



FACULTY HANDBOOK 2025-2026

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MISSION STATEMENT

The mission of the Montoursville Area School District is to provide comprehensive programs that emphasize the Pennsylvania and National Academic Standards. This will empower all students to use their individual abilities and capabilities to be life-long learners and successful contributors to a global society.

MAHS PHILOSOPHY OF EDUCATION

Students are at the heart of everything that we do. Every student can learn; we recognize that each student learns in their own way. It is our responsibility to engage our students in meaningful learning so they can achieve success. We recognize that each student comes with their own unique life-experiences, and we must meet them where they are and encourage and support them towards personal and academic growth.

Education is more than just rote learning of facts. Education involves teaching students how to adapt to change, how to react in different social environments, how to work cooperatively with others, and how to build skills that will aid in developing a well-rounded, civically minded, member of society. Students leaving our school should be able to recognize when change needs to occur and how to bring attention to that need and positively impact their community.

Our student body represents a 60% rural and 40% suburban population. We understand that we have a duty to educate and prepare our students for life if they choose to remain locally or if they venture into other regions of the country and the world. Our community offers a variety of occupations including agri-business, industry, medical, education, legal, automotive, oil and gas, and technical trades. Regardless of what occupation our students choose, we work to prepare them for the next step in their journey towards making their plan a reality.

Our community is ever changing, and we must provide our students with the skills to adapt to this change. The diversity of our student body is ever evolving, and we continue to work toward helping our students prepare for a global life experience. Today's international marketplace of business, technology, and communication requires us to prepare our students for safe and productive interactions on a global scale as well as at a national and local level. Providing students with skills in communication and the use of technology is a building block for their future.

The right to an education is a fundamental American principal. Education is necessary for a democratic system to succeed as people need to be able to question the government. This principle is found in our 1st Amendment right of freedom of speech and freedom of the press. As providers of education, we teach our students how to think rationally, use their voices, and choose their words to engage productively in our democratic society. We teach how to be citizens and to respect the personal and property rights of others. We instill a sense of civic duty and responsibility.

Education is preparation for the next stage of life and education is on-going throughout life, even if that learning occurs beyond the school walls. Our goal is to prepare students and provide them with skills that will aid them as they enter the workforce and prepare for careers that have not even been thought of yet. We mentor our students

through our actions, our words, and our reactions. We strive to build a sense of inquiry and excitement about learning.

We strongly believe that providing an environment where students feel safe is paramount to student learning. We utilize every resource we can provide to ensure that students are mentally and physically safe. Interactions are important in cultivating a positive mental outlook. We believe that a wholesome, day-to-day, present state of mental outlook, attitudes and physical well-being are important to the pupils now and will affect their future. We shall, through our resources, try to maintain and cultivate this wholesomeness.

The student-teacher-parent-community relationship is to be viewed as one of mutual respect, trust, and consideration for the efforts, rights, and positions of each.

It is our intent to have the educational process occur in an orderly but friendly and unrepressed atmosphere. Paramount is each student's right to an education without interference from others.

The final decisions, although made by the administration and/or the school board, shall take into serious consideration opinions, ideas, and facts presented by the faculty, students, or the general public. It is important that avenues of communication be kept open and uninhibited so that a free exchange among these parties may occur.

It is our primary commission to teach, to foster learning and to encourage each pupil to achieve his/her potential.

AIMS AND OBJECTIVES OF THE EDUCATIONAL PROGRAM

To substantiate our philosophy, we set forth the following aims and objectives:

- I. A pupil-centered educational program shall be provided. This program shall consider each pupil as an individual with individual differences in ability, interests, aptitudes, emotions, needs, and personality. It shall be our task to develop the individual pupil to the fullest extent possible with the resources available and in accordance with the Strategic Plan and the Pennsylvania Academic Standards.
- II. The educational program shall provide the pupil with a fundamental core of knowledge, concepts, and ideas so that future learning in a complex and changing world shall be aided and encouraged.
- III. The educational program shall develop deep, worthwhile, and lasting values and attitudes in the pupil. These values and attitudes shall enable the student to have the moral fiber to make decisions that will be of benefit both to the student and to society. Sound values and attitudes which will lead to sound, worthy decisions shall be developed through the formal curriculum and day-to-day activities.
- IV. The program shall develop in the student an appreciation for a democratic free society and a keen respect for the human dignity of all people. Students shall learn their basic rights and develop a respect for the rights of others.
- V. The educational program shall be more than the acquisition of facts and knowledge through formal classroom instruction. The co-curricular program must make a fundamental contribution to the worthy development of the individual pupil. Under no circumstances shall the student be exploited or imposed upon regardless of the benefits to other individuals, groups, or the school that might accrue.
- VI. The educational program shall be as broad as possible to accommodate the range of socio-economic backgrounds of the student body. All students will have an equal opportunity to participate in school-sponsored activities regardless of socio-economic status.
- VII. Since the world is in a continuous state of change, the educational program shall change as research, study, and careful consideration dictate. This program shall be implemented with the policies, procedures, practices, and techniques best suited to the individual teacher and student.
- VIII. To utilize all resources both human and physical in the attainment of desirable goals requires avenues of communication among the faculty, administration, and school board. Each shall respect the integrity, dignity, opinions, deeds, and areas of operation of the other.
- IX. The program shall develop in pupils a critical, analytical, logical, rational thought process approach to problem solving, forming opinions, drawing conclusions and arriving at decisions. This shall be encouraged and employed in all contacts with the pupils both in the formal and informal areas of education

- X. The administration can implement required trainings and procedures to benefit either teachers or students or both.

Revised July 2025

CLASS ADVISOR DUTIES AND RESPONSIBILITIES

Every graduating class has a set of faculty advisors. These advisors follow a class through all four years of high school. The duties of the class advisor position include, but are not limited to:

Grade	Task	When	Cost
9th	<ul style="list-style-type: none"> • Contact parents about candy or buy out for Homecoming float • Hold class officer elections • Organize Homecoming Float Committee • Create Homecoming float • Design and order class t-shirts • Yearbook donation • Conduct officer elections for the next year 	<ul style="list-style-type: none"> • July/August • First two weeks of school • First two weeks of school • Prior to Homecoming • ASAP • March • May 	\$250-500 Students buy \$300
10th	<ul style="list-style-type: none"> • Contact parents about candy or buy out for Homecoming float • Organize Homecoming Float Committee • Create Homecoming float • Organize a Prom Committee, find a location for Junior/Senior Prom and get a contract in place for rental, find a DJ, reserve a photo booth • Schedule Prom for the following year • Yearbook Donation • Conduct officer elections for the next year 	<ul style="list-style-type: none"> • July/August • First two weeks of school • Prior to Homecoming • January-May • March • May 	\$250-500 \$2500 \$300
11th	<ul style="list-style-type: none"> • Contact parents about candy or buy out for Homecoming float • Organize Homecoming Float Committee • Create Homecoming float • Prom committee meetings • Sell Prom tickets/hand out & collect guest forms for dance • Prepare decorations for Prom, get music list to DJ for Prom, check on photo booth, order refreshments/food for Prom • Decorate for Prom • Yearbook donation • Conduct officer elections for the next year • Choose song for Class Day • Participate in Senior Class Day by singing class song 	<ul style="list-style-type: none"> • July/August • First two weeks of school • Prior to Homecoming • January-May • Friday before Prom • March • May • May • June 	\$250-500 \$2500-3500 \$300

<p>12th</p>	<ul style="list-style-type: none"> • Contact parents about candy or buy out for Homecoming float • Schedule, purchase breakfast foods, & hold Senior Sunrise • Organize Homecoming Float Committee • Create Homecoming float • Work with Mrs. Wentzler to get Senior signatures, Senior Superlatives, and other yearbook related items • Create the Senior Slideshow • Get Senior Class Day skits approved by admin • Yearbook donation • Order flowers for Baccalaureate and Graduation • Senior Sunset celebration • Rehearse Senior Class Day • Baccalaureate • Senior elementary walk • Graduation • Gift remaining class funds to school if the officers choose to do so <p>*One student should design a logo for the Class and add it to the mantle (see the principal for the mantle). The mantle will be transferred from the Senior Class President to the Junior Class President at the end of Class Day to signify the rise of the junior class to senior status.</p> <p>*Special t-shirts are ordered that contain the seniors' signatures. Students and staff can purchase the t-shirts. This should be done ASAP so they have them for their class picture.</p>	<ul style="list-style-type: none"> • July/August • First day of school • First two weeks of school • Prior to Homecoming • January-May • March • March • March/April • During the last week of school • Sunday before grad. • June • June • June 	<p>\$250</p> <p>\$250-500</p> <p>\$300</p> <p>\$1000</p> <p>\$1000-\$3000</p>
			<p>Total: \$9450-\$11,650</p>

Fundraisers or buyouts should be conducted to raise the money needed to cover the expenditures.

Plan to conduct regularly scheduled class meetings.

Teachers are paid a stipend for each year they advise a class. The district determines the amount of the stipend to be paid for each year of advising. The stipend is highest for junior and senior years. Both teachers are expected to share in the advising duties. If a second teacher does not take on advising a class, the teacher will receive both stipends to be paid for that year. It is a time consuming task, especially junior and senior years, but very well worthwhile.

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COACHING ACADEMIC TEAMS & ADVISING CLUBS

Every faculty member has the opportunity to coach an academic team or advise a club if they choose. Most club advisors are not paid a stipend; the advising is done *pro bono*. Some activities do provide a small stipend to advise; the amount of the stipend is determined by the district office and recognizes the time and dedication that is necessary to devote to certain programs.

Advisors are responsible for ensuring that all fundraising deposits made by cash or check are made the same day that payments come in. The deposit form must be signed by the student Treasurer for the club. All withdrawals forms for the club must contain the signature of the club president, club treasurer, and club advisor.

Advisors are responsible for conducting the election of officers in a fair and impartial manner. The advisor is responsible for overseeing the counting of the ballots and announcing the officer. The clubs can determine whether to hold officer elections at the start or close of the school year.

At the start of every school year, the club adviser must submit paperwork to the office listing the names and titles of all officers and all faculty advisors. This paperwork will go on file with the district office. It is necessary to provide these names as soon as possible as withdrawals and deposits from club accounts cannot be completed until the district office has this information on file.

Any student who is an active member in an Honor Society and is caught cheating, can be removed from the honor society. It is the responsibility of the faculty advisor to notify administration, the student officers, and any other faculty advisors of the issue and proceed with removal procedures as spelled out in the club constitution.

Teachers are responsible for scheduling their club meetings and entering those meeting dates on the school calendar. Clubs may meet during Flex days, before school, after school, and at other points scheduled by the advisor. Students must be under adult supervision when meeting.

It is GREATLY APPRECIATED that so many teachers devote hours each week working for their clubs. The work for these clubs should come second to your duty to teach the students in your class.

COACHING ATHLETICS

Coaching student athletes is a rewarding experience for both faculty and the student athletes. Teachers are encouraged to coach those sports that they wish. Head coaching positions are paid based upon the contract established by the school board. Some assistant coaching positions are also paid positions, but not all. Head coaches and assistant coaches can be excused from class for travel to an away game.

Teachers who choose to take on coaching duties will run into conflicts with the school schedule from time-to-time and the administration recognizes this. If coaching duties require the teacher to leave early for a game, the teacher

is responsible for putting together lesson plans for coverage and to check with other teachers for coverage. In the event that there are no teachers available, the class(es) may be sent to a study hall for coverage. Even in a study hall environment, students are expected to be provided with work to complete.

Teacher coaches are reminded that their teaching duties are their first priority.

PROFESSIONAL DUTIES AND RESPONSIBILITIES

In addition to general responsibilities below, please refer to the Pennsylvania Professional Code of Conduct distributed at the beginning of each school year and on Page 13 of this handbook.

Teachers are required to meet the following responsibilities:

1. Maintain an updated Google Classroom, with lesson plans posted prior to the start of school on Monday morning. Include specific assignments, tests, quizzes, and project dates in the lesson plan. Lesson plans should contain enough information to allow a substitute teacher to carry out the lesson and to inform students of homework, upcoming quizzes, and test, and work due that week. The title of book, page number, topic to be covered, names of the worksheets etc. would be very helpful.
2. Be in the respective place of responsibility at times designated by the building principal. Teachers are to be in their rooms or in the hall adjacent to their rooms. Teachers not assigned to specific tasks will be assigned to other areas of the building for the purpose of supervising students.
3. Teachers who have coaching duties will report to their coaching assignments after the students have dismissed.
4. Be in the school by 7:50am and remain until 3:15pm.
5. Remain in the building during working hours unless permission to leave is granted by the building principal.
6. Be prompt about starting the regular activities of the school day.
7. Be familiar with each pupil's capabilities so that their work can be evaluated according to their own ability.
8. *Do not compare students with siblings or other students; each student is unique.*
9. Be familiar with each student's background, needs, and interests.
10. Be ethical and professional.
11. Exercise good judgment in all dealings with students, faculty and parents.
12. Maintain confidentiality. Do not discuss students with parents other than their own.
13. Be concerned about the safety and welfare of all students.
14. Assist in supervising the conduct of the pupils in the hallways, lavatories, cafeteria, auditorium, gymnasium, and on the school grounds as well as in the classroom. Students are not to sit on windowsills, tables or desktops.

15. **Teachers will not send more than one student to the restroom at one time.**
16. Do not send two students to the office on an errand if one can do the job.
17. **Cell phones may NOT to be used by students during the school day.** Students are to use their Yondr pouches from the announcement to pouch their phones until they exit the building for the day. Phone are to powered off prior to placement in the Yondr pouch.
18. Ensure that cell phones do not accompany students to the restrooms.
19. **Station yourself in the hall while classes are passing.**
20. **Do not leave classes or study halls unattended at any time.**
21. Attend all faculty and department meetings unless excused by the principal ([see Policy 332](#))
22. Do not excuse students from school or send them on errands for any reason. Pupils are to report to the office for permission to leave the building.
23. Refrain from soliciting or collecting any money from pupils for any project without the consent of the principal.
24. Make suggestions to the administration on matters that would increase the effectiveness of the instructional program.
25. Maintain classroom control so that effective teaching and learning can take place.
26. Submit all reports on time and have them complete and exact.
27. **Teachers are expected to be in attendance at all assemblies and enforcing proper student behavior and etiquette.**
28. Perform such other duties as may be assigned by the administration.
29. **Check and reply to your e-mail on a daily basis.**
30. Check your mailbox in the main office on a daily basis.

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PROFESSIONAL ETHICS: TEACHER-STUDENT RELATIONS

There are times when teachers need to work 1:1 with a student or with a small group of students. It is imperative that these interactions be safe and above reproach. To ensure student and teacher safety in such situations, the following protocols should be followed:

1. Make teachers in the adjacent room(s) aware that you will be working with a small group of students. You may ask the other teacher to sit in.
2. Leave the classroom door open and the lights on. Keep a space of at least 3 feet between you and the students or keep a desk between you and them.
3. Do not touch the students.
4. Do not provide gifts to a singular student, especially one enrolled in your class. If you run a club or activity and provide all students with a gift, that is a different situation.
5. If you are working 1:1 with a student, move to a Flex space.
6. Do not say or do anything that would put yourself in a compromising situation. As the teacher, you are always the person in a position of authority when working with students.
7. You must maintain a professional relationship with students AT ALL TIMES.

- *Reports of inappropriate behavior or interactions will be investigated.* The teacher will be suspended for the duration of the investigation. A finding indicating an inappropriate relationship or interaction with a student will be noted in a teacher's personnel record and a hearing will be conducted. The results of the hearing could result in the teacher's termination and notification of the Commonwealth's Professional Standards and Practices Commission. A teacher who is dismissed due to misconduct may lose their teaching certificate.

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

§ 235.1. Mission.

The Professional Standards and Practices Commission (PSPC) 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.

§ 235.2. 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 educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).

(b) In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.

(c) Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.

(d) Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously affiliated school in which that educator is employed.

§ 235.3a. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

Act—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).

Boundaries—The verbal, physical, emotional and social distances between an educator and a student.

Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone, computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.

Harm—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.

School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

§ 235.5a. Commitment to students.

- (a) The primary professional obligation of educators is to the students they serve.
- (b) In fulfillment of the commitment to students, educators:
 - (1) Shall exercise their rights and powers in good faith and for the benefit of the student.
 - (2) Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
 - (3) Shall not sexually harass students or engage in sexual misconduct.
 - (4) Shall exert reasonable effort to protect students from harm.
 - (5) Shall not intentionally expose a student to disparagement.
 - (6) Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.
 - (7) Shall not interfere with a student's exercise of political or civil rights and responsibilities.
 - (8) Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.
 - (9) Shall not knowingly or intentionally misrepresent subject matter or curriculum.
 - (10) Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.
 - (11) Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.
 - (12) Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.

Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication achieved by electronic com

communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:

- (i) the nature, purpose, timing and amount/extent of the communication;
- (ii) the subject matter of the communication; and
- (iii) whether the communication was made openly or the educator attempted to conceal the communication.

§ 235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

- (1) Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Shall not knowingly and intentionally distort evaluations of colleagues.
- (3) Shall not sexually harass a colleague.
- (4) Shall not unlawfully discriminate against colleagues.
- (5) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- (6) Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.
- (7) Shall not 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.
- (8) Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

§ 235.5c. Commitment to the profession.

In fulfillment of the commitment to the profession, educators:

- (1) Shall comply with all Federal, State, and local laws and regulations and with written school entity policies.
- (2) Shall apply for, accept or assign a position or a responsibility on the basis of professional qualifications and abilities.
- (3) Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.
- (4) Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.

- (5) Shall not falsify records or direct or coerce others to do so.
- (6) Shall accurately report all information required by the local school board or governing board, State education agency, Federal agency or State or Federal law.
- (7) Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.
- (8) Shall comply with all local, State or Federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or State directions for the use of tests.
- (9) Shall not accept or offer gratuities, gifts or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (10) Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.
- (11) Shall use school funds, property, facilities, and resources only in accordance with local policies and local, State and Federal laws.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.5c.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

GRADING POLICY

Remember that your record of a student's achievement is communication of a student's evidence of learning and should welcome conversation.

In our school, all subjects are reported to parents on a percentage basis. However, one should not assume that a passing percentage guarantees that credit has been earned. A percentage above 70 is required to earn credit, but it is not the sole factor in the determination of a grade. Other criteria for earning credit may include:

- A. Satisfactory completion of all assignments required by the teacher
- B. Taking and completing all tests and quizzes.
- C. Follow-through in making all necessary arrangements for making up work missed because of absence from class; e.g. field trips, medical absences, family excursions, athletic or academic competitions, and other related activities
- D. Teachers may use other methods of earning points, but all such methods must be quantifiable and explained in their syllabi.
- E. No student should be given a grade of zero in the gradebook without direct communication with the parents. Direct communication includes phone calls, conferences, emails or letters home. If the zero will have a significant impact on a student's overall grade, the direct communication must include a phone conversation or face-to-face conference.**

At the beginning of the course, teachers will provide a written statement of all course requirements for students. Students will be given an opportunity to sign a paper stating that they have "read and understand" the requirements. All course requirements must be approved by the administration. However, teachers have the academic freedom to determine how their various requirements will be scored for determining grades based on a points system.

Student records should be maintained in the online grade book in such a manner as to verify a student's grade at any given time.

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
Summer Projects	Within 21 Days (Beginning of School)

ACADEMIC INTEGRITY

The school's Academic Integrity policy is in effect for the 2025-2026 school year. At the start of the school year, the English Department will review the policy with the students and collect their signed forms. It is the responsibility of the teacher to report the violation to the Assistant Principal and to the student's other teachers.

Students caught in violation of the Academic Integrity policy are subject to removal from honor societies and disciplinary actions. The teacher whose assignment was cheated on has the right to determine the academic consequence within the guidelines of the policy.

RECORDING GRADES

- Progress report grades will be entered in CSIU as per printed schedule (approximately 4-1/2 weeks). Progress reports will be published online, AND teachers will provide printed copies of progress reports for students who are failing or those who experience a significant grade drop (10 points or more) since the end of the previous marking period.
- Teachers will be asked to sort the progress reports alphabetically for mailing home and help the office staff with preparing the progress reports for mailing.
- Dramatic changes in student progress should be accompanied by frequent and documented communication with the parents.
- Grades for the nine-week's period will be entered in the computer as per printed schedule.
- 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 online grade books are to be updated by 9:00 A.M. each Friday morning for both athletic eligibility and the No Fly List and Failure List.

MIDTERMS AND FINAL EXAMS

Midterm and final Exams will be administered by the teacher. Midterms and finals will be administered during a regular class day with no alteration to the bell schedule. Rules regarding mid-terms and final are as follows:

1. Mid-terms and final exams/projects will be given in all core courses.

2. Electives will be determined by the teacher of the elective.
3. The exams can be written or project-based.
4. AP Exams – The teacher of the AP course will determine how this is used. Any student not taking an AP exam in a class that counts as a core course, is to take an end of the course test or complete a project designed by the teacher of the course. The AP exam will count as the final for those who take it.
5. Mid-term exam grades will not appear on the report card until the end of the school year. This will give individual teachers flexibility in scheduling mid-term exams at natural breaks in the curriculum.
6. The Mid-Term and Final are averaged together and make up 14.4% of the final course grade.
7. A copy of your midterm and final must be submitted to administration for approval prior to giving it to students.

REQUIREMENTS FOR EVENTUAL PROMOTION OF FAILING PUPILS

Any student who did not receive a final course average of 70% or higher will be considered as having failed the course. If the course is a required course for graduation, the student will have the following options to make-up the course:

1. Repeat the failed course in a regular class during the school year. If the course is only taught by a different teacher than the one the student failed, they will be placed in another teacher's class. If the course is only taught by one teacher, see #4.
2. Make up the failure during a regular summer school program offered at another school district.
3. The failure may be made up on a tutorial basis.
 - a. The tutor and the teacher who failed the student should meet to better coordinate the program to meet the needs of the individual student.
 - b. The instruction must be given at some time other than the normal school hours.
 - c. The teacher/tutor is to be compensated for instruction given at the rate determined by the teacher. The estimate of total time and price will be completed before instruction begins.
 - d. All financial considerations are to be worked out between the tutor and the student and parents. No teacher whose class the student failed can be compensated for tutoring the student in that failed course.
4. Credit recovery online may be recommended with administrative and counselor approval.

***Use of make-up routes 3 and 4 above must have prior approval of the administration.*

Special rules on tutoring:

- Students may not tutor more than 2 courses per school year.
- Students receiving a grade of 50% or higher will have a minimum of 15 tutored hours.
- Students receiving below a grade of 50%, will require a minimum of 30 tutored hours.
- The teacher doing the tutoring must be certified in the subject field that is being tutored.

- On a cumulative record card, both the failing grade and the new, tutored grade will be listed. The original grade is used in figuring the class rank.

Updated July 2025

SPECIAL EDUCATION: LEGAL REQUIREMENTS FOR ALL TEACHERS

Under the federal IDEIA act, all students are entitled to an education in the least restrictive environment. For those students with an IEP, this same act also requires teachers to provide modifications and accommodations as spelled out in the IEP to provide the student with opportunities for success in an equitable manner. The law not only requires that teachers make the necessary modifications and accommodations, it specifically allows for parents to sue the individual teacher(s) if they fail to meet the requirements of the IEP.

- **Modifications:** modifications are designed to help struggling students by reducing workload or content standards so the student can achieve success on specific objectives, even if those objectives are different from that of their peers; modifications change the curriculum or learning standards
 - Examples:
 - A different grading rubric
 - Changing the format of a test
 - Changing the grade level of reading materials
 - Reducing the complexity of an assignment
 - Assigning alternative tasks that cover different material
- **Accommodations:** accommodations help students access the same curriculum as their peers; changes how a student learns the material
 - Examples:
 - Reducing the number of answer choices on a multiple choice test from 5 to 3
 - Underlining or bold-facing key terms
 - Chunking matching activities to no more than 5 choices
 - Spacing out the lines of typing to 1.5 or double-spaced
 - Additional spaces between questions on a test
 - Eliminating or reducing the number of True-False questions
 - Providing extended time for assignments (generally one and a half times longer)
 - Testing in a quiet environment
 - Having test questions read aloud
- Differentiation of instruction: teaching approach that involves tailoring curriculum, teaching methods, and learning activities to meet the diverse needs, strengths, interests, and learning styles of ALL students within a classroom
 - To help our students be successful, especially those who do not do well with a “one-size-fits-all” approach, it is necessary to differentiate.
 - In the modern workforce, students need to be able to problem-solve and to work with groups in a cooperative setting. Differentiation of instruction helps students develop these skillsets and learn in different modalities.

- Differentiation of instruction is a practice that is complimentary to help students with IEPs and 504 Plans meet their learning goals.

ATTENDANCE RECORDS

Daily attendance is a requirement. The attendance secretary needs all attendance to be taken and submitted via CSIU by 8:30am each morning. It is important that you actually see a student to count them present for attendance. Teachers shall assume personal responsibility for attendance reporting. **DO NOT PERMIT STUDENTS TO TAKE ATTENDANCE.**

The bell for students to be in their 1st period classroom is 8:20am. Throughout the year, 1st period will be used for attendance. Any student who enters the room **after this bell rings is tardy**, unless they have a pass from another teacher, counselor, nurse, administrator, paraprofessional, etc. If you are working with a student who will be late, please contact that student's 1st period teacher and let them know so they can submit an accurate attendance.

Students who enter the 1st period classroom after the 8:20am bell without a pass are to be sent to the office. The office will mark them as an unexcused tardy. Students who enter the building after 8:20am will automatically be issued a pass by the office.

Teachers are expected to take attendance by class period, as well. You may enter that attendance into CSIU or mark it on your own forms for attendance. When there is a discrepancy or question about whether a student was in class (or school), your attendance forms may be requested.

Please ensure accuracy when taking attendance.

SPECIAL SITUATIONS FOR ATTENDANCE:

1. On the first day of school, each homeroom teacher will receive a paper copy of their roster. Some students on your list may not report. Try to learn from the other students why they did not enroll and write the reason after the name. Send the roster to the office by 8:45am. After the first day of school, please notify the office of any discrepancies.
2. In the event of your absence, you should keep blank copies of your roster for your substitute to use for attendance purposes.
3. In the event of your absence, you should include a copy of either your complete rosters or seating chart so that your substitute can track attendance.

Students are required to present an excuse to the office within three days after they return to school following an absence. Students are to be given the same number of days they were absent to make up work upon their return.

LOCKERS

The office will issue lockers and combinations. This information is located on the students schedules that they receive on the first day of school. Students should be reminded to keep that information confidential.

Teachers are able to access the student locker number and combination by looking the student up in CSIU. Teachers are not to give students another student's locker combination.

Combination locks are available for lockers in the boys' and girls' locker rooms. A deposit of \$2.00 is required for each lock that will be refunded when the lock is returned in satisfactory condition. A pupil may keep the lock for his entire school career.

Art students will be provided lockers outside of the art classrooms. Students are to use these locker to store art materials and projects. Locks will be provided for the students and must be returned at the end of the school year. It is the responsibility of the art teachers to maintain these locks and their combinations.

YONDR POUCHES

School Board Policy #237 revised September 24, 2024 states:

Purpose

The Board recognizes that mobile phones and electronic devices are now an integral part of the daily lives and culture of many of the district's students. Nonetheless, the Board believes that students should have an educational environment free from unnecessary disruptions and distractions. The Board has determined that the presence of mobile phones and electronic devices has the potential to distract students from their educational mission and to otherwise disrupt the educational environment. This policy applies specially to non-district owned equipment.

Definitions

Electronic devices shall include any personal communication device including mobile telephones and smartphones; any device that can capture still images or movies; any device that can record, store, display, transmit, or receive audio or video; any device that can provide a connection to the internet (whether wireless or wired); laptops and tablet computers, electronic gaming systems, pagers, e-readers, and laser pointers.

Authority

The Board prohibits use of electronic devices by students during the school day in district buildings; on district property; on district buses and vehicles; and during the time students are under the supervision of the district.[\[1\]](#)

The Board prohibits use of electronic devices in locker rooms, bathrooms, health suites and other changing areas at any time.

The district shall not be liable for the loss, theft, damage or misuse of any electronic device that is brought into school buildings, onto school property, onto school vehicles/buses, and while attending school-sponsored activities.

Exceptions

The building principal may grant approval for possession and use of an electronic device by a student for the following reasons:

1. Health, safety or emergency reasons.
2. An Individualized Education Program (IEP) or Section 504 Service Agreement.[2][3]
3. A student is a member of a volunteer ambulance, fire, or rescue squad.

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

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy.

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

Guidelines

The district reserves the right to define the educational value and place restrictions or prohibitions on the possession or use of any electronic device currently available, or that may become available in the future, whether or not it is addressed in this policy.

Violations of this policy by a student shall result in disciplinary action and shall result in confiscation of the electronic device.[4][5][6]

As a result of this policy, every student is issued a Yondr pouch on the first day of school. Students are to turn off their phones and place their phones in their Yondr pouch at the start of 1st period. It is the responsibility of the teachers to ensure that the students place their phones in the pouches and close them. AT NO POINT are students to be using their phones in class without prior administrative approval.

Students are not to take their phones into the bathrooms. Teachers who suspect that a student does have a phone on them has the responsibility to ensure that the phone does not leave the classroom and is put in the Yondr pouch.

Any teacher who knowingly violates this policy will be subject to dismissal for violation of the board policy.

SUBSTITUTE TEACHER FOLDERS

All teachers are provided with a bright yellow Substitute Folder at the start of the school year or the pages to insert in the folder for the school year if they retained their folder. This folder is to be placed in an area easy to see in the event the teacher is absent. The papers in the Substitute Folder are to remain in the folder and not be removed.

The substitute folder already contains the following:

1. The log-in for the substitute to use the classroom computer
2. The teacher's schedule. The section for the schedule is blank for teachers to fill in with their schedule, the names of paraprofessionals or Special Education teachers who will be in the room, another other information the teacher believes to be relevant.
3. The bell schedules for the school
4. Phone extensions
5. Auditorium seating chart
6. Sexual harassment policy
7. Fire drill procedures and a map of the building. The teacher is to draw in the route (in red) that their class would take to exit the building during a fire drill or emergency. It also lists who the substitute should report their attendance to in the event of a drill or emergency.
8. Emergency procedures
9. Bomb threat checklist
10. Medical information

It is the teacher's responsibility to:

- Complete the course schedule in the Substitute Folder
- Put in a complete roster and seating chart
- Put in an emergency lesson plan
- Keep updated lesson plans in Google Classroom that can be accessed by administration in the event of an absence
- Mark the evacuation route of where to go in an emergency evacuation of the school

Updated July 2025

POLICY 332: WORKING PERIODS

While it is not required, professional staff members are expected to attend each faculty meeting unless specifically excused by the responsible administrator. Faculty meetings will be scheduled for immediately after school.

The teacher report time is 7:50 am and teacher dismissal time is 3:15pm.

If you are going to be late, you need to contact administration and Amber so that coverage can be arranged if you have a first period class. If you have a 1st period prep, you still need to contact administration.

If timely attendance becomes an issue, the teacher will initially be given a verbal warning, followed by a written warning. If timely attendance continues to be an issue, the teacher will be written up and an improvement plan may be put in place or a possible suspension.

STAFF ABSENCE PROCEDURES: ABSENCE MANAGEMENT ON WEBSITE

If a staff member (professional or support staff) is unable to report to work, s/he is to submit an absence request via the Tyler Absence and Substitute site found on the district website under the Staff-Staff Links-Absence Management navigation bars. This is to be done as soon as possible to give adequate time for a substitute to pick up the job prior to the start of the school day.

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.

Updated July 2025

POSITION ON SERIOUS DISCIPLINE PROBLEMS

We believe that in the end, the primary objective of discipline is to produce an enlightened change of behavior on the part of the student. Discipline should never degenerate to a simple reflexive punishment reaction to a seemingly deserving student. We prefer to assume that the more severe discipline problems have rational (on the part of the student at least) motivating forces; it is our professional responsibility to uncover and deal with these forces in a calm and humane manner.

Punishment at best is a temporary and, possibly, necessary expediency in dealing with a discipline problem. Punishment alone may even complicate and intensify an undesirable situation rather than correct it.

The entire professional staff should, whenever possible, approach the problems from the point of view of reconciling the motivating forces. The administration, guidance staff, and health service staff, in cooperation with the teaching staff, is in a favorable position to pursue this course of action.

It is also recognized that the classroom teacher, in dealing directly with a group, is forced at times to use expedient, short range measures of coping with problems; whereas, the other personnel enumerated above, can and should use a long-range approach to resolving the problem. Classroom teachers not directly involved, may contribute in a wholesome positive manner to the solution of discipline problems, friendly counseling, change in classes, etc.

We must also recognize that many of the problems require patience and effort applied over a rather lengthy period of time.

The entire staff should be alert to anticipating problems and resolving them before they develop into a "showdown" situation.

The entire staff must realize that the formal educational phase of a pupil's life is a relatively major part of their life and affects them for the rest of their life. Many times, a school's discipline problems may be met quickly and expediently if only the school scene is to be considered. *But the big question is this: in the course of eliminating our discipline problems, are we creating a problem which the pupil and society must cope with and finance for many years to come?* This long-range consideration of the pupil's well-being must be kept constantly in view.

DISCIPLINE INFORMATION

Refer to the Student Handbook for the complete Discipline and Responsibility Guidelines of our students. Below is a summary of some of the consequences used for inappropriate actions.

- **DETENTION**

- A detention hall will be maintained on Monday and Wednesday from 3:20 until 4:05 p.m.
- Teachers are to complete the Detention Slip Google form and provide as much detail as possible. Those details can and will be shared with the student and parents.
- All students should have a one-day notice of detention assignments, and those students who ride the bus should have a two-day notice so that the parents may make the necessary arrangements for transportation.
- Any student who accumulates a total of 10 hours of detention will be turned over to the assistant principal for further disciplinary action. At this point a letter will be sent to their parents.
- Teachers who assign detention **MUST** contact the parents by phone to alert the parents of the student's behavior.
- Students who fail to take detention within two weeks of the assigned date will be placed in Saturday school detention. Those who refuse to serve their assigned Saturday School detention will be assigned to MRC.

- **MOTIVATIONAL RESOURCE CENTER (MRC)**

- MRC is scheduled for Monday and Wednesday from 8:20 a.m. until 3:15 p.m. Students may be assigned for a period, half-day, or the whole school day at the administration's discretion.
- *Any student assigned to a full day of MRC, may not participate in any school related activity that day. This includes practice for any activity.*

- **SATURDAY SCHOOL DETENTION**

- Saturday School detention takes place at Montoursville Area High School from 8:30 a.m. until 11:30 a.m. Students arriving after 8:30 a.m. will not be admitted and will face further disciplinary action.

DISCIPLINE MATRIX

This is being provided as a reference only. Depending upon the individual situation, the consequence may be moved up or down a category by building administration. *If the student has been identified as ES, please consult with the ES teacher in addition to contacting the Assistant Principal.*

<p><u>Level I: verbal warning</u></p> <ul style="list-style-type: none"> • Vulgarity or profanity (f-bomb is a Level III) • Refusal to join a group for an activity • Disruption of the classroom environment • Failure to follow classroom instruction • Tardiness to class first and second offense (please complete a tardy form) • Excessive time out of class when permitted to use the restroom • Insulting/disparaging another student • Cell phone not kept invisible, inaudible (1st offense) • Sleeping in class (first offense) • PDA (first offense) 	<p><u>Level II: assign a detention</u></p> <ul style="list-style-type: none"> • Repeated refusal to join a group for an activity • Repeated disruption of the classroom environment • Tardiness to class in excess of 2 (please complete a tardy form) • Ongoing vulgarity or profanity (after warnings)- please provide context • Inappropriate behavior for the classroom environment • Behavior jeopardizing the safety of the student or classmates • Failure to follow safety protocols in class • Arguing with teacher • Continued insults/disparagement of another student • Refusal to comply with cell phone rules • Disfiguring desks or other school property • Cheating/violation of academic integrity • Ongoing sleeping in class • Ongoing PDA • Falsifying a pass
<p><u>Level III: notify Susan Wise</u></p> <ul style="list-style-type: none"> • Use of the f-bomb, please provide context as to whether it was directed at a student or staff member specifically. • Continued disruption of the classroom environment • Vaping (contact immediately, take the vape) or other tobacco or nicotine methods • Escalation of argument with teacher • Continued refusal to comply with cell phone rules • Blatant dress code violation • Theft • Severe damage to school property • Bullying/cyberbullying (must be persistent and pervasive) • Skipping class • Sharing photos of tests • Sexting 	<p><u>Level IV: notify Susan Wise and/or Matt Johnson IMMEDIATELY</u></p> <ul style="list-style-type: none"> • Fighting • Drug possession • Student showing other students a weapon they brought to school • Making physical contact with a teacher or paraprofessional • Throwing objects at a teacher or paraprofessional • Sexual harassment of students or staff by a student • Leaving school grounds • Suspicion of alcohol • Students taking photos of other students in the locker rooms or bathrooms

<ul style="list-style-type: none">• Blackmail/extortion• Intimidation of students or staff	
<p><u>Level V: put out an all call so evacuation/lock down measures can be taken</u></p> <ul style="list-style-type: none">• You see a student with a weapon that you believe they intend to use• You hear gunshots• You see students running and indicating they have been attacked• You see an intruder	

Updated July 2025

SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination prohibited by Titles VII and IX of the Civil Rights Act of 1964, as amended, and the Pennsylvania Human Relations Act. Both the federal Equal Employment Opportunity Commission and the Pennsylvania Human Relations Commission have attempted to define sexual harassment by issuing guidelines.

The purpose of Montoursville Area School Board Policy 4096 is to provide a working and learning environment free from sexual harassment. Sexual harassment is hereby prohibited. Furthermore, the purpose of the policy is to eliminate unacceptable behavior in the workplace without intruding on the friendly social relationships that flourish in a healthy work and school environment. Any sexual harassment allegations should be reported immediately to the building principal unless he/she is the focus of the report. In the event the principal is the focus, it should be reported to the Superintendent.

TELEPHONE CALLS & CELL PHONE USE

- Telephone calls should be made from the faculty room phone or the classroom phone.
- Regularly check your classroom phone for messages and respond accordingly.
- Your phone does have an ALL CALL button. This is to be used in an EMERGENCY ONLY. Please refrain from using it to make additional announcements throughout the day. In an emergency, the ALL CALL is an option when your phone is still hung up. You push the ALL CALL button, pick up your phone receiver, wait for the beeps to indicate it is broadcasting, and announce the emergency with as much detail as possible.
- Keep in mind that students are prohibited from using their cell phones throughout the day. Model this behavior and only use your cell phone for school related purposes and keep it to a minimum while students are present. Examples of acceptable use during student contact time include:
 - to message a Special Education teacher or an administrator for a student who is disruptive to the classroom
 - reading a message indicating that a practice is cancelled so you can communicate it to your students

Updated July 20205

ANNOUNCEMENTS

- Announcements should be written up and turned in at the office before 8am. Forms can be found by the phone in the office copy room.
- Please keep announcements short and limit them to no more than 3 days.
- Announcements can be specifically designated for am, Flex, or pm announcements.

Announcements will be made at the start of first period, at the start of Flex period, and at the end of 9th period. It is the responsibility of the teacher to ensure that the class is quiet enough to listen to the announcements.

Added July 2025

BUILDING SURVEILLANCE CAMERA NOTICE

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.

SCHOOL BUS AND VAN SURVEILLANCE CAMERA NOTICE

Employees should be aware that Montoursville Area School District school buses and vans have cameras monitoring bus/van passengers and drivers. The cameras record both video and audio at different locations throughout each bus and van. Camera recordings are reviewed by school officials for discipline and safety purposes and may be provided to police or used in school disciplinary proceedings. Employees should understand that their actions while on school buses and vans will be recorded; therefore, they should have no expectation of privacy when riding school buses or vans. Riding school buses and vans constitutes consent to the recordings by the surveillance cameras.

FIRE DRILL PROCEDURES

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

1. Walk to the designated exit. DO NOT RUN
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.

Raptor is the preferred method of recording both your safety and that of your students. If you do not have Raptor on your phone, get with a teacher who does and have them submit your attendance. You may also use Raptor on your school issued computer, but the signal may not always work as you move away from the school. In the event of a real emergency, this is will provide real time accountability for students, teachers, and staff. Teachers should also take attendance sheets with them in order to take careful attendance outside if Raptor is down. This is extremely important!

Once you complete your student attendance, be sure to let the monitor for your area know. Directions on whether to return to the building or to report to a safer place will be provided. It is important that you listen for directions and keep students quiet enough to hear those instructions.

EMERGENCY EVACUATION INSTRUCTIONS & ASSIGNED MONITORS

EXIT	Primary Monitor	Back-up Monitor	Report to
<p>Front Door (Main Entrance – Mulberry St)</p> <p>201, 202, 203, 204, 205, 206, 207 300, 301, 301C, 302, 303, 304, 306 USE NORTH STAIR TOWER Black Box Theater</p>	Pavlick	Smith	Gush
<p>Side Door (Side Entrance – Practice Field)</p> <p>209, 210, 211, 212, 213 309, 310, 311, 312, 313 Cafeteria USE MIDDLE TOWER</p>	Hewlett	DeLong	Edler
<p>Back Door (Back Entrance – Service Drive)</p> <p>214, 215, 216, 217, 219 314, 315, 316, 317, 319 <i>(Past courtyard)</i> Coaches' Room, Training Room</p>	Wentzler	Trick	S. Wise
<p>Art Room Doors (Art Patio – Practice Field)</p> <p>Art Rooms – 105, 107</p>	Fuller	Lechler	Edler
<p>Aux Gym Doors (Aux Gym Entrance – DO Parking Lot)</p> <p>Boys' and Girls' Locker Rooms</p>	Keefer	Overdorf	S. Wise
<p>Music (Nearest Exit to Student Parking Lot – NW)</p> <p>Band, Chorus, Music Rooms, Dressing Rooms</p>	Gist/C. Morgan	Mazzante	Dorman
<p>Second floor Music Wing (Stairs at end of hall):</p> <p>223, 224, 225, 226, 228, 229, 230, 231, 233</p>	Gist/C. Morgan	Mazzante	Dorman
<p>SHOPS/AG Rear exit of your respective shop</p>	MacInnis	Woolever	S. Wise

Students should continue to move away from the building until the last student is at least 30 feet from the exit.

Office personnel (REPORT TO COLUMN) will get the reports from the PRIMARY/BACK-UP MONITOR.

Office personnel (REPORT TO COLUMN) will report to the Building Principal.

ACT 31: CHILD ABUSE RECOGNITION AND REPORTING REQUIREMENTS–FREQUENTLY ASKED QUESTIONS

All health-related licensees/certificate holders and funeral directors are considered “mandatory reports” under section 6 of the Child Protective Services Law (23 P.S. § 6311). Therefore, all persons applying for issuance of an initial license or certificate from any of the health-related boards (except the State Board of Veterinary Medicine) or from the State Board of Funeral Directors are required to complete, as a condition of licensure, 3 hours of training approved by the Department of Human Services (DHS) on the topic of child abuse recognition and reporting.

As a condition of biennial renewal, you are required to complete 2 hours of approved training on the topic of child abuse recognition and reporting from an approved provider. If your license is close to expiration, we recommend that you check with the approved provider of your course to confirm the time-frame in which they plan to submit the results.

Continuing education results must be submitted electronically from the provider. This process can take up to seven days. If you have questions regarding the submission of the continuing education, please contact the approved provider directly before contacting the Board.

For more information on the mandatory reporting requirements, please visit <http://keepkidssafe.pa.gov/>

For additional frequently asked questions on Act 31, [click here](#)

Education for Homeless Youth

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.

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.

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.

Education for Homeless Youth Basic Education Circular

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

Title I

Title I of the Elementary and Secondary Education Act (reauthorized December 2015 by the Every Student Succeeds Act) mandates that funds be reserved to serve homeless children. Title I states, "A local educational agency shall reserve such funds as are necessary to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live." Under Title I, homeless children are eligible for services if they are attending schools served by an LEA.

Transportation

The state and its LEAs are required to adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin. If the homeless student continues to live in the area served by the LEA, that LEA must provide or arrange transportation. If the homeless student moves to an area served by another LEA, though continuing his or her education at the school of origin, the LEA of origin and the LEA in which the student is living must agree upon a method to apportion responsibility and costs for transportation to the school of origin. This includes students enrolled in public school Head Start and Early Head Start education programs. If the LEAs cannot agree upon such a method, the responsibility and costs must be shared equally. Distance, time of year, options available, the effects of a transfer, etc., should all be addressed.

The provision of transportation to the school of origin is based on a students' status as homeless. The provision to remain in the school of origin during the remainder of the academic year is offered to provide for school stability. Local education agencies must continue to provide transportation to and from the school of origin to formerly homeless students who have become permanently housed for the remainder of the academic year during which the child or youth becomes permanently housed. (Section 722(g)(3)(A)(II)).

Fiscal Responsibilities

Fiscal responsibilities apply to all homeless students, whether in regular or special education classes.

The educating district should apply the following criteria when determining fiscal responsibility:

1. The procedures outlined below will be followed in cases when the education of the child is provided by the district where the homeless student is temporarily living (doubled up, motel, shelter). The procedures shall also apply in cases when the district of prior attendance, where that is not the district the child attended when permanently housed, will educate the child.

- a. Homeless individuals not in facilities (shelters) or institutions, as well as homeless individuals living in hotels, motels, cars, tents, doubled-up with a resident family, shall be reported and reimbursed as resident students;
 - b. For homeless individuals in temporary shelters, the educating school district will send a PDE-4605 Determination of District of Residence for Student in Facilities or Institutions in Accordance with Section 1306 of the Pennsylvania Public School Code to the presumed district of residence;
 - c. If PDE-4605 is acknowledged by the resident district, the educating district will enter the child on its rolls as a nonresident student from the acknowledging resident school district. The educating district will bill the resident district for tuition and will report membership data according to PDE child accounting procedures; and
 - d. If PDE-4605 is disclaimed and a school district of residence cannot be determined, the educating school district should submit a written request to PDE's School Services Office to make a determination regarding the student's "ward of the state" status.
2. In cases when the education of the child is provided by the district of origin, including preschool children, where that is the district the child attended when permanently housed, that district will continue to educate a homeless student for the period of temporary displacement and should maintain the homeless student on its roll as a resident student. When a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools. (Section 722(g)(3)(I)).
 3. In cases when the student becomes permanently housed during the academic year and continues in the school of origin, which is not in the district of new residence, the educating district will continue to educate the formerly homeless student, if requested by the student's parent or guardian, until the end of the academic year and should maintain the homeless student on its roll as a non-resident student. The educating district should advise the new district of residence of its financial responsibility for this student and send a tuition bill.

Categorical Eligibility under the National School Lunch and Breakfast Programs

Effective July 1, 2004, Section 107 of the Child Nutrition and WIC Reauthorization Act of 2004 amended Section 9(b) of the Richard B. Russell National School Lunch Act to make runaway, homeless and migrant children categorically eligible for free meal benefits under the National School Lunch and School Breakfast Programs. The following are guidelines set out by PDE for implementation of this amendment.

1. Homeless, runaway or migratory children are automatically certified as eligible for free meal benefits and can begin receiving free meal benefits upon proper documentation for meals. Please note that documentation as runaway, homeless, or migratory can only be provided by a school district migrant education or homeless education staff.
2. School district migrant education or homeless education staff are responsible for providing proper documentation of a child's status to the food service directors in each school district.

Dispute Resolution Process

Pursuant to the McKinney-Vento Act, every state must develop procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths. 42 U.S.C §11432(g)(1)(C). The state must ensure that LEAs comply with requirements set forth in the McKinney-Vento Act including ensuring immediate enrollment, providing written notice to families concerning school selection, enrollment decisions and providing enrollment and pendency in the school of choice while a dispute is being resolved. 42 U.S.C §11432(g)(2)(A).

PDE has developed the following procedures to govern the resolution of disputes regarding enrollment, school selection, homeless status and complaints of non-compliance with legal requirements pertaining to the education for homeless children and youths:

Level 1 – A dispute may be raised with a LEA.

If a dispute arises over school selection or enrollment, the child or youth involved must immediately be admitted to the school in which they are seeking enrollment, pending resolution of the dispute 42 U.S.C. §11432(g)(3)(E)(i). PDE recommends that the parent, guardian or unaccompanied youth who initiates the dispute contact the LEA liaison for individuals experiencing homelessness as soon as possible after receiving notice of the dispute. If the person initiating the dispute does not contact the LEA liaison directly, the LEA shall be responsible for contacting the LEA liaison regarding the dispute as soon as possible and referring the family or youth involved to the liaison.

The LEA liaison shall ensure that the child or youth is immediately enrolled, explain the dispute resolution process to families and help them to use it 42 U.S.C. §11432(g)(3)(E)(iii). The LEA shall issue a written disposition of the dispute within 20 business days after the LEA liaison is notified of the dispute. The disposition shall be provided to the parent, guardian or unaccompanied youth and shall explain the basis for the decision and advise the parent, guardian or youth of the right to appeal. 42 U.S.C. §11432(g)(3)(E)(i).

NOTE: The LEA should use and maintain copies of PDE’s “Notice of Procedural Safeguards” form (see attached) which ensures that all LEAs (a) inform families of the basis of their decision regarding enrollment or school selection; (b) notifies families of their right to remain in their school of choice pending resolution of the dispute and (c) explains the procedures for challenging the decision of the LEA.

Level 2 – A complaint may be filed with a McKinney-Vento coordinator.

If the parent, guardian or unaccompanied youth is dissatisfied with the LEA’s disposition of a dispute or would like to raise any issue of McKinney-Vento Act noncompliance, they may file a complaint or appeal with a McKinney-Vento site or regional coordinator or with the state coordinator. (See attached list which contains contact information for all of the McKinney-Vento coordinators in Pennsylvania). In lieu of filing an appeal with a McKinney-Vento coordinator, a parent, guardian or unaccompanied youth may elect to appeal the LEA decision directly to a court of competent jurisdiction. Participation in the appeal procedure is not required prior to taking legal action.

A regional or site coordinator with whom a complaint or appeal is filed must notify the state coordinator immediately. Upon being notified, the state coordinator will review the complaint or appeal and assign it to a site or regional coordinator for disposition. The coordinator to whom the appeal is assigned may contact, interview and accept documentation from any individual or LEA involved, and shall issue a written disposition within 20 business days after the complaint or appeal has been assigned. The disposition shall be provided to the LEA and the parent, guardian or unaccompanied youth involved. The child or youth shall continue to be enrolled in the school in which he or she is seeking enrollment until the complaint or appeal is resolved or until a disposition from a McKinney-Vento coordinator is received.

The state coordinator may assist in the mediation of disputes directly and may also invite those involved to have the dispute mediated at any time in the process through the Dispute Resolution Program operated by the Commonwealth Office of General Counsel (OGC). The [OGC Dispute Resolution Program](#) is a voluntary informal process through which a trained mediator assists in reaching a mutually acceptable resolution.

Participating in mediation is not a waiver of the right to file a lawsuit nor is participation in mediation required prior to taking legal action.

NOTE: The parent, guardian or unaccompanied youth may file a complaint with the McKinney-Vento site, regional or state coordinator on the attached complaint form. However, the use of the attached form is not mandatory. Any dispute raised by a homeless family or youth concerning school enrollment or any other right under the McKinney-Vento Act whether received via telephone, letter or any mode of communication shall be treated as a complaint.

Bureau/Office Contacts

Education for Homeless Children and Youth Program

Bureau of Curriculum, Assessment, and Instruction
Pennsylvania Department of Education
Forum Building
607 South Drive
Harrisburg, PA 17120
Phone: 717-783-6466

Child Accounting questions should be referred to:

Bureau of Budget and Fiscal Management
Division of Subsidy Data and Administration
Pennsylvania Department of Education
Forum Building
607 South Drive
Harrisburg, PA 17120
Phone: 717-787-5423

Transportation questions should be referred to:

Bureau of Budget and Fiscal Management
Division of Subsidy Data and Administration
Pennsylvania Department of Education
Forum Building
607 South Drive
Harrisburg, PA 17120
Phone: 717-787-3195

For additional information, please contact:

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