

LYTER ELEMENTARY

FACULTY HANDBOOK

2024 - 2025



MONTOURSVILLE AREA SCHOOL DISTRICT

PHILOSOPHY OF EDUCATION – ELEMENTARY

The elementary program places a considerable emphasis on increasing each child's mastery of language arts and mathematical skills. It offers unique opportunities for humanizing and individualizing learning—making it relevant, meaningful, and personally satisfying.

The elementary program recognizes and incorporates respect for and trust in the individual. It frees the children of negative designations and allows them an opportunity to succeed. It places major emphasis on the child, on learning, on each child's thinking process, and on the development of individual freedom and responsibility. It allows the teacher to see the children as people in their own right, to help them become more of what they are capable of being, and to transmit, create, and invoke the skills, values, attitudes, and knowledge that will help them grow into mature, creative, and happy adults.

PROFESSIONAL DUTIES AND RESPONSIBILITIES -

1. **Teacher Report Time:** 7:50 AM. Teachers are to be in their homerooms or at their morning assignments by 7:50 AM.
Teacher Dismissal Time: 3:22 PM.
Students will report to their homerooms beginning at 8:10 AM and must be in their homeroom by 8:20 AM. Students arriving after 8:20 AM will receive a tardy slip. If they do not have a slip, please send them back to the office.
2. Teachers are to meet their assigned students on time and are not to leave them unattended for any reason. **Teachers are not to leave their students at any time for any reason unless proper coverage has been arranged and the office notified.** The district cannot accept responsibility for any problem or injury that may occur when this responsibility is violated.
3. Please be on duty at the proper times and places if you are scheduled for playground duty, hall, recess, etc. When walking your class to the lunchroom, **do not leave them until they are being properly supervised.**
4. Please be prompt in returning to the classroom after recess and lunch break and picking your students up from special area classes so that loss of instructional time is minimized.
5. Be familiar with each child's background, needs, interests, and capabilities.
6. **Do not excuse students from your classroom to leave the school** without being notified by the office. Remind parents to stop at the office when picking up a student.
7. Teachers will accompany their classes to and from all special classes.

8. Assist with the general discipline of students in the halls, restrooms, cafeteria, school grounds, etc.
9. Attend all building professional, faculty, back to school/orientation, and grade level meetings unless excused by the principal.
10. Submit electronically prior to the beginning of the first working day of each week, a copy of the lesson plans for the week.
11. Primary emphasis of instruction is to be on the development of reading, writing and math skills.
12. Attend all school faculty meetings which are typically scheduled for the **first Monday** of each month or at the discretion of the building administrator. All professional staff members are expected to attend each faculty meeting unless specifically excused by the responsible administrator.
13. No student will be permitted to sell anything without the approval of the administration. Please help to enforce this regulation.
15. Teachers are to familiarize themselves with all school and district policies.
16. Teachers will remain with and supervise their students for all assembly programs, unless alternate supervision has been approved by the building administrator.
17. Dismiss your class as a group for recess and lunch. Your supervisory responsibility ends in the classroom when **all** children are under supervision of the staff on recess or lunch coverage.
18. Maintain an **updated substitute folder**. (Time Schedule / Classroom Procedures / Class Roster / Bus and Car Rider/Walker Lists / Emergency Plan / Evacuation / Attendance Sheet / Lesson Plans/Emergency Lesson Plans & materials).
19. Make sure you check your e-mail and mailbox at least twice daily. Any e-mail that comes through the district e-mail 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.
20. **Cell Phones:** Should only be used for personal use before the school day, prep time, lunch break, and after students are dismissed. (unless other arrangements have been made with the principal). A teacher should **not be out of class** to make a telephone call. (Exceptions being a “two-minute” phone call or emergency situation.)

STAFF ABSENCE PROCEDURES: Absence Management on Website

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.**

RETENTION POLICIES ELEMENTARY GRADES (K-4)

Criteria which will be considered in the retention of elementary students:

1. Teacher recommendation
2. Parental input
3. Maturation level of student
4. Chronological age of student
5. Level of progress in reading and math skills
6. Standardized and district assessments

Names of students who are under consideration for possible retention (a.k.a. “the watchlist”) are due to the building administrator no later than January 31. The parents of any elementary child, who is having difficulty and who is a potential candidate for retention, shall be notified by the district in writing by March 1. The parents shall be encouraged to arrange a telephone or personal conference with the child’s teacher to discuss concerns prior to making a final determination regarding a retention within the current grade level.

ATTENDANCE PROCEDURES

You have assignment sheets for all pupils scheduled in your room to date. Please see that all pupils not scheduled for your room report to the proper room. Pupils not scheduled should report to the office for assignment.

Students should present excuses to their teacher **on the day they return to school** after an absence.

The teacher will be responsible for taking attendance by 9:00 a.m. using their classroom computers. Daily attendance slips should be kept in your substitute folder.

When a child comes in tardy, please make sure they have stopped in the office. They should have a tardy slip issued by the office.

If a child returns to school without an excuse, the teacher will be asked to remind the student to bring in an excuse the next day. Office personnel will follow up with a pink slip. Please remember it is the teacher's responsibility to make sure the attendance excuse file is complete.

DISMISSAL TIMES

- Walkers and Car Riders will be dismissed by bell at 3:05 PM.
- Buses students will be dismissed by bell at 3:09 PM.

GRADING PERIODS - 2024-2025

	Trimester 1	Trimester 2	Trimester 3
Trimester Begins	Aug. 22, 2024	Nov. 19, 2024	March 7, 2025
Interim Reports	Oct. 4, 2024 (30 days)	Jan. 23, 2025 (30 days)	April 16, 2025 (27 days)
Trimester Ends	Nov. 18, 2024 (60 days)	March 6, 2025 (60 days)	June 5, 2025 (60 days)
Report Cards	Nov. 25, 2024	March 17, 2025	June 5, 2025

GRADING

Elementary teachers will grade students utilizing the district's approved grading system in accordance with district policies. Teachers will maintain and document regular communication with parents regarding the academic and behavioral progress of the students.

In order to maintain consistency in the grading process, the criteria for the issuing of progress reports should be as follows:

1. A failing grade of 69 or below or a "1" on the elementary standards-based report card.
2. A 70 to 74 (in danger of failing at the time of calculation).
3. A significant drop in grade average from the last report card (10 points or more).

USE OF VIDEO SUREVEILLANCE:

The Montoursville Area School District uses electronic video surveillance system in its schools. This system covers the interior and exterior of the district's buildings and grounds to protect district property and ensure the safety of students, staff, community, and visitors. District surveillance cameras will only be utilized in public areas where there is no reasonable expectation of privacy and in areas deemed to be at risk for either vandalism or student misconduct. Any activities detected through use of video surveillance cameras that present a violation of school rules, breach of security, or possible criminal activity will be reported immediately to the appropriate authority and appropriate disciplinary action will be administered and/or criminal charges filed consistent with Board policy and procedures. Appropriate signage will be posted at entrances to the school campus and/or at major entrances into school buildings notifying students, staff and the general public of the District's use of surveillance cameras.

LYTER STAFF

2024 – 2025

KINDERGARTEN

Melissa Jackson (C-9)
Kathleen McMahon (C-11)
Chad Sartori (C-15)
Desiree Ulmer (C-13)

FIRST GRADE

Jessica Breon (A-8)
Tara Foster (A-5)
Danielle Logue (A-6)
Amy Rinker (A-9)

SECOND GRADE

Kailey Beltz (A-3)
Michelle Fortin (A-2)
Kelley Imbro (A-4)
Amy Tucker (A-1)

THIRD GRADE

Amber Baxter (B-13)
Jason Cott (B-16)
TBA (B-15)
Susan Ravert (B-11)

FOURTH GRADE

Kristi Michael (C-5)
Karen Simms (C-3)
Nadine Turnbow (C-1)

Counselor- Vanessa Lorson

Nurses- Emily Vanderlin
Payton Robbins

Cafeteria- Nutrition Group Inc.

Security- John Whipple

Front Door Security- Dan Ayers
Makaylee Hallabuk

Maintenance- Ryan Miller

Night-time- Michelle Webb
Nicole Garman

Office- Darrin Feerrar
Nicole Dame
Connie Dawes

**Learning Support
Learning Support/
ESL** Dawn Cott
Briana Kish

**Learning Support
Paraprofessionals** Barb Gallo
Sue Mazzante
Carol Myers
Gina O'Neal
Beth Schneider

Emotional Support Hayley Potter

Gifted Support Hayley Potter

Art - Robyn Smelko

**Librarian-
Library Para.** Karissa Jones
Brenda Kropp

Music- Jenilee Kukuchka

Phys. Ed.- Stephen Alexander

STEM- Stephanie Beadle

Speech- Joy Snyder

MTSS Intervention Julia Edler

Title I Rdg.- Jo Elle Shearer
Vicki Eberhart
Natalie Teffeteller
Kelly Riggle
Carol Myers

YMCA Latchkey- YMCA staff

IMPORTANT DATES

PSSA's

Language Arts

Mathematics

Testing Window

April 21 – 25

April 28 – May 2

All 3rd and 4th graders

All 3rd and 4th graders

SCHOOL CALENDAR– (school is NOT in session on these days)

August 30 & September 2 ----- Labor Day
October 11 & 14 ----- Inservice Day
November 25 & 26 ----- Teacher In-Service Day/Parent Teacher Conferences
November 27 – December 2 -----Thanksgiving Vacation
December 23-January 3 -----Holiday Vacation
January 20 ----- No School (Martin Luther King Day)
February 10 ----- No School - Act 80/Inservice Day
February 17 ----- President's Day - No School
March 10 ----- No School (or Snow Make Up Day)
April 17 -----No School - Teacher In-Service Day - Parent Teacher Conferences
April 18 & 21 ----- Spring Break
May 26 ----- Memorial Day
June 5 -----Last Day for Students (4 hr Early Dismissal)
June 6 -----Last Day for Teachers

EMERGENCY SCHOOL CLOSING DAYS WILL BE MADE UP as needed utilizing the following potential dates:

March 10, some days can be absorbed in accordance with new Chapter 4 Regulations, or at the end of the school calendar.

Fire Drill Procedures-Lyter Elementary - 2024-2025

In the event of a fire drill, teachers should make sure all windows are closed, utilities are turned off and all doors closed. Take your clipboard near your classroom door which should contain class roster, Emergency Procedures Manual, and evacuation attendance sheet with you. Students should observe the following rules:

1. Do not run--walk in an organized fashion.
2. Be orderly, no talking or horseplay.
3. Proceed to the nearest exit depending upon where they are in the building.
4. Follow the instructions of the teacher carefully.
5. Stay with your group.

FIRE/BUILDING EVACUATION ROUTES

Please remain outside of the school until you hear the bell or are given a visual signal indicating when to re-enter the building.

All staff/students should exit building at nearest, safest exit. However, as a guide the following assignments should help reduce crowding at any exit....

A-9	Rinker	Use room exit
A-8	Breon	Turn right to west exit
A-7	Kish	Go straight to west exit
A-6	Logue	Go straight to east exit
A-5	Foster	Turn right to east exit
A-4	Imbro	Turn left to north exit
A-3	Beltz	Turn left to east exit
A-2	Fortin	Turn left to north exit
A-1	Tucker	Turn right to north exit
B-20	Cott, D.	Turn left to south exit
B-19	Art Room	Turn right to south exit
B-18	Reading Room	Turn left to south exit
B-17	Faculty Room	Turn right to south exit
B-16	Cott, J.	Turn right to south exit
B-15	TBA	Turn left to south exit
B-14	Snyder/Potter	Turn right to south exit
B-13	Baxter	Turn left to south exit
B-11	Ravert	Turn right to north exit
B-10	Counselor	Turn left to north exit
B-9	Edler	Turn right to north exit
B-8		Turn left to north exit
B-4	Potter	Use main north exit
B-2	Workroom	Turn right to north exit
C-15	Sartori	Turn left to south exit
C-13	Ulmer	Turn left to south exit
C-11	McMahon	Turn right to east exit
C-9	Jackson	Turn left to east exit
C-8		Turn right to east exit
C-7	Beadle	Turn right to north exit
C-6	Kukuchka	Use room exit
C-5	Michael	Turn right to north exit

C-3	Simms	Turn right to north exit
C-2		Turn left to north exit
C-1	Turnbow	Turn right to north exit
Library & Conf Room		West exit in library
Nurse		Turn right to north exit
Stage Area		Use west door to playground
Gym		Use west door to playground
Cafeteria		Use west door to playground
Library Classroom Lab		Turn left to north exit / exit through Library exit on west side of Library

<p style="text-align: center;">LYTER ELEMENTARY EMERGENCY PROCEDURES (OTHER THAN A FIRE DRILL)</p>
--

In the event that we need to respond to an emergency situation, we will follow the procedures listed:

Bomb Threat – Upon hearing the announcement “**SAFETY EVACUATION: EVACUATE THE BUILDING**”, all teachers will escort their students to the grass areas surrounding the Our Lady of Lourdes Catholic Church, south of the school. In the event of rain or cold conditions, one of the office staff will have the key to the church. Upon arrival at the church grounds, roll should be taken. If there are students unaccounted for, the teacher should report this to the School Counselor. If the School Counselor is not present, School Nurse will be the contact. The Principal (or designee in his absence) and Maintenance will examine the building in conjunction with emergency responders and eventually arrive at the church grounds. **Do not dismiss any students to parents until you have been given authority to do so.** Teachers are to remain with their students at all times. We will return to the school if it is deemed safe to do so. If we need to dismiss students from the church grounds, **do not do so** until you are notified of the dismissal process.

PROCEDURES FOR AN INTRUDER IN THE BUILDING

1. Anyone seeing an intruder in, or entering the building must make a general announcement to building over the building’s telephone/public address system (if a student sees the intruder they must immediately inform the nearest adult). The announcement should be, “Intruder in the building” and give the specific location of where the intruder was observed and a description of the intruder.
2. Anyone/everyone who is able must call 911 on any phone/device available to them when it is safe for them to do so (i.e., after evacuation or after a barricaded lockdown is completed. They must tell 911 there is an intruder in the building and which specific building. 911 will contact the district office to inform them of the incident. The district office will contact all other buildings and instruct them to go into a shelter in place. If the intruder is in the district office, 911 will contact the other buildings and instruct them to go into a shelter in place.
3. After the announcement, “Intruder in the building” is made, every adult must make a decision (as per training) for themselves and all students they are supervising – given the location of the intruder, is it safer to immediately evacuate the building or go into a barricaded lockdown in the room. Students and adults in the hallways or restrooms must decide if it is safer to

immediately evacuate or go into the nearest room and a barricaded lockdown depending on the location of the intruder. Students and adults outside the building must not go back into the building, they should immediately proceed to the rally point.

4. If immediate evacuation is determined to be the safest option, everyone must move to the nearest safe exit of any kind (which may include first floor windows) and then proceed to the “rally” point for their building (identified below).
5. If a barricaded lockdown is determined to be the safest option, doors must immediately be closed and barricaded. Lights must be turned off and everyone in the room must disperse throughout the room but away from the door. If possible, safe evacuation from the room through windows or any other means should be done throughout the lockdown. If, at any point, it is verified that the intruder has moved to a location which now allows for a safe evacuation, evacuation must be done immediately. The ultimate goal is to safely evacuate the building.
6. If the intruder breaches the door, all people in the room must employ any counter measures possible (as per training) which includes constant movement, screaming/loud noises, throwing objects, and swarming (for adults and older students). If the intruder does not breach the door and safe evacuation is not possible, everyone must stay in the room and remain locked down until emergency services arrives and positively identifies themselves.

<u>Building</u>	<u>Rally Point</u>	<u>Proceed to and Dismiss From</u>
High School	Our Lady of Lourdes Church	Faith United Church via busses
McCall	Faith United Church (rear entrance)	Our Lady of Lourdes Church via busses
Lyter	Rear of LL Press Box, then proceed to Our Lady of Lourdes Church	Faith United Church via busses
Loyalsock Valley	Identified Neighboring House	Our Lady of Lourdes Church via buses

The Incident Command Post will be determined by the emergency personnel in charge. The Media Center will be at the Montoursville Borough Hall.

MCKINNEY – VENTO HOMELESS EDUCATION PROGRAM

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently re-authorized in December 2015 by the Every Student Succeeds Act (ESSA).¹ The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Local Educational

Agencies are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

The law indicates that the LEA liaison shall ensure that all homeless children, youth and families are identified through coordinated activities with other entities.

DEFINITION OF HOMELESS (MCKINNEY-VENTO ACT SEC. 725(2); 42 U.S.C 11435(2)): CHILDREN WHO LACK A FIXED, REGULAR, AND ADEQUATE NIGHT TIME RESIDENCE:

"Doubled up" - Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.

Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.

Living in emergency or transitional shelters.

Living in a public or private place not designed for humans to live.

Migratory children living in above circumstances

Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings

Unaccompanied Youth - Children or youth who meets the definition of homeless and not in the physical custody of a parent or guardian.

Residency and Educational Rights:

Students who are in temporary, inadequate and homeless living situations have the following rights:

Immediate enrollment in the school they last attended or the school in whose attendance area they are currently staying even if they do not have all of the documents normally required at the time of enrollment;

Access to free meals and textbooks, Title I and other educational programs and other comparable services including transportation;

Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

When a student is identified as being McKinney-Vento eligible, staff will:

Assist with enrollment, monitor school attendance and arrange transportation (preK-8 students)

Provide school supplies and other school related materials as needed

Advocate for and support students and families through school and home visits

Set clear expectations for student behavior, attendance and academic performance

Assist students/families access with community services

Assist students/families with access to tutoring, special education, and English language learner resources

Assist students so they can participate in sports, field trips, and school activities regardless of their ability to pay or to provide their own transportation.

For additional information, contact Dan Taormina, LEA Homeless Liaison at 570-368-2491.

MASD School Board Policy- # 815 Acceptable Use of Digital Technologies

August 11, 2020

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.

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.

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.

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.

Professional Standards and Practices Commission

Code of Conduct

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.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Employee Handbook Acknowledgement

I acknowledge that I have reviewed the Montoursville Area School District Staff Handbook. I understand it is my responsibility to retain this handbook for the term of my employment with the District. I understand the District may revise and update the handbook periodically and revisions and updates will be distributed to the staff for placement in the handbook. It is my responsibility to review the contents of the handbook and clarify any information I might not understand with an administrator.

Employee Signature

Date

Employee Printed Name

School

****Faculty Handbook can be found under the Staff tab on the District Website.***