



C.E. McCall Middle School

2024-2025 Faculty Handbook



C.E. McCall Middle School
600 Willow Street
Montoursville, PA 17754

570.368.2441

Administration

Superintendent

Mr. Daniel Taormina

Supervisor of Special Education

Mr. Timothy Hanner

Business Manager

Mrs. Brandy Smith

Supervisor of Buildings and Grounds

Mr. Joe Gnoffo

Principal

Mr. Curtis Myers

Assistant Principal

Mrs. Ronda Albert

School Counselor

Mrs. Mary Beth Logue

School Counselor

Mr. Chris Gemberling

Board of Directors

President

Mr. Todd Badger

Vice-President

Mr. David Young

Members

Mr. Daniel Albert

Mr. Brad Eisenhower

Mr. Doug Gardner

Mr. John Houseknecht

Mrs. Tina McCloy

Mrs. Sharon Meyer

Mrs. Brenda Oberheim

McCall Teachers

5th Grade

Mrs. Kari Gleason

Mrs. Erica Hepburn

Mrs. Sadie Kreighbaum

Mrs. Hannah McCracken

Mrs. Ashley Weaver

McCall Teachers (Cont.)

6th Grade

Mrs. Jen Hanna

Mrs. Emily Keener

Mrs. Amy Menne

Mrs. Michelle Simpson

Mrs. Beth Verrico

Mr. Craig Weaver

7th Grade and 8th Grade

Mrs. Erin Bennett

Mrs. Jen Breneisen

Mrs. Erin Comly

Mrs. Kelsey Essick

Mr. Brian Fagnano

Mr. Joe Hanna

Mr. Justin Jones

Mr. Dan Jury

Mr. Alex Mazzante

Mr. John Ravert

Mrs. Tiffany Steppe

Mrs. Jessica Stauffer

Learning, Emotional, and Speech Support

Mrs. Patty Confer

Mr. Shane Laudenslager

Mrs. Shealei Long

Ms. Laurel Walker

Mrs. Candi Williams

Mrs. Kiersha Whitehead

Related Arts and Academic Support

Mrs. Megan Altebrando

Ms. Andrea Burleigh

Mrs. Ashton Hackenberg

Mrs. Nicole Hoinowski

Mr. Chris Liddic

Mr. Nathan Miller

Mr. Chris Morgan

Mr. Ethan Showers

Mrs. Julie Quick

Mr. Adam Wright

Nurse

Mrs. Payton Robbins

Administrative Assistants

Mrs. Denise Schoch

Mrs. Jessica Taylor

GENERAL INFORMATION

SCHOOL CALENDAR– (Please refer to the approved calendar on the website)

August 30 & September 2 ----- Labor Day

October 11 -----Act 80 Day

October 14 -----Teacher In-Service Day

November 25 and 26 -----Parent Teacher Conferences/Teacher Inservice Day

November 27 – December 2 -----Thanksgiving Break

December 23 – January 3 -----Holiday Vacation

January 20 -----Martin Luther King Day

February 10 ----- Act 80 Day

February 17-----Presidents Day

March 10 -----No School or Snow Makeup Day

April 18 & April 21 -----Easter Break

May 26 -----Memorial Day

June 5 AM (tentative)-----Last Day for Students/Graduation

June 6 -----Last Teacher Day

Marking Period and Progress Report Dates

	MP 1	MP 2	MP 3	MP 4
Marking Period Begins	Aug. 22, 2024	Oct. 29, 2024	Jan. 23, 2025	April 1, 2025
Interim Reports	Sept. 24, 2024 (22 days)	Dec. 6, 2024 (23 days)	Feb. 26, 2025 (23 days)	May 5, 2025 (23 days)
Marking Period Ends	Oct. 28, 2024 (44 days)	Jan. 22, 2025 (45 days)	March 31, 2025 (45 days)	June 5, 2025 (45 days)
Report Cards	Nov. 4, 2024	Jan. 29, 2025	April 7, 2025	June 5, 2025

Bell Schedule for 2024-2025

MCCALL BELL SCHEDULE

5th Grade

1st – 8:03 - 8:49
 2nd - 8:52 - 9:34
 3rd – 9:37 - 10:19
 Lunch – 10:22 - 10:52
 4th – 10:55 - 11:37
 PRIDE – 11:40 - 12:10
 5th – 12:12 - 12:54
 6th – 12:56 - 1:38
 7th – 1:40 - 2:22
 8th – 2:25 - 3:07

6th Grade

1st – 8:03 - 8:49
 2nd - 8:52 - 9:34
 3rd – 9:37 - 10:19
 4th – 10:22 - 11:04
 Lunch – 11:07 - 11:37
 PRIDE – 11:40 - 12:10
 5th – 12:12 - 12:54
 6th – 12:56 - 1:38
 7th – 1:40 - 2:22
 8th – 2:25 - 3:07

7th and 8th Grade - Lunch #1

1st – 8:03 - 8:49
 2nd - 8:52 - 9:34
 3rd – 9:37 - 10:19
 PRIDE– 10:22 - 10:52
 4th – 10:55 - 11:37
 Lunch #1 – 11:40 - 12:10
 5th – 12:12 - 12:54
 6th – 12:56 - 1:38
 7th – 1:40 - 2:22
 8th – 2:25 - 3:07

7th and 8th Grade - Lunch #2

1st – 8:03 - 8:49
 2nd - 8:52 - 9:34
 3rd – 9:37 - 10:19
 PRIDE– 10:22 - 10:52
 4th – 10:55 - 11:37
 5th – 11:40 - 12:22
 Lunch #2 – 12:24 - 12:54
 6th – 12:56 - 1:38
 7th – 1:40 - 2:22
 8th – 2:25 - 3:07

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

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

Section 2. Introduction

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

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

Section 3. Purpose

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

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and

dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

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

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

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

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

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

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

vocational interest. This list of bases or discrimination is not all-inclusive.

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

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

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

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

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

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

Section 5. Conduct

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

Section 6. Legal obligations

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

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

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

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

(c) Violation of subsection (b) shall have been found

to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

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

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

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

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

1. Teachers must be in their 1st period or at their morning assignment by 7:55 or at a time as assigned by the building administrators. Teachers may leave at either 3:27 or at a time as assigned by the building administrators. Homeroom teachers are also responsible for monitoring the hallway directly outside their room.
2. All books must be stamped with the school stamp and numbered in ink before distribution. Make two copies of the book list (include student's name and the book's condition and number). Keep one list and send the other to the department chairperson. It is extremely important to note and record the condition of each book before issuing. Please follow this procedure for all other school-owned materials and equipment. At the end of the year all book losses and/or damage must be reported to the office. Teachers are not to collect fines of any kind.
3. Teachers are not to use vulgarity.
4. Teachers are not to allow students to address them by their first name or by a nickname.
5. Teachers must be at their "class change stations," except for emergencies, during every class change. They are not to stay at their desk and ignore unacceptable student behavior that is going on in the hallway.
6. Teachers are requested to ensure that exterior doors remain closed at all times.
7. Teachers are to familiarize themselves with all school policies, particularly those in this handbook.
8. When teachers take a group to assemblies, special meetings, trips, etc., they are to escort their groups and remain with them and supervise them. Please do not leave the assembly.
9. It is the responsibility of the classroom teacher to state and enforce expectations of student behavior within the classroom. All staff are required to enforce the school wide rules and positive behavior support plan (PRIDE)
10. Such other duties as may be assigned by the building administration.
11. Faculty meetings will be held the first Thursday of each month starting in October during the school year. These meetings are held at 3:30 p.m. in the Band Room. All professional staff members are expected to attend each faculty meeting unless specifically excused by the responsible administrator.

First Period Procedures

At the 8:03 A.M. bell, all students must be in first period and attendance will be taken. All students are to be in first period by the 8:03 A.M. bell. Tardy students must have a late slip in order to enter first period.

Student Passes

No student will be allowed to be in the halls without a pass. Passes to the Warrior Innovation Lab/Library, office, and health suite must be issued by the teacher in charge. All passes must be initialed by the issuing teacher and by the teacher sending the student back to class. The office will issue no tardy passes between classes. Late slips in the morning will be the only passes issued by the office. This applies at all times between 8:03 A.M. and dismissal.

Progress Reports, Interim Progress Reports & Grading Policies

A progress report will be issued to each student electronically on the student/parent portals at the midway and a report card at the end of each quarter. The progress report should be a medium through which the teacher and the parents work with the student to improve his/her educational progress. Teachers and parents are also encouraged to arrange conferences to discuss alternatives for helping students attain satisfactory progress whenever necessary. Communication with parents is critical and essential. Paper copies are available upon request.

The grading system will be based on the following criteria:

1. All number grades will be given to the students for their achievement.
2. The report card and the interim progress report have optional comments on each one to reflect effort and conduct.

3. The following criteria are used in grading students:
 - **Superior:** (92-100) is given to those students who exhibit outstanding work.
 - **Commendable:** (85-91) is given to those students who do very good or commendable work.
 - **Average:** (75-84) is given to those students who do satisfactory or acceptable work.
 - **Passing:** (70-74) is given to those students who are not working up to the expected standards.
 - **Failing:** (below 70) is given to those students who are doing failing work.
 - **Incomplete:** (INC.) can be given to those who, because of absence or lack of effort, do not produce enough work to be graded. Incomplete grades must be submitted by the teacher as an actual grade after a two week period has elapsed from the date report cards were generated.
4. Teachers will distribute their own written grading policy on the first day of school to each student and explain it thoroughly and post it on their web page and Google Classroom. Tier 3 teachers should post this information on their website/Google Classroom as well.
5. **As a general rule, homework will not exceed 15% of the marking period grade.**
6. An interim progress report will be issued by teachers by the mid-point of each quarter to those students meeting one or all of the following criteria: *a failing average of 69 or below in a subject; a 70-74 average (in danger of failing) or a significant drop in grade (ten points or more) in any subject since the last report card.* Interim progress reports may also be issued for satisfactory, improved and exemplary performance.
7. Behavior is not to be a part of the grade.
8. A minimum of 10 grades per quarter are required for subjects that meet five or more periods per week. Special area teachers should have a reasonable number of grades to fairly evaluate students. 5 or more grades would be considered a fair evaluation.
9. The progress report has optional comments to reflect effort and conduct.

Recording Grades/Parent-Student Portal

A great deal of care should be taken in the correction of assignments. It is strongly recommended for legal implications that students not assist with the correction of assignments. Teacher on-line grade books are to be updated by 9:00 A.M. each Monday morning or the first day of the work week. The following guidelines to return and post grades to the portal are suggested for timely return of assigned work to students:

Type of Assignment	School Days
Daily Homework	Within 3 Days
Objective Quizzes	Within 3 Days
Quizzes with Writing	Within 5 Days
Objective Tests	Within 5 Days
Tests with Writings/Essays	Within 7 Days
Short Writings (1 to 2 pages) & Short Projects	Within 7 Days
Intermediate Writings (3-5 pages)	Within 10 Days
Major Writings (6 or more pages) & Major Projects	Within 14 Days

Final Exams

Final examinations are not required in the middle school; however, if a teacher wishes to give a final exam, he/she may do so. The weight given to the exam shall not exceed 1/7th of the final grade.

Promotion Policy

Gifted and Regular Students --

All students are scheduled for a minimum of 30 academic class periods per week. For promotion/retention purposes, classes meeting five or more times per week are worth five points. All other classes are equivalent to one point for each class period met during the week.

Students failing 10 or more points have failed for the year and will be retained. However, in extenuating circumstances, the building administrators in consultation with the teachers and school counselors may make exceptions to this policy.

Attendance Records

1. On each school day of the year, attendance will be taken by the first period teacher according to the guidelines provided at the beginning of each school year. Guidelines may be changed if the need exists.
2. Students will be required to present an excuse to the office on the day they return to school after the absence. Teachers are to remind students to bring in excuses.
3. Accurate attendance reporting during first period is crucial. Also, it is required that attendance be taken at the start of each class period. Students are not permitted to take class attendance.

Bus & Hall Duties

Those assigned to afternoon bus duty will supervise the dismissal of walking students and the loading of buses from 3:07 - 3:15. The teacher assigned to the bicycle area is to report to the bicycle parking lot at 3:07 in order to supervise walking and bicycle-riding students on Willow Street. Teachers assigned to hall duty will supervise students who are in the halls from 7:55 - 8:03 and 3:07 to dismissal. The following teachers are assigned to the duties listed. This assignment is for the entire year.

Bus Duty Bicycle Rack and CrossWalk - Mr. Wright on Days 1, 3, 5 (A.M.), Mr. Morgan on Days 2, 4, 6 (A.M. & P.M.), Ms. Burleigh on Days 1, 3, 5 (P.M.)

Hall Duty by 166 (A.M. & P.M.) - Mrs. Verrico

Hall Duty by 205 (A.M. & P.M.) - Mrs. Breneisen

Hall Duty by 162 (A.M. & P.M.) Mrs. Menne

Hall Duty by 208 - Mr. Laudenslager

Hallway by counseling offices (A.M. & P.M.) - Mr. Gemberling and Mrs. Logue

Early Cafeteria Duty (7:45 – 7:58 A.M.) - Mrs. Bennett & Mr. Kutches

Back Door Car Duty (7:45 – 8:03 A.M.) - Mrs. Donnelly

Back Door Car Duty (3:07 - 3:15 P.M.) - Mrs. Altebrando (6th grade wing exit door)

Staff Absence Procedures: Tyler Tech Staff Portal

If a staff member (professional or support staff) is unable to report to work, he or she is to submit an absence request via the Absence Management link on the district website under the Staff tab as per district guidelines. The Absence Management link is where a staff member will submit a request for a substitute (if needed).

Staff members must submit an absence request via the Absence Management link when requesting personal, sick, emergency, bereavement, days without pay and/or approved conference days. Submitting a paper form for absence requests is no longer required.

Substitute Teacher Folders

All teachers must keep an **updated** folder on their desk for substitute teachers. Each folder will contain the following:

1. Location or copy of the Student and Teacher Handbooks.
2. Location or copy of 8th period roster with bus assignments.
3. Location of Seating Charts (Keep these current.)
4. Location or copy of Teacher's Schedule.
5. Emergency procedures and any pertinent student medical information.
6. Location or copy of Lesson plans for the week.
7. Copy of Substitute Handbook

Lunch Procedures

Teachers are primarily responsible for supervising the students in their area and also all students in the commons and food court. Until all students have been served, one staff member should be monitoring the food court. Staff members on duty are responsible for making students pick trash up off the dining area floors before the conclusion of each lunch.

Fire Drill Procedures

In the event of a fire drill, teachers should make sure all *doors are closed and utilities are turned off*. Students should observe the following rules.

1. Do not run -- walk.
2. Be orderly - no talking or horseplay is permitted.
3. Proceed to the exit designated.
4. Follow the instructions of the teacher carefully.
5. Stay with your group.
6. Everyone must leave the building during a fire drill.

Fire Drill & Emergency Evacuation

Emergency Procedures (always refer to district Emergency Procedures Manual and A.L.I.C.E. Training)

<u>Room</u>	<u>Follow Room</u>	<u>Exit through Door</u>
Main Office/Conf.Rm.	---	front door of building
120	IAII	Exit by BLR
122	IAI	Exit by BLR
123	faculty room	At staircase #4
137	141	Loading Dock
140	141	Loading Dock
141	142	Loading Dock
142	---	Loading Dock
Kitchen and food court	---	Loading Dock
150	---	at Staircase #1
151	---	at Staircase #1
152	154	at Staircase #2
153	155	at Staircase #2
154	156	at Staircase #2
155	157	at Staircase #2
156	---	at Staircase #2
157	162	at Staircase #2
Warrior Innovation Lab	---	at Staircase #4

<u>Room</u>	<u>Follow Room</u>	<u>Exit through Door</u>
162	---	at Staircase #2
163	162	at Staircase #2
164	166	at Staircase #3
165	167	at Staircase #3
166	167	at Staircase #3
167	---	at Staircase #3
171	172	at Staircase #3
172	---	at Staircase #3
173	171	at Staircase #4
174	176	at Staircase #4
176	---	at Staircase #4
Commons	---	at Staircase #4
Nurse's Suite (109)	---	front door of building
111	118	at Staircase #6
118	116	at Staircase #6
116 & Instr. Room	---	at Staircase #6
GLR & Gym	---	at Staircase #5
BLR & Gym	---	at Staircase #5
IAII	---	at Staircase #5
IAI	IAII	at Staircase #1
229	231	at Staircase #1
230	232	at Staircase #1
231	---	at Staircase #1

221	---	at Staircase # 1
219	---	at Staircase # 2
217	---	at Staircase #2
226	---	at Staircase #2
227	221	at Staircase #2
228	227	at Staircase #2
208	210	at Staircase #3
209	208	at Staircase #3
210	---	at Staircase #3
215	---	at Staircase #3
216	215	at Staircase #3
204	---	at Staircase #4
205	---	at Staircase #4
206 & 206 A	205	at Staircase #4
211	---	at Staircase # 3
207	205	at Staircase #4
Basement	---	at nearest exit
STEM Room	---	at Staircase #2

Assemblies

1. Teachers and students will wait for an announcement to move to the gym or the commons.
2. Classroom teachers will lead their group to the gym or commons and help seat them. Teachers are to remain for the entire duration of the assembly and monitor their students.
3. After the assembly, everyone will report back to their classes or homerooms depending on the applicable situation.

School Dress

The Montoursville Area School District realizes that proper student dress and grooming habits are best learned at home under the guidance and supervision of parents; therefore, the school does not wish to dictate what clothes students must wear. However, the school must provide the best possible educational climate for the understanding and development of good grooming habits. It is with this in mind that the following regulations have been adopted:

NOT ACCEPTABLE

1. Nothing covering the head (hats, hoods, etc.) will be worn inside the building, unless worn for religious, medical, or safety purposes, as this is not demonstrating proper manners.
2. All shirts/blouses or other “tops” must cover the top of the shoulder. Sleeveless shirts WILL be permitted with a minimum of 3 inches of coverage of the shoulder on each side. Muscle shirts, tank tops, spaghetti straps, racerback, and open back shirts etc. will not be permitted.
3. Undergarments will be properly covered by appropriate clothing and not visible.
4. Clothing that inappropriately exposes body area, as with cropped tops that expose midriffs, may not be worn. Midriffs must be covered on all sides. Shirts should be long enough that the midriff is not exposed when raising your hand or stretching. No exposure of buttocks or high-cut thigh.
5. All shorts, skirts, and dresses must fall to the mid-thigh or longer.
6. Clothing containing holes, cuts, tears, or rips that expose undergarments or skin above mid-thigh are not permitted.
7. Bike shorts (ex. Spandex) or ripped shorts with holes exposing skin are not permitted.
8. Long shirts/sweatshirts that completely cover shorts/skirts are not permitted.

9. Students wearing transparent blouses MUST wear proper garments underneath. Blouses cut extremely low in front or in back are not permitted.
10. Clothing, buttons, or other insignia are inappropriate if they are intended to mock, ridicule, or otherwise deliberately demean or provoke others because of race, religion, national origin, or individual views.
11. Any clothing that presents a safety hazard or interferes with the educational process may not be worn.
12. Clothing with words or pictures that contain sexual reference, either explicit or implied, may not be worn.
13. Regulations prohibit student dress and grooming practices that promote or advertise the use of drugs including alcohol, gang paraphernalia, violence or discrimination.
14. Clothing containing vulgar or obscene messages may not be worn.
15. Chains (i.e. wallet chains), studs, or other exposed metal which can cause personal injury or damage to school property are not permitted.
16. Bandanas are not permitted to be worn or exposed.
17. Pajamas or sleepwear, unless worn for Spirit Week or a pajama day, are prohibited.

As a matter of general policy, the Montoursville Area School District expects that all students at all grade levels are to be neat and clean in appearance and dress when in attendance at school. The Montoursville Area School Board believes the responsibility for seeing that students meet these standards of dress ultimately rests with the parents or guardians. The principal, assistant principal, and teachers of each building are responsible for enforcing the regulations governing the proper dress and grooming of the students in their school. The administration holds the right to determine whether clothing is inappropriate for school. Students who are in violation of the school dress policy will be asked to exchange inappropriate clothing for more suitable attire. Failure to comply will result in further disciplinary action.

Dress and Grooming/Professional Employees (Board Policy 425)

Purpose

Professional employees set an example for their students to follow in dress and grooming and should present an image of dignity and encourage respect for authority. These factors act in a positive manner towards the maintenance of school and classroom discipline.

Authority

The Board has the authority to specify reasonable dress and grooming guidelines for staff, within law, that will prevent an adverse impact on the educational program.

Guidelines

When assigned to district duties professional staff members shall be physically clean, neat, well-groomed, and dressed in a manner reflecting professional assignment.

Delegation of Responsibility

If an employee feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request should be made to the principal.

Dress Down Days:

Dress down days are permitted for staff every Wednesday and Friday school is in session as well as other dates throughout the course of the year as planned for a specific fundraiser. Jeans are permitted to be worn on dress down days.

******Teacher Stations During Changes of Classes**

Mr. Gemberling	in corridor by Guidance suite
Mrs. Logue	in corridor by Guidance suite
Mrs. Breneisen	outside room 205 covering top of stairwell
Mrs. Bennett	in corridor covering room 207
Mr. Jury	in corridor covering top of stairwell by 219
Mrs. Simpson	in corridor covering room 164
Mrs. Menne	in corridor covering stairwell by room 162
Mrs. Hoinowski	in corridor covering room the bottom of stairwell near room 176
Mrs. Quick	in corridor covering room 142 & Commons
Mrs. Essick	in corridor covering top of stairwell by 215
Mr. Joe Hanna	in corridor covering room 230
Mrs. McCracken	cover base of stairway #1 by room 150
Mr. Reeder	in corridor covering room 221
Mrs. Verrico	in corridor covering stairwell by 166
Mrs. Kreighbaum	in corridor covering room 154
Mrs. Comly	in corridor covering room 228
Mr. Jones	cover room 232 and top of stairway #1
Mrs. Hepburn	in corridor covering room 153
Mrs. Hanna	in corridor covering stairwell by room 217
Mrs. Keener	in corridor covering room 172
Mr. Liddic	in corridor covering room 122
Mr. Miller	in corridor covering room 120
Mr. Laudenslager	in corridor covering room 208
Mr. Ravert	cover outside room 216
Mrs. Stauffer	in corridor covering room 227
Mr. Weaver	in corridor covering room 171

All teachers not listed above must supervise the corridors outside of their classrooms. *****Teachers should be at their stations and actively monitoring the hallway and their classroom. Standing as a group talking in the hallways during the change of classes is not monitoring.

Building SAFETY AND SECURITY

All outside doors to the building remain closed and locked at all times during the school day. All visitors will be required to register in the school's electronic system in the front lobby upon arrival. All visitors are required to provide a government-issued photo identification (i.e., Driver's license) when entering the building then the office staff will issue a visitor's pass, which is to be worn while in the school building. If any staff member observes a stranger in the hall without a visitor's pass, then they are to notify the office immediately. It is recommended that classroom doors be kept locked while class is in session. No door is to be propped open in any way at any time.

If you wish to anonymously report suspicious or illegal activities on district property or at district events you may call the School Resource Officer Marcus Watkins at (570) 368-3554. If an immediate response is necessary, please call 911. All information will be kept confidential.

Additionally, the Montoursville Area School District employs armed security personnel to monitor each school campus.

Any questions/concerns regarding safety and security should be directed to the building administrators. Each school building in the district has a Building Threat Assessment Team that convenes throughout the year as situations arise. Additionally, the District Threat Assessment Team meets quarterly. .

Email/Cell Phones

All staff should check their email prior to the start of first period and before leaving school each day. Email should not be used during instructional time for personal business. Personal cell phones, smart phones, tablets, iPad, and Chromebooks unless being used for instructional purposes. Any email that comes through the district email server is the property of the school district, may be reviewed by the district, and can be requested for review by the public under the Right to Know Law. Please be very careful of what you say when using District Email, since it is subject to the Right to Know Law.

Teacher Web Pages/Google Classroom

The homework section of the teacher web page or Google Classroom is to be updated by the end of the last day of each school week. When an assignment is changed for a particular day, it is to be updated prior to leaving school each day.

STUDENT DISCIPLINE

The Montoursville Area School Board has the authority to make reasonable and necessary rules to govern the conduct of students in its schools. This Code of Conduct serves as a guideline and not the final authority on matters of discipline. The middle school administration has the authority in implementing this Code of Conduct. This authority is granted by Section 1317 of the School Code of the Commonwealth of Pennsylvania.

Discipline should, as a minimum, have three objectives in mind:

1. To provide the optimum environment in which to deliver instructional services.
2. To respond to disruptive students with corrective measures in a firm and consistent manner while attempting to provide a continuing education for all students.
3. To remove, as a last resort, the disruptive student from the school in order that the majority may pursue their educational goals in a peaceful environment.

The breach of discipline within the schools will usually fall into two major classes of offenses.

1. Violation of the rules of conduct of the school. (See Levels I and II)
2. Violation of rules of conduct of the school because they are a violation of state or federal law (a crime has been committed). (See Level III)

Student discipline referrals are entered electronically by school faculty and staff into SWIS (School-Wide Information System)-(PLEASE REFER TO THE PBIS HANDBOOK FOR MORE INFORMATION ON SWIS) and maintained by the administration. Response to these referrals is at the discretion of the administration and consideration of the Code of Conduct.

The following process should be used for most Level I offenses and other level offenses at the discretion of the administration:

- 1st offense: Conference with student regarding referral.
- 2nd offense: Conference with student and parent contact regarding referral.
- 3rd offense: Conference with student, parent contact and disciplinary action.

Teachers are granted the ability to assign detention for Level I offenses (Refer to Student Handbook). Please follow the steps below when assigning a detention:

1. Inform student that a parent contact will be made and a detention will be assigned.
2. Contact parent for scheduling the detention (detention is held Tuesdays and Thursdays, 3:15 pm-4:00 pm).
3. Complete a referral in SWIS. Include in description the date of parent contact and date of detention.
4. Inform student of the date of the detention.

Acceptable Use of Digital Technologies

Code 815

Status Active

Legal 1. 47 U.S.C. 254

2. 20 U.S.C. 6777

3. 47 CFR 54.520

17 U.S.C. 101 et seq, 18 Pa. C.S.A. 5903, 18 Pa. C.S.A. 6312, 18 U.S.C. 2256, 24 P.S. 1303.1-A, 24 P.S. 4601 et seq, 24 P.S. 4604, Pol. 103, Pol. 104, Pol. 218, Pol. 218.2, Pol. 218.3, Pol. 220, Pol. 233, Pol. 237, Pol. 248, Pol. 317, Pol. 348, Pol. 417, Pol. 448, Pol. 517, Pol. 548, Pol. 814

Adopted August 10, 2004

Last Revised August 11, 2020

Purpose

The Board recognizes the need to establish rules and regulations for the use by students, staff and other authorized users of district-owned or issued technology resources, consistent with the educational and operation goals of the district.

Definitions

For purposes of this policy and the accompanying administrative guideline, district-owned or issued technology resources (district technology resources) shall mean:

1. All networks, servers and telecommunications systems maintained or operated by the district;
2. All district telephone, cellular phone, voicemail, electronic mail, intercom, and Internet resources;
3. All district-owned or issue hardware devices such as computers, laptops, tablets, telephones, cellular phones, fax machines, printers, copiers, scanners, etc.;
4. All web-based and cloud-based storage; and
5. Web and cloud-based applications provided by the district through a third party.

Delegation of Responsibility

The Superintendent or designee shall develop and implement administrative guidelines, consistent with the general guidelines listed below, governing the acceptable use of district technology resources.

Guidelines

The use of district technology resources shall at all times be in accordance with applicable law and other Board policies and administrative guidelines.

The use of district technology resources is a privilege, not a right, which may be revoked at any time for abusive conduct or violation of the terms outlined in this Board policy or the accompanying Administrative Guideline.

District technology resources shall be used primarily for school, district employment, or approved educational-related activities only. Limited incidental personal use is permitted, so long as such use otherwise complies with this policy and the accompanying administrative guideline, and further provided that such limited incidental personal use does not interfere with and is not disruptive to district or school

operations or another user's use of district technology resources.

The district reserves the right to monitor, track, and document use of any activity conducted on, over, and through district technology resources to the extent permitted by law.

The district further reserves the right to prevent unauthorized, inappropriate or illegal use of district technology resources, and to administer appropriate discipline to users who violate this policy or the accompanying administrative guideline.

Discipline could include, but is not limited to, usage restrictions, loss of access privileges, restitution, referral to law enforcement, and/or any applicable consequence outlined in a student handbook, collective bargaining agreement, or Board policy/administrative guidelines, as appropriate under the circumstances.

Users of district technology resources shall have no expectation that their activity on or files or communications stored on or sent through such resources will be private; this includes, but is not limited to, anything that is created, stored, sent, deleted, received or displayed on, over or through district technology resources.

The district has the ability to collect, track and store data, such as IP addresses which identify technology devices using and communicating over and through the district's network and other district technology resources. The district reserves the right to utilize such data for troubleshooting and lawful investigative purposes.

Procedures regarding the individualized search of district technology resources when the district has reasonable suspicion that a user of district technology resources has violated the terms of this Board policy or the accompanying administrative guideline shall be included in the accompanying administrative guideline.

The availability of information on district technology resources does not imply endorsement by the district of such content, nor does the district guarantee the accuracy of such content.

The district shall not be responsible for any information lost, damaged or unavailable while using district technology resources.

The district will fully cooperate with local, state and federal officials in any investigation concerning or related to alleged illegal activities of any individuals misusing district technology resources.

Users of district technology resources shall immediately report any violations of this policy or the accompanying administrative guideline to their building principal, immediate supervisor, or the Supervisor of Information Technology.

Users of district technology resources may be required, as a condition of being given access to such resources, to sign a user agreement acknowledging and agreeing to be bound by this policy and the accompanying administrative guideline.