sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:[\[32\]](#)

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual’s participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
3. Sexual assault, dating violence, domestic violence or stalking.
  - a. **Dating violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:[\[34\]](#)
    - i. Length of relationship.
    - ii. Type of relationship.
    - iii. Frequency of interaction between the persons involved in the relationship.
  - b. **Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the

victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.[34]

- c. **Sexual assault** means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.[35]
- d. **Stalking**, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:[34]
  - i. Fear for their safety or the safety of others.
  - ii. Suffer substantial emotional distress.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An **education program or activity** includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.[28][29][32]

### Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Director of Human Resources as the district's Compliance Officer and Title IX Coordinator. The Title IX Coordinator/Compliance Officer can be contacted at:[36]

Address: 201 Eighth Street, Lewistown, PA 17044  
Email: [mss02@mcsdk12.org](mailto:mss02@mcsdk12.org)  
Phone Number: 717-248-0148

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

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provide training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, and available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.[37]
6. Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

### Guidelines

## Title IX Sexual Harassment Training Requirements

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

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

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

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

## Disciplinary Consequences

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

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

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials.[21][38]

## Reports of Discrimination

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

## Reports of Title IX Sexual Harassment

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



# **Nondiscrimination – Qualified Students w/ Disabilities: Policy**

## **#103.1**

**Adopted: June 23, 2022**

### **Authority**

The Board declares it to be the policy of this district to ensure that all district programs and practices are free from discrimination against all qualified students with disabilities. The Board recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

The district shall provide to each qualified student with a disability enrolled in the district, without cost to the student or parent/guardian, a free and appropriate public education (FAPE). This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.

The Board encourages students and parents/guardians who believe they have been subjected to discrimination or harassment to promptly report such incidents to designated employees.

The Board directs that complaints of discrimination or harassment shall be investigated promptly, and corrective or preventative action be taken for substantiated allegations.

### **Confidentiality**

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be maintained, consistent with the district's legal and investigative obligations.

### **Retaliation**

The district shall not intimidate, threaten, coerce, discriminate or retaliate against any individual for the purpose of interfering with any right or privilege secured by this policy.

### **Definitions**

**Qualified student with a disability** - a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities. [\[11\]](#)[\[12\]](#)

**Section 504 Team** - a group of individuals who are knowledgeable about the student, the meaning of the evaluation data and the placement options for the student. This could include, as appropriate, documentation or input from classroom teachers, counselors, psychologists, school nurses, outside care providers and the student's parents/guardians. [\[3\]](#)[\[8\]](#)

**Section 504 Service Agreement (Service Agreement)** - an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities. [\[13\]](#)

**Disability harassment** - intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the school's educational programs, nonacademic services, or extracurricular activities. [\[10\]](#)

### **Delegation of Responsibility**

In order to maintain a program of nondiscrimination practices that is in compliance with applicable law

and regulations, the Board designates the Director of Student Support Services as the district's Section 504 Coordinator.[\[14\]](#)

In addition, each school within the district shall have a Section 504 building administrator.

The district shall publish and disseminate this policy and complaint procedure on or before the first day of each school year by posting it on the district's website, if available, and in the student handbook. The district shall notify parents/guardians of students residing in the district of the district's responsibilities under applicable law and regulations, and that the district does not discriminate against qualified individuals with disabilities.[\[15\]\[16\]](#)

## **Guidelines**

### **Identification and Evaluation**

The district shall conduct an annual child find campaign to locate and identify every district student with a disability thought to be eligible for Section 504 services and protections. The district may combine this search with the district's IDEA child find efforts, in order to not duplicate efforts.[\[16\]\[17\]](#)

If a parent/guardian or the district has reason to believe that a student should be identified as a qualified student with a disability, should no longer be identified as a qualified student with a disability, or requires a change in or modification of the student's current Service Agreement, the parent/guardian or the district shall provide the other party with written notice.[\[18\]\[19\]\[20\]](#)

The district shall establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need related services because of a disability.[\[20\]](#)

The district shall specifically identify the procedures and types of tests used to evaluate a student, and provide the parent/guardian the opportunity to give or withhold consent to the proposed evaluation(s) in writing.[\[20\]](#)

The district shall establish procedures for evaluation and placement that assure tests and other evaluation materials:

1. Have been validated and are administered by trained personnel.
2. Are tailored to assess educational need and are not based solely on IQ scores.
3. Reflect aptitude or achievement or anything else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (except where those skills are what is being measured).

### **Service Agreement**

If a student is determined to be a qualified student with a disability, the district shall develop a written Service Agreement for the delivery of all appropriate aids, services, or accommodations necessary to provide the student with FAPE.[\[13\]](#)

The district shall not implement a Service Agreement until the written agreement is executed by a representative of the district and a parent/guardian.[\[13\]](#)

The district shall not modify or terminate a student's current Service Agreement without the parent's/guardian's written consent.[\[18\]](#)

### **Educational Programs/Nonacademic Services/Extracurricular Activities**

The district shall educate a qualified student with a disability with students who are not disabled to the maximum extent appropriate to the needs of the student with a disability. A qualified student with a disability shall be removed from the regular educational environment only when the district determines that educating the student in the regular educational environment with the use of related aids, services, or accommodations cannot be achieved satisfactorily. Placement in a setting other than the regular educational environment shall take into account the proximity of the alternative setting to the student's home.[\[21\]\[22\]](#)

The district shall not discriminate against any qualified student with a disability in its provision of nonacademic services and extracurricular activities, including but not limited to, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs, and referrals to agencies which provide assistance to individuals with disabilities.[\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)

#### Parental Involvement

Parents/Guardians have the right to inspect and review all relevant school records of the student, meet with the appropriate school officials to discuss any and all issues relevant to the evaluation and accommodations of their child, and give or withhold their written consent to the evaluation and/or the provision of services.[\[13\]](#)[\[19\]](#)[\[20\]](#)[\[28\]](#)

#### Confidentiality of Student Records

All personally identifiable information regarding a qualified student with a disability shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, state regulations, and Board policy.[\[29\]](#)[\[30\]](#)[\[31\]](#)[\[32\]](#)

#### Discipline

When necessary, the district shall discipline qualified students with disabilities in accordance with state and federal laws and regulations and Board policies.[\[33\]](#)[\[34\]](#)

#### Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[\[35\]](#)[\[36\]](#)[\[37\]](#)

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a qualified student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement, and Board policies. The Superintendent or designee shall respond in a manner that is consistent with the student's Service Agreement and Behavior Support Plan, if applicable.[\[11\]](#)[\[13\]](#)[\[21\]](#)[\[30\]](#)[\[33\]](#)[\[38\]](#)[\[39\]](#)[\[40\]](#)[\[41\]](#)[\[42\]](#)[\[43\]](#)[\[44\]](#)[\[45\]](#)[\[46\]](#)[\[47\]](#)[\[48\]](#)

In making a determination of whether to notify the local police department of a discretionary incident committed by a qualified student with a disability, including a student for whom an evaluation is pending, the Superintendent or designee shall use the same criteria used for students who do not have a disability.[\[10\]](#)[\[39\]](#)[\[48\]](#)[\[49\]](#)

For a qualified student with a disability who does not have a Behavior Support Plan as part of the student's Service Agreement, subsequent to notification to law enforcement, the district, in consultation with the student's parent/guardian, shall consider whether a Behavior Support Plan should be developed as part of the Service Agreement to address the student's behavior.[\[13\]](#)[\[40\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report to the Office for Safe Schools on the required form all new incidents committed by qualified students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.[\[36\]](#)[\[48\]](#)

## **PROCEDURAL SAFEGUARDS**

The district shall establish and implement a system of procedural safeguards that includes notice of rights to the parent/guardian of a student suspected of being a qualified student with a disability, an opportunity for the parent/guardian to review relevant records, an impartial hearing with an opportunity for participation by the student's parent/guardian, and a review procedure.[28][50]

A student or parent/guardian filing a claim of discrimination need not exhaust these procedures prior to initiating court action under Section 504.[19]

#### Parental Request for Assistance

Parents/Guardians may file a written request for assistance with the Pennsylvania Department of Education (PDE) if one (1) or both of the following apply:[28]

1. The district is not providing the related aids, services and accommodations specified in the student's Service Agreement.
2. The district has failed to comply with the procedures and state regulations.

PDE shall investigate and respond to requests for assistance and, unless exceptional circumstances exist, shall, within sixty (60) calendar days of receipt of the request, send to the parents/guardians and district a written response to the request. The response to the parents'/guardians' request shall be in the parents'/guardians' native language or mode of communication.[28]

#### Informal Conference

At any time, parents/guardians may file a written request with the district for an informal conference with respect to the identification or evaluation of a student, or the student's need for related aids, services or accommodations. Within ten (10) school days of receipt of the request, the district shall convene an informal conference. At the conference, every effort shall be made to reach an amicable agreement.[28]

#### Formal Due Process Hearing

If the matters raised by the district or parents/guardians are not resolved at the informal conference, the district or parents/guardians may submit a written request for an impartial due process hearing. The hearing shall be held before an impartial hearing officer and shall be conducted in accordance with state regulations.[28][51]

#### Judicial Appeals

The decision of the impartial hearing officer may be appealed to a court of competent jurisdiction.[28]

### **COMPLAINT PROCEDURE**

This complaint procedure is in addition to and does not prevent parents/guardians from using any option in the procedural safeguards system.[10]

#### Step 1 – Reporting

A student or parent/guardian who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the incident to the Section 504 building administrator. Any person with knowledge of conduct that may violate this policy, is encouraged to immediately report the matter to the Section 504 building administrator.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Section 504 building administrator, as well as properly making any mandatory police or child protective services reports required by law.[52]

If the Section 504 building administrator is the subject of a complaint, the student, parent/guardian or employee shall report the incident directly to the district's Section 504 Coordinator.

The complainant or reporting employee may be encouraged to use the district's report form, available from the Section 504 building administrator or Section 504 Coordinator, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

### Step 2 – Investigation

The Section 504 Coordinator shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.

The investigator shall work with the Section 504 Coordinator to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

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

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

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Section 504 Coordinator, who shall promptly inform law enforcement authorities about the allegations.[10][52][53][54]

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

### Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Section 504 Coordinator within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Section 504 Coordinator to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into

disability harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the accused shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written report to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be notified of the individual remedies offered or provided to the complainant.[\[29\]](#)[\[30\]](#)[\[31\]](#)[\[32\]](#)

#### Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Section 504 Coordinator shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If the investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

#### Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the district's Section 504 Coordinator within fifteen (15) days.
2. The Section 504 Coordinator shall review the investigation and the investigative report and may also conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The Section 504 Coordinator shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

## **BULLYING/CYBERBULLYING POLICY**

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

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

1. Substantially interfering with a student's education.
2. Creating a threatening environment.



3. Substantially disrupting the orderly operation of the school.

**Bullying**, as defined in this policy, includes cyberbullying.

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

**Authority:** The Board prohibits all forms of bullying by district students.

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

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

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

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

#### Title IX Sexual Harassment and Other Discrimination

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

#### Confidentiality

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

#### Retaliation

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

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

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

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

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

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

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

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

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

#### Education

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

#### Consequences for Violations

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

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

## **HAZING POLICY**

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

**Definitions:** **Hazing** occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:



1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

**Aggravated hazing** occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:

1. The person acts with reckless indifference to the health and safety of the student; or
2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

**Organizational hazing** occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.

Any activity, as described above, shall be deemed a violation of this policy regardless of whether:

1. The consent of the student was sought or obtained, or
2. The conduct was sanctioned or approved by the school or organization.

**Student activity or organization** means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the district, whose members are primarily students or alumni of the organization.

For purposes of this policy, **bodily injury** shall mean impairment of physical condition or substantial pain.

For purposes of this policy, **serious bodily injury** shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

**Authority:** The Board prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.

No student, parent/guardian, coach, sponsor, volunteer or district employee shall engage in, condone or ignore any form of hazing.

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

#### Title IX Sexual Harassment and Other Discrimination

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

**Delegation of Responsibility:** Students, parents/guardians, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal or designee.

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

**Guidelines:** In addition to posting this policy on the district's publicly accessible website, the district shall inform students, parents/guardians, sponsors, volunteers and district employees of the district's policy prohibiting hazing, including district rules, penalties for violations of the policy, and the program established by the district for enforcement of the policy by means of distribution of written policy and publication in handbooks.

This policy, along with other applicable district policies, procedures and Codes of Conduct, shall be provided to all school athletic coaches and all sponsors and volunteers affiliated with a student activity or organization, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in a student activity or organization together with a notice that they are expected to read and abide by the policies, procedures and Codes of Conduct.

#### Complaint Procedure

A student who believes that they have been subject to hazing is encouraged to promptly report the incident to the building principal or designee.

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

The Board directs that oral and written complaints of hazing shall be provided to the building principal or designee, who shall promptly notify the Superintendent or designee of the allegations and determine who shall conduct the investigation. Allegations of hazing shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of hazing brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be hazing under this policy but merits review and possible action under other Board policies.

### Interim Measures/Police

Upon receipt of a complaint of hazing, the building principal or designee, in consultation with the Superintendent or designee, shall determine what, if any interim measures should be put in place to protect students from further hazing, bullying, discrimination or retaliatory conduct related to the alleged incident and report. Such interim measures may include, but not be limited to, the suspension of an adult who is involved, the separation of alleged victims and perpetrators, and the determination of what the complaining student needs or wants through questioning.

Those receiving the initial report and conducting or overseeing the investigation will assess whether the complaint, if proven, would constitute hazing, aggravated hazing or organizational hazing and shall report it to the police consistent with district practice and, as appropriate, consult with legal counsel about whether to report the matter to the police at every stage of the proceeding. The decision to report a matter to the police should not involve an analysis by district personnel of whether safe harbor provisions might apply to the person being reported, but information on the facts can be shared with the police in this regard.

*Referral to Law Enforcement and Safe Schools Reporting Requirements* – For purposes of reporting hazing incidents to law enforcement in accordance with Safe Schools Act reporting, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents, as defined in the Safe Schools Act, committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The Superintendent or designee shall attempt to notify the parent/guardian of any student directly involved in a defined incident as a victim or suspect immediately, or as soon thereafter as is practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.

### Confidentiality

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

### Retaliation

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

### Consequences for Violations

*Safe Harbor* – An individual needing medical attention or seeking medical attention for another shall not be subject to criminal prosecution if the individual complies with the requirements under law, subject to the limitations set forth in law.

*Students* – If the investigation results in a substantiated finding of hazing, the investigator shall recommend appropriate disciplinary action up to and including expulsion, as circumstances warrant, in accordance with the Code of Conduct. The student may also be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity or organization. The fact of whether a student qualified for and received safe harbor under a criminal investigation shall be considered in assigning discipline.

*Nonstudent Violators/Organizational Hazing* – If the investigation results in a substantiated finding that a coach, sponsor, or volunteer affiliated with the student activity or organization engaged in, condoned or ignored any violation of this policy, the coach, sponsor, or volunteer shall be disciplined in accordance with Board policy and applicable laws and regulations. Discipline could include, but is not limited to, dismissal from the position as coach, sponsor, or volunteer, and/or dismissal from district employment.

If an organization is found to have engaged in organizational hazing, it shall be subject to the imposition of fines and other appropriate penalties. Penalties may include rescission of permission for that organization to operate on school property or to otherwise operate under the sanction or recognition of the district.

*Criminal Prosecution* – Any person or organization that causes or participates in hazing may also be subject to criminal prosecution.

## **LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM FOR ENGLISH LEARNERS**

**The Purpose:** In accordance with the Board's philosophy to provide quality educational programs to all district students and to increase the English language proficiency of students who are English Learners (EL), the district shall provide an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners. The goal of the LIEP shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards adopted by the Board and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.

**Authority:** The Board shall approve an LIEP to provide English Language Development instruction (ELD) to EL students as part of the approved curriculum, in order to develop the English language proficiency of EL students. The district shall provide EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP. The LIEP shall be thoughtfully and deliberately planned and evaluated in accordance with state and federal laws and regulations, and shall meet the needs of the district's EL students. The LIEP shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and shall meet the following requirements:

1. Aligned to state academic content standards for the appropriate grade levels of EL

students.

2. Include ELD instruction delivered by properly certified English as a Second Language (ESL) teachers, and other certified content area teachers working in conjunction with ESL certified teachers.
3. Incorporate the use of state assessments and ELD criteria.
4. Provide equitable access to content for EL students at all proficiency levels.
5. Provide equitable access to enrollment in courses or academic programs for which EL students are otherwise eligible.

The Board directs the LIEP to be evaluated for effectiveness based on student outcomes at least annually, and the results documented in accordance with state and federal laws and regulations, and state guidelines.

The district's LIEP and evaluation results of the LIEP shall be made available to district staff working with EL students and parents/guardians of EL students.

The Board may address EL students and programs in the district's comprehensive planning process.

The Board may contract with Tuscarora Intermediate Unit No. 11 for ELD services and programs.

The Board shall ensure that eligible EL students who are enrolled in nonpublic schools are identified, assessed, evaluated, provided with equitable LIEP services and programs and monitored in accordance with applicable laws and regulations. The district shall coordinate with nonpublic schools in the provision and monitoring of services and programs for eligible EL students.

**Delegation of Responsibility:** The Superintendent or designee shall implement and supervise an LIEP that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee shall ensure that the district complies with all federal and state laws and regulations, and program requirements, for ELD program funding, including required reports in the form prescribed by the state.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the LIEP and provision of services to EL students.

### **Guidelines:**

#### Identification and Placement of EL Students

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. In order to identify which students are potential English Learners, the Home Language Survey shall be completed for each student upon enrollment in the district, and shall be maintained as part of the student's education records.

EL students shall be appropriately placed in accordance with the LIEP within the first thirty (30) days of the school year, or within fourteen (14) days of enrollment.

#### Program Access

EL students shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to district students.

#### Assessment

The district shall annually administer required assessments to EL students to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments.

EL students shall participate in all annual state or locally required assessments, with accommodations where applicable, and meet established academic standards and graduation requirements, in accordance with law, regulations and Board policy.

#### Program Exit

The district shall include uniform provisions in the LIEP, in accordance with state required criteria, for:

1. Reclassifying EL students as former EL students when they attain English language proficiency.
2. Actively monitoring and reporting the progress of former EL students for a period of two (2) years following reclassification and program exit, and reporting students to the state in a monitor status for an additional two (2) years, to ensure students are meeting academic standards.
3. Redesignating former EL students as active EL students if they struggle academically based on persistent language barriers.

#### Staff Qualifications and Professional Development

Certified employees and appropriate support staff, when necessary, shall provide the LIEP. The district shall ensure that all teachers providing ELD instruction hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.

Non-ESL staff shall incorporate ELD into all classes for EL students, as well as provide supports, modifications and accommodations for curricular content to enable EL students to achieve academic standards.

The district shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.

#### Special Education and Gifted Education Services

EL students may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.

EL students may be eligible for gifted education services, when identified in accordance with

law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as English language proficiency, that may be masking gifted abilities.

Students participating in ELD instruction who are eligible for special education services shall continue receiving ELD instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.

#### Parent/Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.

Within thirty (30) days of the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students identified as EL about the process for identifying their children as EL, the results of that process, and the recommended program placement. The district shall also provide parents/guardians with detailed information regarding the LIEP, the benefits of ELD instruction for their children, and an explanation of the program's effectiveness.

Parents/Guardians shall be regularly apprised of their child's progress, including achievement of academic standards and assessment results.

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

*Parental Right to Opt Out of ELD Programs and Services* – Parents/Guardians of EL students have the right to refuse specialized programs and services that may be part of the LIEP for their child. A parent's/guardian's decision to refuse programs or services must be informed and voluntary; the district shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental notification and an opportunity to opt the student out of programs and services.

The district shall make a parental waiver form available for parents/guardians to opt their EL child out of ELD programs and services.

The district shall document all notifications made to parents/guardians regarding assessment and recommended placements and programs for EL students, and whether or not a parental waiver form is received. When a waiver form is not received from the parent/guardian, the district shall proceed with the recommended placement.

EL students who have a parental waiver for ELD programs and services shall be assessed on English language proficiency annually, and shall be provided with supports and accommodations to participate in general curricular and extracurricular programs, in order to meet academic standards and graduation requirements.

Parents/Guardians of EL students who have been opted out of ELD programs and services shall be notified of their child's progress, including achievement of academic standards and assessment results, and shall be provided with opportunity and a form to opt their child back into ELD programs and services.

## **STUDENT RECORDS**

**Authority:** The Board recognizes its responsibility for the collection, retention, disclosure and protection of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records and prohibits the unauthorized access, reproduction, and/or disclosure of student education records and personally identifiable information from such records.

The Board shall adopt a comprehensive plan for the collection, maintenance and dissemination of student education records that complies with federal and state laws and regulations and state guidelines. Copies of the adopted student records plan shall be maintained by the district and revised as required by changes in federal or state law and regulations.

Copies of the student records plan shall be submitted to the Department of Education, upon request.

**Definitions: Attendance** - includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and the period during which a person is working under a work-study program.

**Directory information** - information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized school activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.

**Directory information** does not include a student's Social Security Number; or student identification (ID) number, except that directory information may include a student ID number, user ID, or other unique personal identifier displayed on a student ID card/badge or used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

**Disclosure** - permitting access to or the release, transfer or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party, except the party that provided or created the record.

**Education records** - records that are directly related to a student, maintained by the school district or by a party acting for the school district.

The term does not include:

1. Records kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another individual except a temporary substitute for the maker of the record.



2. Records created or received by the district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
3. Grades on peer-graded papers before they are collected and recorded by a teacher.
4. Other records specifically excluded from the definition of education records under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations.

**Eligible student** - a student who has attained eighteen (18) years of age or is attending an institution of postsecondary education. All rights accorded to and consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student. In cases where an eligible student is dependent upon the parent as defined in the Internal Revenue Code, the district shall make the education records accessible to the parent of said student.

**Parent** - includes a natural parent, a guardian or an individual acting as a parent of a student in the absence of a parent/guardian. The district shall give full rights to either parent unless the district has been provided with evidence that there is a state law, court order, or a legally binding document governing such matters as divorce, separation, or custody that specifically revokes these rights.

**Personally identifiable information** - includes, but is not limited to:

1. The name of a student, the student's parents or other family members.
2. The address of the student or student's family.
3. A personal identifier, such as the student's Social Security Number, student number, or biometric record.
4. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name.
5. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
6. Information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

**School Official with a legitimate education interest** - a school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Criteria for determining whether the official has a legitimate interest include, but are not limited to, whether particular information concerning the student is:

1. Presently or potentially relevant to the provision of education, education-related services, or extracurricular activities or experiences, or

2. Necessary to protect the health, safety, or welfare of school officials and/or other students with whom the student might have contact.

The phrase also applies to district officials and clerical staff who are responsible for the maintenance and security of education records or auditing the district's recordkeeping procedures and to attorneys, consultants, and School Board members when School Board action concerning the student is required by law or when the education or treatment of the student is the subject of present or potential litigation or legal dispute.

**Secure file** - a student or subject-specific compilation of information stored on paper, audio or visual tape, microfiche, microfilm, computer storage disk or removable drive, or similar medium that can be maintained in a physically segregated form that is maintained in a locked file drawer, cabinet, or desk or, if unlocked, in the immediate custody and control of the custodian thereof, or a student or subject-specific compilation maintained on a computer storage system to which access is limited by security software that conforms to current computer industry standards.

**Student** - includes any individual who is or has been in attendance at the district and regarding whom the district maintains education records.

**Delegation of Responsibility:** The Superintendent or designee shall be responsible for developing, implementing, and monitoring the student records plan.

All district personnel having access to student education records shall receive training in the requirements of Board policy, student records plan, and applicable federal and state laws and regulations as directed by the Superintendent.

Each district teacher shall prepare and maintain a record of the work and progress of each student, including the final grade and a recommendation for promotion or retention.

**Guidelines:** The district's plan for the collection, retention, disclosure and protection of student records shall provide for the following:

1. Safeguards to protect the student records when collecting, retaining and disclosing personally identifiable information.
2. Ensuring that parents and eligible students, including those who are disabled or have a primary language other than English, are effectively notified of their rights and the procedures to implement those rights, annually and upon enrollment.
3. Procedures for the inspection, review, and copying of a student's education records by parents and eligible students. The district may charge a fee for copies of records that are made for parents so long as the fee does not effectively prevent parents from exercising their right to inspect and review those records. The district shall not charge a fee to search for or to retrieve information in response to a parental request.
4. Procedures for requesting the amendment of a student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
5. Procedures for requesting and conducting hearings to challenge the content of the student's education records.

6. Enumerating and defining the types, locations and persons responsible for education records maintained by the district.
7. Determining the types of personally identifiable information designated as directory information.
8. Establishing guidelines for the disclosure and redisclosure of student education records and personally identifiable information from student records.
9. Reasonable methods to ensure that school district officials obtain access to only those education records in which they have a legitimate educational interest. Such methods shall include criteria for determining who constitutes a school district official and what constitutes a legitimate educational interest.
10. Maintaining required records of requests for access and each disclosure of personally identifiable information from each student's education records.
11. Ensuring appropriate review, retention, disposal and protection of student records.[30]
12. Transferring education records and appropriate disciplinary records to other school districts.

#### Student Recruitment

Procedures for disclosure of student records and personally identifiable information shall apply equally to military recruiters and postsecondary institutions and shall comply with law and Board policy.

#### Missing Child Registration

A missing child notation shall be placed on school records of a student under the age of eighteen (18) reported as missing to school officials by a law enforcement agency. Such notation shall be removed when the school district is notified by the appropriate law enforcement agency that a missing child has been recovered.

In the event the district receives a request for information from the school records of a missing child, the district shall:

1. Attempt to obtain information on the identity of the requester.
2. Contact the appropriate law enforcement agency to coordinate a response.

No information in the records shall be released to the requester without first contacting the appropriate law enforcement agency.

### **CLASSIFICATION OF DATA**

Data may be collected in three classifications.

#### "A" Data

Category "A" data is basic and personal data (as defined) necessary for the operation of the school system. This data relates to a student's birth date, attendance record, achievement testing, completion of academic work, grades received, etc.

Such data is placed in a permanent record maintained at the principal's office in the elementary school. Access to these records is allowed in accordance with the school directors' policy.

#### "B" Data

Category "B" data is verified information obtained from group ability and aptitude testing, personality testing and assessment, interest inventory results, psychological evaluations and family background information, pupil-personnel team reports, psychological referrals, health data, teacher or counselor ratings and observations, reports (verified) of recurrent behavioral patterns and data forms used by counselors.

Most of this data is placed in a cumulative record used by the principal and counselors to evaluate a student's development and assist the student as much as possible. Psychological reports are maintained in a separate file and destroyed when their educational relevance has ended. Discipline reports (related to minor infractions) will be maintained no longer than 10 months. Behavioral reports of a serious nature will be maintained during the student's period of enrollment or final disposition by the Board of School Directors.

#### "C" Data

Category "C" data relates to unverified data with an immediate or potential use. This data will not be made part of a student's permanent or cumulative file but maintained separately.

This data will be reviewed annually. If it is of no further use, it is destroyed. If data is verified and has usefulness, it may be transferred to category "B" after parents have been given an explanation why. If it is to be held more than a year, parents will be told why. Parents have the right to challenge the decision to maintain such data.

### **CONFIDENTIAL AND PERSONAL FILES**

Educators may maintain confidential and personal files to counsel and give services to students. Such files may contain notes, transcripts of interviews, clinical diagnoses and other memory aids for use in counseling students. These files are considered the personal property of the educator concerned provided the files are maintained in the manner prescribed by law, school board policy, professional ethics or by special arrangements made between the educator and a student or the student's parents.

### **THE RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS**

Parents have the right to inspect the education records of their child. (Students 18 years of age or older have the right to inspect their own records.) Principals will comply with such a request within 30 days.

School officials may not destroy education records if there is an outstanding request to review them.

A record of access (by parents or other authorized persons) will be maintained and available to parent review.

### **POLICY AND PROCEDURES FOR ACCESS TO**

## **STUDENT RECORDS AND ENROLLMENT INFORMATION**

It is the philosophy of the Mifflin County School District to do everything possible to ensure that the rights of all family members, parents, and children, are guaranteed. In known cases involving family conflict, divorce, separation, and domestic violence, natural parents will receive annually copies of the Mifflin County School District's policy and procedures for accessing student education records and enrollment information.

1. All requests for access to student education records and student enrollment information shall be made in writing to the student's principal.
2. No information on student records or student enrollment will be given over the telephone. Requestors of student education records or student enrollment information who have complied with the written request policy are encouraged to come to the student's school to retrieve information.
3. Student education records and enrollment information will be provided to both natural parents unless a bona fide court order, decree, or other legally binding document is presented within the specified time to the school principal by the parent seeking to deny access.
4. A nominal fee for photocopying of student education records will be charged by the Mifflin County School District.
5. The Mifflin County School District will comply with the forty-five (45) day and thirty (30) day time frames for requests for student education records and enrollment information.
6. In cases of domestic violence, the Mifflin County School District will follow the policy and procedures specified for divorced and separated parents contained in this document.
7. A list of all persons, other than authorized school officials and the student's parents, who have requested or obtained access to personally identifiable information contained in the student's education records or special education records will be maintained by the Mifflin County School District. This list will include the name of the requestor, a copy of the written request, address of the requestor, and date when access was given. This list will be made available to parents upon written request.

## **THE RIGHT TO CHALLENGE THE CONTENTS OF RECORDS**

Parents (and students 18 years of age and older) who believe the information in the education records is inaccurate or misleading or violates the privacy or other rights of the student may request that school officials amend the records.

If school officials decide to refuse to amend the records, they will so inform parents and advise them of the right to a hearing.

At such a hearing, conducted under school district procedures, parents may present information challenging the content of the student's education record.

If school officials agree with parents, the education records of the student will be amended and parents will be so informed.

If school officials disagree, they will inform parents of their right to place in the student's record a statement commenting on that information and/or setting forth any reason for disagreeing with the decision of school officials. This statement will be kept in the student's record file as long as it is maintained in the school.

## CAFETERIA SERVICES AND REGULATIONS

The school cafeteria provides a nutritious lunch for students at the lowest price. It operates under strict state and federal regulations governing preparation and serving of food.

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 a “closed” lunch period. Pupils may not leave the cafeteria or the school building at lunch time without permission from the principal.
3. School policy prohibits the sale of candy and other foods in the school from the beginning of the first lunch period until the end of the last lunch period.
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.
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 uncluttered 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 the cafeteria privilege may be one of the disciplines imposed.
10. Throwing food; poor manners; excessive noise; running; roughhousing; not cleaning your immediate area; failing to take containers, utensils, dishes and trays to the kitchen are not acceptable behaviors, and they will not be tolerated.

## CAFETERIA CHARGING POLICY

Information regarding prices, policies, and guidelines can be found on the Mifflin County School District webpage at [www.mcsdk12.org](http://www.mcsdk12.org).

## GUIDELINES FOR DEALING WITH HIV INFECTION IN THE SCHOOLS

**Purpose:** The Board is committed to providing a safe, healthy environment for its students and employees. The purpose of this policy shall be to safeguard the health and well-being of students and staff while protecting the rights of the individual.

This policy is based on current evidence that HIV Infection is not normally transmissible by infected individuals within the school setting, except as noted in this policy.

**Definitions:** AIDS - Acquired Immune Deficiency Syndrome.

**HIV Infection** - refers to the disease caused by the HIV or human immunodeficiency virus.

**Infected students** - refers to students diagnosed as having HIV Infection, including those who are asymptomatic.

**Authority:** This policy shall apply to all students in all programs conducted by the school district.

The Board directs that the established Board policies and administrative regulations governing attendance and school rules relative to illnesses and other diseases among students shall also apply to infected students.

The Board shall not require routine screening tests for HIV Infection in the school setting, nor will such tests be a condition for school attendance.

**Delegation of Responsibility:** The Superintendent or designee shall be responsible for developing and releasing all information concerning HIV Infection and infected students.

All district employees shall strive to maintain a respectful school climate and to prohibit physical or verbal harassment of any individual or group, including infected students.

Building principals shall notify students, parents/guardians and employees about current Board policies concerning HIV Infection and shall provide reasonable opportunities to discuss the policy and related concerns.

### **Guidelines:**

#### Attendance

Infected students have the same right to attend school and receive services as other students and shall be subject to the same policies and administrative regulations. HIV Infection shall not factor into decisions concerning educational programs, privileges or participation in any school-sponsored activity.

School authorities shall determine the educational placement of infected students on a case-by-case basis by following Board policies and administrative regulations established for students with chronic health problems and students with disabilities.

When an infected student's parents/guardians voluntarily disclose information regarding the student's condition, the district employee who receives the information shall obtain the written consent of the parents/guardians to disclose the information to members of the Screening Team.

A Screening Team comprised of the Superintendent or designee, building principal, school nurse, and district physician, student's parents/guardians, and attending physician shall evaluate the infected student's educational placement. Placement decisions shall be based on the student's need for accommodations or services.

First consideration must be given to maintaining the infected student in a regular assignment. Any decision for an alternative placement must be supported by specific facts and data.

An infected student who is unable to attend school, as determined by a medical examination, shall be considered for homebound instruction or an alternative placement.

An infected student may be excused from school attendance if the parent/guardian seeks such excusal based on the advice of medical or psychological experts treating the student.

An infected student's placement shall be reassessed if there is a change in the student's need for accommodations or services.

#### Confidentiality

District employees who have knowledge of an infected student's condition shall not disclose any information without prior written consent of the student's parents/guardians, consistent with the requirements of the Pennsylvania Confidentiality of HIV-Related Information Act.

All health records, notes and other documents referring to an infected student's condition shall be secured

and kept confidential.

#### Infection Control

All employees shall be required to follow infection control/universal precautions consistently in all settings and at all times, including playgrounds and school buses. Employees shall notify the school nurse of all incidents of exposure to bodily fluids and when a student's health condition or behavior presents a reasonable risk of transmitting an infection.

The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.

#### Staff Development

The district shall provide opportunities for employees to participate in in-service education on HIV Infection.

Designated district employees may receive additional, specialized training appropriate to their positions and responsibilities.

#### Prevention Education

The goals of HIV Infection prevention education shall be to promote healthy living and discourage the behaviors that put people at risk of acquiring HIV Infection. Prevention education shall be taught at primary, intermediate, middle school and high school levels as part of the curriculum, be appropriate to students' developmental maturity, and include accurate information about reducing the risk of HIV Infection.

Prior to HIV Infection instruction in the schools, the district shall inform parents/guardians that curriculum outlines and materials used in the instruction shall be available for review.

A student shall be excused from HIV Infection education when the instruction conflicts with the religious beliefs or principles of the student or parents/guardians, upon the written request of the parents/guardians.

## **SECTION 504/CHAPTER 15 SERVICES**

In Pennsylvania, Chapter 15 of Title 22 of the regulations of the State Board of Education addresses the responsibility of school districts to comply with requirements in Section 504 of the Rehabilitation Act of 1973. These federal and state regulations are designed to ensure that protected handicapped students have equal opportunity to participate in school programs and extracurricular activities. Section 504 is designed to prevent discrimination based on disabilities. If a child is suspected of being eligible for special education or Chapter 15 services, eligibility for special education services should first be explored. Only if the child is not eligible for special education services should consideration be given to Chapter 15. A team must determine if the child has any physical or mental impairment as defined in the regulations. If so, the team must consider whether the impairment substantially limits or prohibits participation in or access to an aspect of the student's school program. If found to be handicapped under Section 504, educational needs must be determined and a written service agreement developed. Periodic reevaluations must be conducted.

## **PROCEDURES AND POLICIES FOR STUDENTS WITH SPECIAL NEEDS**

### **Special Education Services**



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

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

Not only does MCSD offer comprehensive special education services within the district, the MCSD also offers these services in the least restrictive environment. 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, he/she will be included with non-disabled students to the maximum extent possible.

MCSD special education students who require early intervention, extended school year programming, or physical/occupational therapy may receive these services through the Tuscarora Intermediate Unit (TIU) #11.

### **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 some form of Child Study Team. Should the CST 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; additionally, parents will be integral members of the MDE process.

Certain children are "at risk" for developmental delays. In Pennsylvania children who are "at risk" are children who:

1. Have low birth weights (under 3.3 lbs.)
2. Have been cared for in hospital neonatal units
3. Have confirmed dangerous levels of lead poisoning
4. Have been affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure; or
5. Have been seriously abused or neglected as found by the Children and Youth system.

### **Five Primary Areas of Development**

1. **Cognitive** – ability to think and learn (problem solve)
2. **Communication** – ability to talk and listen (express needs and wants)
3. **Physical** – ability to move, see and hear
4. **Social and Emotional** – ability to relate to others (children and adults)
5. **Adaptive or Self-care** – ability to eat and dress (to take care of self)

A certified school psychologist shall oversee the MDE and arrange for a team conference 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 conference; 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 is re-evaluated 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 written approval before they are allowed to see the file or to receive copies of information in the file.

Please feel free to contact the Director of Student Support Services (717-248-0148) about any aspect of programming for students with special needs.

## **VOCATIONAL-WORK TRAINING PROGRAMS FOR SPECIAL NEEDS STUDENTS**

All students having a NOREP and an IEP completed are part of the special needs student group of the Mifflin County School District.

Students in this group may apply for admission to:

1. Any course offered at Mifflin County Academy of Science and Technology. Courses may be modified, adapted, or specially designed to meet the needs of each student.
2. Work Experience or On-the-Job Training programs operated by the Mifflin County School District or those operated by the Job Training Partnership Act.
3. Combinations of Career & Technology Center and Co-op work training will also be available on an individual needs basis.

The following information will be used for admission to the programs available:

1. Parent-Student Application
2. Parent-Student Meetings and Interviews
3. Testing and Assessment of Student's Interests and Abilities
4. Recommendations of:
  - a. Past and Present Teachers
  - b. Guidance and Administration Staff
5. Past and Present Status of:
  - a. Attendance
  - b. Grades
  - c. Behavior

A Multi-Disciplinary Team will evaluate all the above factors on an individual basis and proper placement will be made at that time.

# **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 CSs 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 Director of Special Education 2527 US Hwy 522 S McVeytown, PA 17051	814-542-2501	TIU Early Intervention Programming Mr. Brian Kritzer Supervisor of Special Education 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 Ms. Alisa Scott 10339 Pogue Road Three Springs, PA 17264-9730	814-447-5520	Corrections Education Mr. Tim 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
Huntingdon, PA 16652 -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.

# **MIFFLIN COUNTY SCHOOL DISTRICT POLICY 218.2**

## **TERRORISTIC THREATS**

**Adopted: 11/17/2022**

### **Purpose**

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

### **Definitions**

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

**Terroristic threat** - shall mean a threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

### **Authority**

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

### **Delegation of Responsibility**

The Superintendent or designee, in coordination with the threat assessment team, shall react promptly to information and knowledge concerning a possible or actual terroristic threat. Such action shall be in compliance with state law and regulations, Board policy and administrative regulations, the procedures set forth in the memorandum of understanding with local law enforcement officials and the district's emergency preparedness plan.

### **Guidelines**

In all cases of terroristic threats, where a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.

Staff members and students shall be made aware of their responsibility for informing the threat assessment team regarding any information or knowledge relevant to a possible or actual terroristic threat.

The threat assessment team shall immediately inform the Superintendent or designee, School Safety and Security Coordinator and building principal of a terroristic threat, in accordance with Board policy and administrative regulations.

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

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving a terroristic threat as a victim or suspect immediately, or as soon as practicable. The

Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

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

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

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

## **MIFFLIN COUNTY SCHOOL DISTRICT POLICY 815: ACCEPTABLE USE OF INTERNET, COMPUTERS, and NETWORK RESOURCES**

**ADOPTED: September 28, 2023**

**REVISED: January 25, 2024**

### **Purpose**

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

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

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

### **Definitions**

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

**Child pornography** - under federal law, is any visual depiction, including any photograph, film, video, picture or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where:[\[1\]](#)

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

**Child pornography** - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.[\[2\]](#)

**Computer** - for purposes of this policy, district computers include any electronic device owned or leased by the district that has the capability to create, play or edit text, audio and video data; transmit or receive messages, text, data or images; operate software or online applications; or provide a wired or wireless connection to the Internet.

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

**Harmful to minors** - under federal law, is any picture, image, graphic image file or other visual depiction that:[\[3\]](#)[\[4\]](#)

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

**Harmful to minors** - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement or sadomasochistic abuse, when it:[\[5\]](#)

1. Predominantly appeals to the prurient, shameful or morbid interest of minors;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole, lacks serious literary, artistic, political, educational or scientific value for minors.

**Obscene** - any material or performance, if:[\[5\]](#)

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

**Personal Information** - includes an individual's first name or first initial and last name in combination with and linked to any one or more of the following when not encrypted or redacted:[\[5\]](#)[\[9\]](#)

1. Social Security number.
2. Driver's license number or state identification card number issued instead of a driver's license.
3. Financial account number, credit or debit card number, in combination with any required security code, access code or password that would permit access to an individual's financial account.
4. Medical information, meaning any individually identifiable information contained in the individual's current or historical record of medical history or medical treatment or diagnosis created by a health care professional.[\[9\]](#)
5. Health insurance information, meaning an individual's health insurance policy number or subscriber identification number in combination with access code or other medical information that permits misuse of an individual's health insurance benefits.[\[9\]](#)
6. A user name or email address, in combination with a password or security question and answer that would permit access to an online account.

**Personal information** does not include publicly available information that is lawfully made available to the general public from federal, state or local government records or widely distributed media.[\[9\]](#)[\[13\]](#)

**Technology protection measure** - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.[4]

### **Authority**

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

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

The Board declares that district Internet, computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, access, receive or display on or over the district's Internet, computers or network resources, including personal files. The district reserves the right to monitor, track and log network access and use on district computers and network resources; monitor fileserver space and file storage utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.[6][7][8]

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

The Board establishes the following list of subject areas as inappropriate matter, in addition to those stated in law and defined in this policy, which shall not be accessed by minors:[4]

1. Hate speech.[9][10]
2. Lewd, vulgar or profane.
3. Threatening.[11][12]
4. Harassing or discriminatory.[9][10][13]
5. Bullying.[14]
6. (Consisting of/Relating to) Weapons.[15]
7. Terroristic.[16]
8. Defamatory.

The district reserves the right to restrict access to any Internet sites or network functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking/filtering. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers and network resources used and accessible to adults and students. The technology protection measure shall be enforced during use of computers and network resources with Internet access.[3][4][17]

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the adjustment of technology protection measures to enable access to material that is blocked or filtered but is not prohibited by this policy.[17]

Upon request by students or staff, building administrators may authorize the temporary adjustment of technology protection measures to enable access for bona fide research or for other lawful purposes. Written permission from the parent/guardian is required prior to adjusting Internet blocking/filtering for a student's use. If a request for temporary adjustment of technology protection measures is denied, the



requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.[\[3\]\[18\]](#)

### **Delegation of Responsibility**

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

The district shall inform staff, students, parents/guardians and other users about this policy through employee and student handbooks, posting on the district website and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.[\[17\]](#)

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

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

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

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

Building principals shall make initial determinations of whether inappropriate use has occurred, and may consult with the Superintendent or designee and the school solicitor when necessary.

The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers and network resources are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:[\[3\]\[4\]\[19\]](#)

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

The Superintendent or designee shall develop and implement administrative regulations that ensure students are educated on network etiquette and other appropriate online behavior, including:[\[4\]](#)

1. Interaction with other individuals on social networking websites and in chat rooms.
2. Cyberbullying awareness and response.[\[14\]\[20\]](#)

### **Guidelines**

District computers and network accounts shall be used only by the authorized user of the computer or account for its approved purpose. Network users shall respect the privacy of other users on the system.

### **Safety**

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic

communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher, building administrator or other appropriate school staff. Network users shall not reveal personal information to other users on the network or Internet, including chat rooms, email, social networking websites, etc.

Internet safety measures shall effectively address the following:[\[4\]\[19\]](#)

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, social networking websites and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including hacking and other unlawful activities.
4. Unauthorized disclosure, use and dissemination of personal information regarding minors.[\[21\]\[22\]\[23\]](#)
5. Restriction of minors' access to materials harmful to them or which have been designated as inappropriate matter in Board policy.

### Prohibitions

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

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Nonwork or nonschool related work.
4. Product advertisement.
5. Bullying/Cyberbullying.[\[14\]\[20\]](#)
6. Hate mail, discriminatory remarks, harassment and offensive or inflammatory communication.[\[9\]\[10\]\[14\]\[24\]](#)
7. Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials.[\[25\]](#)
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd or otherwise illegal materials, images or photographs.[\[26\]](#)
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. Vulgar language or profanity.
11. Transmission of material that a reasonable person would know to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords and data belonging to other users.
13. Impersonation of another user, anonymity and pseudonyms.
14. Fraudulent copying, communications or modification of materials in violation of copyright laws.[\[25\]](#)
15. Loading or accessing unauthorized games, programs, files or other electronic media.
16. Disruption of the work of other users.
17. Destruction, modification, abuse or unauthorized access to network hardware, software, systems and files.
18. Accessing the Internet, district computers or other network resources without authorization.
19. Disabling, adjusting or bypassing the Internet blocking/filtering technology protection measure(s) without authorization.
20. Accessing, sending, receiving, transferring, viewing, sharing, deleting or downloading confidential information without authorization.

### Security

System security is protected through the use of passwords and/or encryption and district security procedures. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:[23][27][28]

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

### Copyright

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network or Internet shall be subject to fair use guidelines and applicable laws and regulations.[25][29]

### District Website

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

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

### *Accessibility –*

District staff who maintain district websites and web pages shall post content which is accessible to individuals with disabilities, to the same extent that it is available to other users, based on the needs of the individuals and limitations of the platform. This shall include, but is not limited to:[9][10][13][30][31][32]

1. Including alternate text descriptions or captions for images.
2. Including captions for video content.
3. Avoiding text that is posted as an image or conveyed using only color cues.
4. Creating links and attachments in formats that are accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.
5. Formatting text so that it is accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.

All district websites shall contain clear contact information that may be used by members of the public to request accommodations or assistance.

### Consequences for Inappropriate Use

Users of district computers and network resources shall be responsible for damages to the equipment, systems, platforms and software resulting from deliberate or willful acts.[17]

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

General rules and Board policies for behavior and communications apply when using the district computers, network resources and Internet, in addition to the stipulations of this policy.

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

Failure to comply with this policy or inappropriate use of the Internet, district network or computers shall result in usage restrictions, loss of access privileges, disciplinary action and/or referral to legal authorities.[6][7][8]

## **MIFFLIN COUNTY SCHOOL DISTRICT POLICY 237** **ELECTRONIC DEVICES**

The Board prohibits the possession of laser pointers and telephone paging device/beeper by any student in district buildings and on district property, including on district buses and vehicles; and at activities, sponsored, supervised, or sanctioned by the district. A school administrator may grant an exception to this specific prohibition when a student is a member of a volunteer ambulance, fire, or rescue squad or where the student has a medical condition that necessitates the use of a paging device/beeper.

The Board prohibits all students from any use of electronic devices in locker rooms, bathrooms, and other changing areas.

The Board prohibits the use of electronic devices to take photographs, or to record or livestream audio or video at any time during the school day or at any school-sponsored event that is not open to the general public, unless the building administrator has authorized the photograph/video/livestream or recording by giving written consent, unless the use is authorized for educational purposes as outlined below. “During the school day” includes the time while students are engaged in remote instruction – even if students are not physically in a school district building.[2]

The Board prohibits the use of any electronic devices by any student during instructional times during the school day (from the beginning of 1st period until the end of last period), which includes homeroom and study halls, except that students may use electronic devices during instructional times for instructional purposes if, and only if, they have the prior permission of the teacher or building administrator to do so.

Students are permitted to use electronic devices during non-instructional times including lunch periods, before school hours, after school hours, and between classes, so long as such use does not:

1. Disrupt school activities or instruction.
2. Violate any other Board or school policies.
3. Violate state or federal law.
4. Violate any of the prohibitions set forth elsewhere in this policy.

If an electronic device utilizes the district’s internet connection, the school district’s Acceptable Use Policy applies and is incorporated herein by reference.[3]

Advisors and coaches of extracurricular activities shall have the discretion to regulate and limit the use of electronic devices by students while participating in sports or extracurricular activities,

and school-sponsored trips.

Nothing in this policy shall affect the ability of the building administrator or his/her designee to grant approval for the use of an electronic device by a student because of a student's urgent health or safety needs, or in the event of an emergency.

Nothing in this policy shall affect the provision or use of an electronic device as stated in an Individualized Education Program or Section 504 Service Agreement.

#### Loss or Damage to Electronic Devices

Students are solely responsible for the safe storage of any personal electronic devices that they choose to bring to school. The district shall not be liable or responsible for the loss or damage to any electronic devices that a student brings to school, extracurricular activities, to school-sponsored events or trips, or from the confiscation of an electronic devices as the result of a policy violation.

#### Students' Responsibility for Data Charges

No student shall be required to provide a personal electronic device as a condition of receiving educational instruction. If any student chooses to utilize such a device pursuant to this policy, the student and parents/guardians assume full responsibility for any phone or data charges that may result from such use.

#### Limitation on Technical Support

District information technology staff may not provide technical assistance to students for their personal devices. However, this policy shall not prohibit district information technology staff from providing general instructions for the configuration of such devices to access or connect to district-owned technology resources.

#### Penalties for Violations

The Board authorizes building administrators, teachers, and security personnel to confiscate a student's electronic devices when used in violation of this policy. All confiscated electronic devices shall be delivered promptly to the building administrator's office. Confiscated devices shall be returned to the student at the end of the school day for a first offense, and only to a parent or guardian for a second or subsequent offense.

Building administrators may impose additional disciplinary sanctions against students for violations of this policy, including suspensions from school or recommendations for expulsion from school as warranted by the specific facts and circumstances in each particular case.

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

### **VIDEO (SCHOOL SECURITY VIDEO)**

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.

### **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.[1]

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.[1]

### **Authority**

The Board authorizes the use of video and audio recording on school buses and school vehicles for disciplinary and security purposes.[Z] 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.[Z]

### **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. [4][SJ]

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

## **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 liaison, 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.

## TWELVE TRAITS OF CHARACTER

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

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Character traits will be emphasized to all students in the Mifflin County School District in the following sequence:

### **SCHOOL YEAR 2024-2025**

Trustworthiness  
Initiative  
Compassion  
Perseverance