



C.E. McCall Middle School

2025-2026 Faculty Handbook



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

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

6th Grade

Mrs. Jen Hanna

Mrs. Emily Keener

Mrs. Amy Menne

Mrs. Michelle Simpson

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. Jessica Clayton

Mrs. Jessica Taylor

McCall Teachers (Cont.)

GENERAL INFORMATION

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

- August 29 & September 1 ----- Labor Day**
- October 10 -----Act 80 Day**
- October 13 -----Teacher In-Service Day**
- November 24 and 25 -----Parent Teacher Conferences/Teacher Inservice Day**
- November 26 – December 1 -----Thanksgiving Break**
- December 24 – January 2 -----Holiday Vacation**
- January 19 -----Martin Luther King Day**
- February 16-----Presidents Day**
- March 13 -----No School - No School K-12**
- March 16-----No School (snow makeup day)**
- April 3 & April 6 -----Easter Break - No School**
- May 22 & May 25 -----Memorial Day Break - No School**
- June 4 AM (tentative)-----Last Day for Students/Graduation**
- June 5-----Last Teacher Day**

Marking Period and Progress Report Dates

	M.P. 1	M.P. 2	M.P. 3	M.P. 4
Marking Period Begins	Aug. 21, 2025	Oct. 29, 2025	Jan. 21, 2026	March 30, 2026
Interim Reports	Sept. 24, 2025 (23 days)	Dec. 8, 2025 (23 days)	Feb. 23, 2026 (23 days)	April 30, 2026 (22 days)
Marking Period Ends	Oct. 28, 2025 (45 days)	Jan. 20, 2026 (45 days)	March 27, 2026 (45 days)	June 4, 2026 (45 days)
Report Cards	Nov. 4, 2025	Jan. 27, 2026	April 8, 2026	June 4, 2026

Bell Schedule for 2025-2026

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.

GENERAL DUTIES – McCALL MIDDLE SCHOOL

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. 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. 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. Students are permitted to finish breakfast within a reasonable time set by the classroom teacher.

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.

Academic Integrity

Classroom expectation sheets signed by students and parents should include the academic integrity procedures. Refer to the Student Handbook regarding Academic Integrity.

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 & Lunch 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.) - Mr. Weaver

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 – 7:55 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)

PM Bus Duty (front doors) - Mr. Miller, Mr. Liddic, Mrs. Hackenberg

Late Bus Duty (Commons) - Mr. Showers

5th Grade Lunch - Mrs. Hoinowski & Mrs. Hackenberg

6th Grade Lunch - Mrs. Long & Mr. Laudenslager (1,3,5) & Mrs. Confer & Ms. Walker (2,4,6)

7th/8th 1st Lunch - Mr. Showers (1-6), Mrs. Quick (1,3,5), Mr. Liddic (2,4,6)

7th/8th 2nd Lunch - Mr. Wright (1-6), Mr. Morgan (1,3,5), Mr. Miller (2,4,6)

[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.

The district may request a written physician's statement from employees after three (3) consecutive days of absence.

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 Faculty 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.

Recess/Outdoor Play Procedures

Teachers are responsible for students while outside the school building for recess or other outdoor play/class time. Teachers are expected to be stationed throughout the play area in order to actively monitor large groups of students. Students must remain at a minimum of 30 feet from the street. The road around the school must be blocked off during times that students are outside. The exception to this is Nicely Avenue, as it is a borough street.

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>Exit through Door</u>
Main Office/Conf.Rm.	front door of building
120	Exit by BLR
122	Exit by BLR
123	At staircase #4*
137	Loading Dock
140	Loading Dock
141	Loading Dock
142	Loading Dock
Kitchen and food court	Loading Dock
150	at Staircase #1*
151	at Staircase #1
152	at Staircase #2*
153	at Staircase #2
154	at Staircase #2
155	at Staircase #2
156	at Staircase #2
157	at Staircase #2
Warrior Innovation Lab	at Staircase #4
162	at Staircase #2
163	at Staircase #2
164	at Staircase #3*
165	at Staircase #3
166	at Staircase #3
167	at Staircase #3
171	at Staircase #3
172	at Staircase #3
173	at Staircase #4
174	at Staircase #4
176	at Staircase #4
Commons	at Staircase #4
Nurse's Suite (109)	front door of building
111	at Staircase #6
118	at Staircase #6
116 & Instr. Room	at Staircase #6
GLR & Gym	at Staircase #5
BLR & Gym	at Staircase #5
229	at Staircase #1
230	at Staircase #1
231	at Staircase #1
221	at Staircase # 1
219	at Staircase # 2
217	at Staircase #2
226	at Staircase #2
227	at Staircase #2
228	at Staircase #2
208	at Staircase #3
209	at Staircase #3
210	at Staircase #3
215	at Staircase #3
216	at Staircase #3
204	at Staircase #4

205	at Staircase #4
206	at Staircase #4
211	at Staircase # 3
207	at Staircase #4
Basement	at nearest exit
STEM Room	at Staircase #2

*Staircase # 1 near room 150 (1st floor) & 232 (2nd floor)

*Staircase # 2 near room 162 (1st floor) & 217 (2nd floor)

*Staircase # 3 near room 166 (1st floor) & 215 (2nd floor)

*Staircase # 4 near room 176 (1st floor) & 205 (2nd floor)

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 #4
Mrs. Bennett	in corridor covering room 207

Mr. Fagnano	in corridor covering room 209
Mr. Jury	in corridor covering top of stairwell #3 by 219
Mrs. Simpson	in corridor covering room 164
Mrs. Menne	in corridor covering stairwell #2 by room 162
Mrs. Hoinowski	in corridor covering room the bottom of stairwell #4 near room 176
Mrs. Quick	in corridor covering room 142 & Commons
Mrs. Essick	in corridor covering top of stairwell #3 by 215
Mr. Joe Hanna	in corridor covering room 230
Mrs. Gleason	cover base of stairway #1 by room 150
Mrs. McCracken	in corridor covering room 151
Mr. Reeder	in corridor covering stairwell #2 by room 221
Mr. Weaver	in corridor covering stairwell #3 by 166
Mrs. Kreighbaum	in corridor covering room 154
Mrs. Weaver	in corridor covering room 152
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 #2 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	in corridor covering room 216
Mrs. Stauffer	in corridor covering room 227
Ms. Steppe	in corridor covering room 229

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.

Maintaining Professional Adult/Student Boundaries

Code 824

Status Active

Legal 1. 24 P.S. 510, 2. Pol. 818, 3. 18 Pa. C.S.A. 3124.2, 4. 24 P.S. 2070.9f, 5. Pol. 103, 6. Pol. 103.1, 7. Pol. 815, 8. Pol. 104, 9. 23 Pa. C.S.A. 6311, 10. Pol. 806, 11. 24 P.S. 2070.9a, 12. Pol. 317.1, 13. 22 PA Code 10.2, 14. 22 PA Code 10.21, 15. 22 PA Code 10.22, 16. 24 P.S. 1302.1-A, 17. 24 P.S. 1303-A, 18. Pol. 317, 19. Pol. 417, 20. Pol. 517, 21. Pol. 113.1 22. Pol. 218, 23. Pol. 233, 24 P.S. 2070.1a et seq, 22 PA Code 235.1 et seq ,23 Pa. C.S.A. 6301 et seq

Adopted September 13, 2022

Authority

This policy applies to district employees, volunteers, student teachers, and independent contractors and their employees who interact with students or are present on school grounds. For purposes of this policy, such individuals are referred to collectively as adults. The term adults as used in this policy, does not include district students who perform services on a volunteer or compensated basis.

All adults shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment. This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also precursor grooming and other boundary-blurring behaviors that can lead to more egregious misconduct.

The Board directs that all adults shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.[\[1\]](#)

This policy is not intended to interfere with appropriate pre-existing personal relationships between adults and students and their families that exist independently of the district or to interfere with participation in civic, religious or other outside organizations that include district students.

Definition

For purposes of this policy, legitimate educational reasons include matters or communications related to teaching, counseling, athletics, extracurricular activities, treatment of a student's physical injury or other medical needs, school administration or other purposes within the scope of the adult's assigned job duties.

Delegation of Responsibility

The Superintendent or designee shall annually inform students, parents/guardians, and all adults regarding the contents of this Board policy through employee and student handbooks, posting on the district website, and by other appropriate methods.

The building principal or designee shall be available to answer questions about behaviors or activities that may violate professional boundaries as defined in this policy.

Independent contractors doing business with the district shall ensure that their employees who have interaction with students or are present on school grounds are informed of the provisions of this policy.[\[2\]](#)

Guidelines

Adults shall establish and maintain appropriate personal boundaries with students and not engage in any behavior that is prohibited by this policy or that creates the appearance of prohibited behavior.

Prohibited Conduct

Romantic or Sexual Relationships -

Adults shall be prohibited from dating, courting, or entering into or attempting to form a romantic or sexual relationship with any student enrolled in the district, regardless of the student's age. Students of any age are not legally capable of consenting to romantic or sexual interactions with adults.[\[3\]](#)[\[4\]](#)

Prohibited romantic or sexual interaction involving students includes, but is not limited to:

1. Sexual physical contact.
2. Romantic flirtation, propositions, or sexual remarks.
3. Sexual slurs, leering, epithets, sexual or derogatory comments.
4. Personal comments about a student's body.
5. Sexual jokes, notes, stories, drawings, gestures or pictures.
6. Spreading sexual or romantic rumors.
7. Touching a student's body or clothes in a sexual or intimate way.
8. Accepting massages, or offering or giving massages other than in the course of injury care administered by an athletic trainer, coach, or health care provider.
9. Restricting a student's freedom of movement in a sexually intimidating or provocative manner.
10. Displaying or transmitting sexual objects, pictures, or depictions.

Social Interactions -

In order to maintain professional boundaries, adults shall ensure that their interactions with students are appropriate.

Examples of prohibited conduct that violates professional boundaries include, but are not limited to:

1. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students.
2. Exchanging notes, emails or other communications of a personal nature with a student.
3. Giving personal gifts, cards or letters to a student without written approval from the building principal.
4. Touching students without a legitimate educational reason. (Reasons could include the need for assistance when injured, a kindergartner having a toileting accident and requiring assistance, appropriate coaching instruction, or appropriate music instruction).
5. Singling out a particular student or students for personal attention or friendship beyond the ordinary professional adult-student relationship.
6. Taking a student out of class without a legitimate educational reason.
7. Being alone with a student behind closed doors without a legitimate educational reason.
8. Initiating or extending contact with a student beyond the school day or outside of class times without a legitimate educational reason.

9. Sending or accompanying a student on personal errands.
10. Inviting a student to the adult's home.
11. Going to a student's home without a legitimate educational reason.
12. Taking a student on outings without prior notification to and approval from both the parent/guardian and the building principal.
13. Giving a student a ride alone in a vehicle in a nonemergency situation without prior notification to and approval from both the parent/guardian and the building principal.
14. Addressing students or permitting students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner.
15. Telling a student personal secrets or sharing personal secrets with a student.
16. For adults who are not guidance/counseling staff, psychologists, social workers or other adults with designated responsibilities to counsel students, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, the student should be referred to the appropriate school resource.
17. Furnishing alcohol, drugs or tobacco to a student or being present where any student is consuming these substances.
18. Engaging in harassing or discriminatory conduct prohibited by other district policies or by state or federal law and regulations.[5][6]

Electronic Communications -

For purposes of this policy, electronic communication shall mean a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant or pager. Electronic communications include, but are not limited to, emails, instant messages and communications made by means of an Internet website, including social media and other networking websites.

As with other forms of communication, when communicating electronically, adults shall maintain professional boundaries with students.

Electronic communication with students shall be for legitimate educational reasons only.

When available, district-provided email or other district-provided communication devices or platforms shall be used when communicating electronically with students. The use of district-provided email or other district-provided communication devices or platforms shall be in accordance with district policies and procedures.[7]

All electronic communications from coaches and advisors to team or club members shall be sent in a single communication to all participating team or club members, except for communications concerning an individual student's medical or academic privacy matters, in which case the communications will be copied to the building principal. In the case of sports teams under the direction of the Athletic Director, such medical or academic communications shall also be copied to the Athletic Director.

Adults shall not follow or accept requests for current students to be friends or connections on personal social networking sites and shall not create any networking site for communication with students other than those provided by the district for this purpose, without the prior written approval of the building principal.

Exceptions

An emergency situation or a legitimate educational reason may justify deviation from the rules regarding communication or methods for maintaining professional boundaries set out in this policy. The adult shall be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that s/he has maintained an appropriate relationship with the student.

Under no circumstance will an educational or other reason justify deviation from the "Romantic and Sexual Relationships" section of this policy.

There will be circumstances where personal relationships develop between an adult and a student's family, e.g. when their children become friends. This policy is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships. Adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity.

It is understood that many adults are involved in various other roles in the community through nondistrict-related civic, religious, athletic, scouting or other organizations and programs whose participants may include district students. Such community involvement is commendable, and this policy is not intended to interfere with or restrict an adult's ability to serve in those roles; however, adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

Reporting Inappropriate or Suspicious Conduct

Any person, including a student, who has concerns about or is uncomfortable with a relationship or interaction between an adult and a student, shall promptly notify the building principal or Title IX Coordinator. Reports may be made using the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form or by making a general report verbally or in writing. Upon receipt of a report, school staff shall promptly notify the building principal.[5][8]

All district employees, independent contractors and volunteers who have reasonable cause to suspect that a child is the victim of child abuse, shall immediately report the suspected abuse, in accordance with applicable law, regulations and Board policy.[9][10]

An educator who knows of any action, inaction or conduct which constitutes sexual abuse or exploitation or sexual misconduct under the Educator Discipline Act shall report such misconduct to the Pennsylvania Department of Education on the required form, and shall report such misconduct to the Superintendent, Title IX Coordinator and his/her immediate supervisor, promptly, but not later than fifteen (15) days following discovery of such misconduct.[5][8][11][12]

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Child Protective Services Law, the Educator Discipline Act or the Safe Schools Act, the Superintendent or designee shall make a report, in accordance with applicable law, regulations and Board policy.[9][10][11][12][13][14][15][16][17]

It is a violation of Board policy to retaliate against any person for reporting any action pursuant to this policy or for participating as a witness in any related investigation or hearing.[5][8]

Investigation

The Title IX Coordinator shall promptly assess and address allegations of inappropriate conduct in accordance with the procedures for reports of discrimination or Title IX sexual harassment.[5][8]

It is understood that some reports made pursuant to this policy will be based on rumors or misunderstandings; the mere fact that the reported adult is cleared of any wrongdoing shall not result in disciplinary action against the person making the report or any witnesses. If as the result of an investigation any individual, including the reported adult, the person making the report, or a witness is found to have knowingly provided false information in making the report or during the investigation or hearings related to the report, or if any individual intentionally obstructs the investigation or hearings, this may be addressed as a violation of this policy and other applicable laws, regulations and Board policies. Obstruction includes, but is not limited to, violation of "no contact" orders given to the reported

adult, attempting to alter or influence witness testimony, and destruction of or hiding evidence.[5][8][12][18][19][20][21][22][23]

Disciplinary Action

A district employee who violates this policy may be subject to disciplinary action, up to and including termination, in accordance with all applicable district disciplinary policies and procedures.[8][12][19][19][20]

A volunteer, student teacher, or independent contractor or an employee of an independent contractor who violates this policy may be prohibited from working or serving in district schools for an appropriate period of time or permanently, as determined by the Superintendent or designee.

Training

The district shall provide training with respect to the provisions of this policy to current and new district employees, volunteers and student teachers subject to this policy.

The district, at its sole discretion, may require independent contractors and their employees who interact with students or are present on school grounds to receive training on this policy and related procedures.

§

Medical Emergency Response Plan

First aid procedures are learned during appropriate First Aid and CPR Courses. This policy outlines staff actions to take during minor and major medical emergencies at school or at school-sponsored trips or events. This procedure does not cover specific first aid or CPR steps or sequences. Refer to training materials, skills learned, and/or directions on prescribed medications for specific guidance on treatment procedures.

INJURY EMERGENCY DURING SCHOOL

MINOR: (Non-life-threatening emergencies)

- Notify school's nurse and principal's office – send student if no other adult available, ensure an adult stays with the student at all times
- Clear other students/staff from the area to provide privacy
- Nurse or other designated school staff administer first aid procedures as indicated by the nature of the accident.
- Call the office to notify students' parents/guardian, if necessary.
- Staff witnessing the accident and/or providing first aid care complete an accident report which can be found at the nurse's office.

MAJOR: (When a student/staff's respiratory status or level of consciousness is compromised)

- Notify school's nurse and principal's office – send student if no other adult available, ensure an adult stays with the student at all times
- Either the first school staff person attending to the student or another school staff person calls 911 immediately.
- Clear other students/staff from the area to provide privacy
- Trained staff provide first aid or other Basic Life Support (CPR, rescue breathing, etc.).
- If CPR or rescue breathing is required, school staff must also retrieve or send other staff to the Automated External Defibrillator (AED).
- Call the office to notify parent or guardian immediately.
- A designated School employee (by the building principal) will accompany the student in the ambulance to the hospital if parent unavailable.
- A copy of the student's emergency card will be sent with EMS for emergency purposes.
- Staff witnessing the accident and/or providing first aid care complete an accident report which can be found at the nurse's office.

INJURY EMERGENCY DURING FIELD TRIP

The field trip coordinator should ensure that appropriate first aid equipment and supplies are available during the trip. Permission slips with emergency care release or parent/guardian phone numbers must be with the field trip coordinator or designee.

IN THE EVENT OF AN EMERGENCY:

- Designated staff person administers first aid procedures as indicated by the nature of the accident.
- If the injury is major or life-threatening, either the first school staff person attending to the student or another school staff person calls 911 immediately.
- Field trip coordinator or designee calls parents or guardian immediately (but only after 911 is called and immediate care is begun).
- Staff witnessing the accident and/or providing first aid care complete an accident report which can be found at the nurse's office.

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:

The McKinney-Vento Act defines *homeless children* as "individuals who lack a fixed, regular, and adequate nighttime residence."

This definition includes (but is not limited to) children who are:

- * sharing housing due to economic hardship or loss of housing (e.g. doubled-up)
- * living in motels, hotels, trailer parks, or campgrounds
- * living in emergency or transitional shelters
- * sleeping in places unfit for human habitation (e.g. park benches)
- * living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, etc.

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

CORE PROVISIONS:

Designated District liaison:

Every local education agency (LEA) must designate a liaison for students experiencing homelessness whose key duties include:

- Ensuring that homeless children and youth are identified and enrolled in school, and have a full and equal opportunity to succeed in school.
- Assisting with enrollment, arranging for transportation and free meals, monitoring school attendance.
- Providing school supplies and other related items so they can fully participate.
- Assist with accessing support services, such as, tutoring, Special Education, English Language Learning, and other resources.
- Assist students so they can participate in school activities, field trips, sports, etc.
- Ensuring that homeless children, youth, and families receive referrals to health, dental, mental health, housing, substance abuse, and other appropriate community services.

- Ensuring that unaccompanied homeless youth are informed, and receive verification, of their status as independent students for college financial aid.

STUDENT RIGHTS:

School Stability:

- Children and youth experiencing homelessness can remain in their school of origin for the duration of homelessness and until the end of an academic year in which they obtain permanent housing, if it is in their best interest.
- LEAs must make best interest determinations that presume that staying in the school of origin is in the best interest of the child or youth; consider specific student-centered factors; prioritize the wishes of the parent, guardian, or unaccompanied youth; and include a written explanation and right to appeal if the LEA determines that school stability is not in the best interest of the child or youth.
- Transportation to the school of origin is required, including until the end of the academic year when a student obtains permanent housing.

School Enrollment and Full Participation:

- Children and youth experiencing homelessness have the right to be enrolled in school of residence immediately, even if they lack documents normally required at time of enrollment or have missed application or enrollment deadlines.
- LEAs must develop, review, and revise policies to remove barriers to the identification, enrollment, and retention of homeless students in school, including barriers due to fees, fines, and absences. This includes procedures to ensure that homeless children and youth do not face barriers to accessing academic and extracurricular activities.
- If a dispute arises over eligibility, school selection or enrollment, the child or youth must be immediately enrolled in the school in which the parent, guardian or unaccompanied youth seeks enrollment, pending resolution of the dispute, including all available appeals.

Education for Homeless Youth Basic Education Circular -

<https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-becs/us-code/education-for-homeless-youth>

Additional Rights:

- Free lunch and breakfast (if applicable).
- Free school supplies and uniforms (if applicable).
- Educational resources and support services to help children and youth experiencing homelessness reach

academic success.	https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-becs/us-code/education-for-homeless-youth
Education for Homeless Youth Basic Education Circular	

The district's homeless liaison is Mr. Daniel Taormina, Superintendent. He can be reached at the following email address: dtaormina@montoursville.k12.pa.us and phone number: 570-368-2491.