

MONTGOMERY ELEMENTARY SCHOOL

2023-2024

STUDENT/PARENT HANDBOOK



OFFICE OF THE ELEMENTARY PRINCIPAL

MONTGOMERY AREA SCHOOL DISTRICT

120 PENN STREET

MONTGOMERY, PA 17752

(570) 547-1608, EXT. 1127

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MONTGOMERY AREA SCHOOL DISTRICT

The purpose of the *Student Handbook* is to give school district students and their parents/guardians an understanding of the general rules and guidelines for attending and receiving an education in our schools.

In case of conflict between a Board Policy and the provisions of this handbook, the Board Policy most recently adopted by the Board will prevail.

Students and parents/guardians should be aware that this document is reviewed annually since policy adoption and revision is an ongoing process. These changes will generally supersede the provisions found in the handbook, which will become obsolete by the newly adopted policy. The handbook is not a contract between the school and parents/guardians or students. It can be amended at any time at the discretion of the district. If policy changes are enacted during the school year, the administration will communicate those changes to students, staff and parents/guardians.

BOARD OF SCHOOL DIRECTORS

Paul Stryker	President
Dana Pick	Vice President
Paula Yeckley	Treasurer
Grant Evangelisti.....	Secretary
Michael Alexander	Board Member
Jonathan DeSantis	Board Member
Tom Persing	Board Member
Robyn Schreiber.....	Board Member
Hugh Umpstead.....	Board Member
Gary Yocum.....	Board Member

ADMINISTRATIVE PERSONNEL

Daphne Bowers	Superintendent of Schools
Tara Bozella	Director of Student Services (Middle/High School)
Kyle Brown	Director of Student Services (Elementary)
Zierra Dean	School Psychologist
Grant Evangelisti.....	Business Manager
Joseph Stoudt	Middle/High School Principal
Karen Snyder.....	Elementary Principal

ELEMENTARY SCHOOL PERSONNEL

Jamie Bohner	Elementary Admin Assistant
James Brecht	Maintenance Supervisor
Tara Condit	Elementary Counselor
Karen Kratzer.....	Part-Time School Nurse
Patricia Troutman.....	Part-Time School Nurse
Heather Walton	School Nurse, RN
Patty Webster	Director of Food Services

SAFE 2 SAY TEAM MEMBERS

Officer Akers	Karen Snyder
Daphne Bowers	Joe Stoudt
Tara Bozella	

MONTGOMERY AREA SCHOOL DISTRICT

District Philosophy

We believe that:

The purpose of the school is to help children develop intellectually, socially and morally, so they can become productive, willing members of the school and community.

However, learning requires cooperation between the home, school and student. This means each of them must understand and respect each other. We recognize that each child is unique and may need to be taught in a different manner. When students like to learn they will continue to learn, even when they are not at school. To help each student the school must treat them as individuals and discover the best way for each of them to learn.

All children should view themselves in a positive manner. This will help them understand themselves and in turn understand others. They then can appreciate the contribution of others to their life. The school must give students the skills and information to help them in making changes, making decisions, and being responsible, productive adults.

As students grow intellectually, socially and morally, the school program will also help them grow physically and emotionally. This development will give them confidence and independence of thought, as well as help fill their leisure time. Seeing each student as an individual and giving appropriate instruction should help develop individuals who view school as an important part of their community and who are willing to show pride and responsibility for both their school and their community.

Mission Statement

The mission of the Montgomery Area School District, as the leader of an educational partnership with the community, is to ensure that all students will become independent learners, will acquire respect for self and others, and will attain the knowledge and skills needed to become successful, productive members in the ever-changing global community.

Equal Opportunity Statement

The Montgomery Area School District declares itself to be an Equal Rights and Opportunities School District. As an Equal Rights and Opportunities School District, it does not discriminate in employment, programs, services, or activities based on race, color, national origin, sex, religion, age, or handicap, in accordance with State and Federal laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and the American Disability Act of 1990. The Montgomery Area School District does not discriminate in any manner including Title IX sexual harassment in any district educational programs or activities. Inquiries should be directed to: Montgomery Area School District, Mrs. Daphne L. Bowers, Superintendent, 120 Penn Street, Montgomery PA 17752, 570-547-1608.

DATES OF IMPORTANCE

Students in Attendance

August 24	First Day of School
September 29	Progress Reports Issued (MP1)
November 3	Report Cards Issued (MP1)
December 12	Progress Reports Issued (MP2)
January 25	Report Cards Issued (MP2)
February 27	Progress Reports Issued (MP3)
April 3	Report Cards Issued (MP3)
April 22-26	ELA PSSA Testing (Grades 3-8)*
May 3	Progress Reports Issued (MP4)
April 29 – May 03	Math & Science PSSA Testing (Grades 3-8)*
May 6-10	Make-Up PSSA Testing (Grades 3-8)*
May 31	Last Student Day/Early Dismissal
May 31	Report Cards Issued (MP4)

** Please avoid scheduling trips and appointments during this time*

SCHEDULED SCHOOL CLOSING DATES

Students Not in Attendance

August 21-23	Teacher In-Service
September 4	Labor Day
October 9	Teacher In-Service
November 20-21	Teacher In-Service
November 22-27	Thanksgiving Break
December 22 - January 01	Holiday Break
January 15	Teacher In-Service
February 16	Teacher In-Service
February 19 (<i>Make Up Day if Needed</i>)	Presidents Day
March 28 - April 01 (<i>March 28th - Make Up Day if Needed</i>)	Spring Break
May 27	Memorial Day
June 3-4	Teacher In-Service

BREAKFAST / LUNCH PRICES

****** ALL BREAKFAST & LUNCHES ARE FREE ******

Breakfast (K-5)	\$0.	Lunch (K-5).....	\$0.
Breakfast (Grade 6).....	\$0.	Lunch (Grade 6)	\$0.
Breakfast (Reduced)	\$0.	Lunch (Reduced)	\$0.

MONTGOMERY ELEMENTARY STAFF

Pre-Kindergarten.....	Jodi Furman
Pre-Kindergarten.....	Kelly Kratzer
Pre-Kindergarten.....	Tanya Strausser
Kindergarten	Ashley Furman
Kindergarten	Renee Kennedy
Kindergarten	Pamela Martzal
Kindergarten	Hannah Werner
First Grade	Vanessa Follmer
First Grade	Brenda Grab
First Grade	Heidi Luxenberger
First Grade	Cassandra Martin
Second Grade.....	Kim DeLullo
Second Grade.....	Jennifer Johnson
Second Grade.....	Randi Jo Preston
Third Grade.....	Allison Beck
Third Grade.....	Alyssa Gochnauer
Third Grade.....	Katie Scarborough
Fourth Grade.....	Kate Jensen
Fourth Grade.....	Kimberly Lorson
Fourth Grade.....	Elizabeth Zettlemoyer
Fifth Grade.....	Kaelie Good
Fifth Grade.....	Andrea Hetner
Fifth Grade.....	Peter Ruhl
Sixth Grade	R. John Cloud
Sixth Grade	Sheri Gudonis
Sixth Grade	Heather Kresock
Art/Gifted.....	Bess Lowry
Librarian	Megan Tressler
Music	Rebecca Reeder
Physical Education.....	Tara Rank
Behavioral Technician	Vitoria Fisher
Behavioral Health Assistant.....	Mallory Lapinski
Math Interventionist.....	Rae Temple
Reading Specialist	Jeanne Olaf
Reading Specialist	Amanda Stoudt
Reading Specialist	Joi Sullivan
Special Education	Josh Eck
Special Education	Allison Ebner
Special Education	Lisa Corbin
Special Education	Janine Marquette
Special Education	Paula Taylor
Special Education	Melinda Tripoli
Speech.....	Melissa Kelley
Paraprofessional.....	Nancy Bashista
Paraprofessional.....	Dawn Bausinger
Paraprofessional.....	Pamela Bennett
Paraprofessional.....	Jennifer Metzger
Paraprofessional.....	Autumn Pulk
Paraprofessional.....	Robbie Showers
Paraprofessional.....	Kelsey Smith
Paraprofessional.....	Rilynn Temple
Paraprofessional (Autistic Support).....	Lauren Brown
Paraprofessional (Autistic Support).....	Rachel Heffelfinger
Paraprofessional (Autistic Support).....	Michelle Sargent
Paraprofessional (Library)	Rikki McElroy

EMERGENCY CLOSING

In the event of snow or another emergency condition, school closing will be announced through the school district's Parent Link and website (www.montasd.org) and on the following radio and television stations:

WNEP-16	(TV)	WZXR-FM	99.3
WBRE-28	(TV)	WLYC-AM.....	1050
WYOU-22	(TV)	WRAK-AM	1400
WILQ-FM	105.1	WWPA-AM.....	1340
WKSJ (KISS-FM)	102.7		

Should the district close due to inclement weather or for unforeseen circumstances, our Continuity of Education Plan will be in effect and students will be receive educational support online for the day(s). Please see Appendix A Continuity of Education Plan

GRADES K-6 TIME SCHEDULE

7:45	Building Open to Students
8:00	Late Bell
3:00	Dismissal

When weather conditions or other situations make it necessary for the school to delay its start by two hours. **The building will be open to students in grades K-6 at 9:40 AM.**

PRE-K TIME SCHEDULE

8:55 a.m.	Students are to enter the building
9:00 a.m.	Late Bell
2:00 p.m.	Dismissal

When weather conditions or other situations make it necessary for the school to delay its start by two hours. **The building will be open to Pre-K students at 10:50 AM.**

***Please Note: Supervision is not available for students arriving at the school prior to the time designated for the doors to open. Please adjust your child's departure from home so he/she does not arrive at school prior to this time.**

ATTENDANCE

Because daily classroom work and participation is a critical part of your child's education, regular attendance is mandated for all students enrolled in the Montgomery Area School District. Legal absences may be granted for personal illness, impassable roads, family quarantine and death in the immediate family.

Likewise, pre-approved absences for educational reasons may be granted by the elementary principal. Those students not in attendance on a particular school day may not participate in extracurricular activities before or after school that day nor may they enter school property for any other purpose.

Medical/Dental appointments of a non-emergency nature should be made outside of regular school hours when possible. If this cannot be done, a note should be presented to the office prior to the appointment. This note should contain the nature of the appointment and the date and time of the appointment. Students are to return to school following the appointment with an excuse from the doctor/dentist, etc. Failure to submit this excuse within three days of the student's return to school will result in the absence being assessed an illegal attendance day.

Students are expected to attend school every day with the exceptions of illness and other excused absences. If a student has a total of 10 absences, a doctor's excuse will be required for each subsequent absence or the day will be classified as illegal attendance day. Upon the fourth illegal day, the school district personnel will notify the Lycoming-Clinton Joinder's Outreach staff person. The Outreach worker will contact family and schedule a Student Attendance Improvement Plan conference in accordance with P.S.13-1333 guidelines.

Pre-K Counts Students: If a student's absences exceed 15% of the total school days, the student may be unenrolled from the program depending upon the circumstances per state grant requirements.

LATE ARRIVAL/TARDY

Students *not in their classroom when the tardy bell rings* (8:00 for grades K-6, 9:00 for Pre-K) will be counted tardy. Upon arriving to school late, students are to report to the office with a signed note stating the reason for tardiness before going to class.

All students are expected to be on time for school. **Three days tardy without a doctor/dental excuse will be counted as an illegal attendance day.** Upon the fourth illegal day, the school district personnel will notify the Lycoming-Clinton Joinder's Outreach staff person. The Outreach worker will contact family and schedule a Student Attendance Improvement Plan conference in accordance with P.S.13-1333 guidelines.

TARDY

K-6 Arrive after 8:00 a.m. but before 11:45 a.m.

Pre-K..... Arrive after 9:00 a.m.

HALF DAY ABSENCES

K-6 Students Arrive after 11:45 a.m. or depart prior to 1:30 p.m.

Pre-K..... Arrive after, or depart prior to, 11:30 a.m.

REPORTING ABSENCES

Parents are to email elementary-attendance@montasd.org prior to 9:00 A.M. each day that their child is not in attendance to confirm their knowledge of their child's absence. When submitting your email this message, please state your child's name, grade, teacher and reason for absence. **A written excuse for your child's absence WILL NOT be required upon your child's return to school.**

Parents may also call the [elementary attendance reporting system](#) prior to 9:00 A.M. each day that their child is not in attendance to confirm their knowledge of their child's absence. When leaving this message, please state your child's name, grade, teacher and reason for absence. Please **do not** request homework on this attendance reporting system. Requests for homework should be made by calling the office directly. **A written excuse for your child's absence WILL be required within three days upon your child's return to school. Otherwise, the day will be marked as unexcused and assessed as an illegal attendance day.**

A **Parent Link** call will go out to those parents who do not report their child's absence or tardiness on the attendance reporting system **prior to 9:30 A.M.**

EARLY DISMISSAL

An email, or written note dated and signed by a parent or guardian, is necessary in all cases of early dismissal, and should include the reason for the early dismissal (including early dismissals for doctor or dental appointments).

Emails, and/or written notes, for early dismissals should be received by the office the morning the pupil is to be excused. If you forget to send a note with your child in the morning, please email **elementary-attendance@montasd.org** prior to picking up your child.

Parents must report to the elementary office to pick up children who are being dismissed early. **Children will not be permitted to leave school unaccompanied. Please DO NOT call the office to request that your child be waiting for you to pick them up.** *Allow 10-15 minutes when picking your child up early for an appointment.*

EDUCATIONAL TRIP

The Board of School Directors recognizes that educational travel experiences for students enhance and enrich the learning opportunities. A maximum of five days per year are granted on an individual basis for *approved* educational trips, provided that all missed assignments are gathered before the planned trip and returned completed within five days after returning from the approved trip. If missed assignments are not completed within one week of school, the days will become illegal days.

An “**Application for Excused Absence for an Educational Trip, Not School Sponsored**” form may be obtained at the school office or on the district’s website (**www.montasd.org**).

Requests are required to be handed into the school office at least one week prior to the planned event.

EXTRA-CURRICULAR ACTIVITIES

The Montgomery Elementary Schools offer several programs of an extra-curricular nature. Students in grades five and six have the opportunity to participate in a choral program.

Our elementary band, grades four, five and six, conducts annual concerts featuring skills developed through individual and group lessons. Students in all grades may participate in our various art displays and demonstrations.

Students in grades K-6 have the opportunity to participate in Odyssey of the Mind. This program encourages problem solving and creativity.

PARENT CONFERENCES

Communication between home and school is a critical component of your child's educational progress. You are encouraged to participate in the parent/teacher conferences as listed on the school schedule.

We suggest strongly that additional conferences be scheduled with your child's teachers during the school year. Periodic contact with your child's instructors will keep you informed and demonstrate your interest to your child about his or her accomplishments. To schedule these additional conferences, please make contact with your child’s teacher.

PARENTAL INVOLVEMENT

Parent involvement is a critical part of your child's educational progress. Recognizing this fact, the staff of the Montgomery Elementary School, encourages you to take an active role in your child's educational experience.

Opportunities for your involvement include:

- 1.) PTO meetings, committees and activities.
- 2.) Annual Open House in September.

- 3.) Student performances and demonstrations in the areas of art and music.
- 4.) Classroom and grade level activities to which parents are invited.
- 5.) Regular contact with your child's teachers regarding his or her educational progress.
- 6.) MASD website (www.montasd.org) which allows parents to access teacher web pages and shows dates of school functions (i.e., picture day, PTO meetings, etc.)

We want and need your support and involvement in providing your child with the best education possible.

See Appendix B Title I Family Engagement

COUNSELING SERVICES

The elementary school counseling program plays an important role in the school community and educational process. The counselor assists the academic, career, social and emotional development of all students through leadership, advocacy and collaboration. Comprehensive school counseling services include:

- Classroom Counseling Curriculum - whole group lessons are implemented in classrooms each month to increase knowledge in three content areas: academic achievement, career exploration and personal/social growth.
- Individual Student Planning - academic/achievement screenings, educational support team meetings, development of individual behavioral or academic interventions for student success, grade level placements.
- Individual and Small Group Counseling - school counselors work with students in both individual and small group settings. The purpose of student counseling is to help students make personal growth, resolve conflicts and eliminate barriers to academic success.
- Responsive/Crisis Services - a school counselor is trained to respond to a variety of crisis situations that may arise in a school setting.
- Event/Peer Programming - develop school-wide programs offered to students, such as positive behavior support programs, rewards based programs, preventative programs, mentoring programs, etc.
- Individual/small group counseling via school social worker.

Students wishing to see the school counselor may stop at the counselor's office or by leaving a message on the counselor's door. Parents wishing to schedule an appointment with the school counselor may do so by calling 570-547-1608, ext. 1128.

TITLE I

Title I remedial reading/early literacy services are available to students in grades K-6. Title I math services are available for grades K-2. Participation in these programs are based on meeting program guidelines. (Please refer to Appendix B, Board Policy 918.)

INTERVENTION SERVICES

Montgomery Elementary School follows the Multi-Tiered System of Supports (MTSS) framework for student intervention. These are comprehensive, standards aligned strategies to identify and provide interventions for students at academic or behavioral risk.

These frameworks are relatively synonymous in that they improve student achievement through use of evidence-based interventions. The goal of this tiered level of intervention is to help ALL students meet continuous academic and behavioral success.

SPECIAL EDUCATION SERVICES

In compliance with state and federal laws, Montgomery Area School District hereby gives notice that it conducts ongoing activities to identify students who may be in need of various student services including special education and related services, services for protected handicapped students and services for gifted children.

Special Education (Individuals with Disabilities Education Improvement Act of 2007)

If you believe your school-age child may be eligible as a child with a disability and in need of special education and related services, screening and evaluation processes are available to you at no cost upon written request. These processes are designed to assess your child's needs and determine eligibility. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions: autism, emotional disturbance, hearing impairment (including deafness), intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech and learning disability, speech and language impairment, traumatic brain injury, visual impairment (including blindness).

Service Agreement Plans (Section 504 of American with Disabilities Act)

The Montgomery Area School District provides to each protected handicapped student related aids, services or accommodations which are needed to provide equal opportunity to participate in and benefit from the public school program and extracurricular activities to the maximum extent appropriate to the child's abilities. Services are provided without discrimination or cost to the child or family.

To qualify for services under Section 504, the child must be school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the public school program. These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in the special education programs.

If you believe that your school-age child may be in need of gifted support services, screening and evaluation processes are available to you at no cost upon written request. These processes are designed to assess the student's needs and determine eligibility. For further information on the rights of parents and children, provision of services, screening and evaluation and procedural safeguards, please contact the Special Education Department.

NURSE AND HEALTH FACILITIES

The Montgomery Area School District Health Services strengthens the educational process through attention to the health status of children and adolescents. Good health is basic to sound education and productive living. Programs are integrated with community and health agencies to strengthen and reinforce the family and supplement rather than replace the function of the home.

SCHOOL HEALTH IS NOT A MEDICAL SERVICE. IT IS A PREVENTATIVE SERVICE INTENDED TO ENCOURAGE AND SUPPORT PARENTS' DECISION-MAKING RESPONSIBILITIES FOR THE HEALTH CARE OF THEIR CHILD.

State mandated health services are provided by the Montgomery Area School District nursing staff to public schools. A certified school nurse (CSN) is currently employed.

A school board approved doctor serves as a consultant for the health program and participates in mandated services and sports physicals.

A school board approved dentist serves as a consultant for the dental health program and participates in state mandated services.

Minor Illness and Dismissal from School

1. An emergency card should be on file for every student in a building. It is the parent's responsibility to update the information on the card as necessary.
2. Students are not to call their parents/designee to come for them. School personnel will evaluate the student's condition. If the student is too ill to remain in school, parent/guardian or designee will be called and arrangements made.
3. Only parent/guardian or designee may give permission for child to be sent home. Pupil emergency cards are kept in designated areas in each school.
4. If a parent/guardian or designee cannot be reached, the child will be kept in school.
5. Transportation is a parental responsibility. The school will not provide transportation for students.
6. Exceptions to the above procedure can be made at the discretion of the school nurse, after consultation with the building administrator.
7. Elementary students must be picked up in the nurse's office or in the school office.

Policy for Exclusion and Re-Entry for Communicable Conditions

For the welfare of all students and staff, certain regulations must be enforced when a communicable condition is suspected. The rules established by the Pennsylvania State Department of Health are intended to provide a safe and healthy environment.

1. A student suspected of having a contagious health condition will be sent home with an exclusion notice. Parents/guardians are required to take the student to their family doctor for diagnosis and treatment. Expenses of the examination and treatment are paid for by the family.
2. Students so excluded must be reexamined by the school nurse upon return to school. A note from the physician allowing the return must be brought to the nurse.

Exclusion from School for Pediculosis (Head Lice and/or Nits)

1. Head checks of all elementary students will be made periodically throughout the year by the school nurse. Also, any student suspected of head lice or nits will have his/her head inspected by the school nurse. If lice or nits are found, the student will be sent home.
2. The parent/guardian or authorized party will be contacted so the student will be able to be taken home. Instructions for the treatment will be given to the parents.
3. After the student's hair is properly treated and every nit removed from the hair, the parent/guardian will return to the school with the student along with the medication which was used to treat the student's hair. The nurse will inspect the hair in the presence of the parent/guardian or designee and if the student is NIT FREE, he/she will be permitted to resume school activity. If nits are still present, the student is returned home for additional treatment. Procedure for re-entry will be repeated. The nurse will inspect the student's head once per day. The student's hair should be dry and free from styling products when checked by the nurse.
4. Parents are responsible to provide transportation to and from school until the condition is cleared.
5. All days resulting from this exclusion in excess of three calendar days will be declared illegal.
6. A form will be sent home with each student notifying parents that a case or cases of head lice have been found in their child's classroom.

Registration Requirements

Transfer - Immunization records are required for a student to start school in the Montgomery Area School District. If you have these with you, please be sure to give them to the secretary when registering your child for school. If you do not, please draw this to the attention of the secretary who will immediately fax a signed request to your child's previous school. Your child may not start school until we receive the immunizations from their previous school.

Pre-Kindergarten/Kindergarten Registration - Proof of immunizations are required for students to attend pre-k/kindergarten.

Diabetic Policy

Students should have an:

- Individual Health Plan, including:

- data/information sheet
- diabetes information and treatment goals
- emergency goals

- Blood Glucose Testing - Recommendations

- students should be permitted to test their blood glucose in school:
 1. Nurse's Office
 2. Classroom – if a student prefers to check their blood glucose in the classroom, the following criteria is required:
 - a. Physician sign-off on the student's competency to accomplish this skill in the classroom.
 - b. Parents must provide a blood glucose meter, test strips, a lancing device, supply of lancets (a non-reusable lancet is recommended), emergency glucose source for treatment of hypoglycemia.
 - c. Proper disposal of blood contaminated articles must be done by putting them in a plastic bag before disposal.

- Goals of Treatment (Insulin) - Recommendations

- Written orders from the student's physician outlining dose and indications for insulin administration
- Insulin stored appropriately
- Students with insulin pumps should keep extra batteries in the nurse's office.
- A physician's order for insulin injections should be included in the IHP in case of pump malfunction (insulin doses should be indicated)
- Student's parents should provide insulin in case insulin pump malfunctions (should include appropriate insulin and vehicle to administer it)

- Meals/Snacks - Recommendations

- Each IHP should include:
 1. Provision of snacks when indicated by parents

- Physical Activity/Exercise/Sports - Recommendations

- Students with diabetes should participate fully in school physical activity
- The IHP should specify any contradictions to exercise
- The need for a snack prior to activity should be detailed

- Student should be allowed to carry emergency glucose
 - Parents of students with diabetes should make sure that coaches are aware of the diabetes
- School Trips - Recommendations
- The student should be allowed to attend all school trips
 - Consideration should be given to having a nurse, parent or a parent's designee accompany the student with diabetes on a school trip
 - Parents of a student with diabetes should provide extra snacks in case of emergency
- School Bus - Recommendations
- All bus drivers of children with diabetes should be made aware of the symptoms associated with hypoglycemia and hyperglycemia
 - Bus drivers should know which children have diabetes
 - Consideration may be given to seating a student with diabetes in the front of the bus or in an area that can be easily seen by the bus driver
 - Students with diabetes need to be allowed to eat/drink during the bus ride should it be medically necessary
- Emergency Situations (Hypoglycemia) - Recommendations
- IHP should include indications of hypoglycemia for each individual student and recommended treatment
 - IHP should include specific accommodations and modifications needed for test and exam taking
 - Allow all students with diabetes to have readily available carbohydrates on their person
 - School personnel should be informed of the student's diabetes and of the need to seek assistance from the school nurse when necessary
 - If students with diabetes need treatment for hypoglycemia, they should always be accompanied by a responsible other
 - Glucagon administration must be ordered by attending physician
 - The school should have a list of designated trained individuals who can administer Glucagon in the absence of a health care professional
- Emergency Situations (Hyperglycemia) - Recommendations
- IHP should include indications of hyperglycemia for each individual and recommended treatment
 - Students with diabetes should be allowed BRP and access to water or sugar-free drink as necessary

General Medication and Treatment Policy

Ideally, all medications and treatments should be given at home. However, the Montgomery Area School District personnel will cooperate with parents and physicians if a student must receive a medication or treatment during school hours. The following regulations will apply to the administration/supervision of medications/treatments in school. Failure to follow the guidelines will result in your child not receiving prescribed medication. (Should your child take a medication during the school day, the required paperwork must be submitted/resubmitted each school year whether or not there has been a change in the medication.)

Prescription Medication/Non-Prescription Medication

1. Upon written or faxed (570-515-0093) request from the physician to school personnel, individually prescribed medication or treatments will be administered/ supervised. Included in the request must be the date, name of student, name of medication/treatment, dosage, time to be administered, and diagnosis of condition being treated. (The label on the outside of the bottle is NOT a physician order.)
2. The request form must be signed by the parent/guardian indicating that the medication/treatment be administered as prescribed by the physician.
3. All medication must be in a pharmaceutical container or original packaging and labeled with the student's name, physician's name, date of prescription, name of medication, dosage and frequency and name and phone number of the pharmacy.
4. In the absence of the RN or LPN, the principal/designee will supervise the self-administration of medication.

Miscellaneous Medication Regulations

1. Any medication to be administered during the school day MUST be brought into the building by a parent/guardian or adult designee and should be taken to the nurse's office immediately upon arrival at school. If the nurse is not in the building, the medication should be taken directly to the school secretary for storage in the nurse's office.
STUDENTS ARE NOT PERMITTED TO CARRY (OR STORE IN THEIR LOCKER) ANY MEDICATION.
2. The nurse will not take verbal orders for any medications to be given during the school day. Also, any change to an existing order must be in writing.
3. Cough drops are not available in the nurse's office and require a doctor's order as above.
4. If a student is instructed by their doctor to keep medication with them, the nurse must have a written order from the doctor stating this requirement.
5. If the unused/expired prescription is not picked up by the last day of school, the school nurse will destroy/discard any unused/expired medication. This act will be witnessed by a district employee if the medication to be discarded is a controlled substance.
6. The amount of medication stored by the school cannot exceed a 30 day supply.
7. Medication brought in will be logged with signatures of the parent/guardian or designated adult delivering the medication along with the school personnel receiving the medication on the medication log with date, time, medication names and number of pills received.
8. Parents are responsible for tracking when additional information will need to be brought in. The school will not call to notify you.
9. **IT IS THE RESPONSIBILITY OF THE STUDENT TO REPORT TO THE NURSE'S OFFICE OR THE MAIN OFFICE FOR HIS/HER MEDICATION AT THE PROPER TIME.**
10. Medication that is ordered three times a day may be given before school, after school and at bedtime unless the physician indicates on the

- prescription order form that it must be given at lunchtime.
11. Narcotic pain relievers are inappropriate for administration during the school day and, therefore, will not be administered.
 12. The first dose of any prescription medication must be administered at home.
 13. If tablets must be cut, the parent is responsible for cutting them and sending in the correct dosage to school.

Medication for Field Trips

If your child needs to take medication while on a field trip, please send it with the child in a container labeled with your child's name, the name of the medicine, when it should be given and the dosage. This medicine should be given to your child's teacher the morning of the trip.

Pain Medication

Tylenol will not be given until 2 hours after the start of school or 2 hours before dismissal.

Concussion Management

The Board recognizes the importance of ensuring the safety of students participating in the district's athletic programs or programs associated with the school. This policy has been developed to provide guidance in prevention, detection and treatment of concussions sustained by students while participating in an athletic activity.

Appropriate medical professional shall mean all of the following: a licensed physician who is trained in the evaluation and management of concussions; a licensed or certified health care professional trained in the evaluation and management of concussions and designated by a licensed physician trained in the evaluation and management of concussions; a licensed psychologist neuropsychological trained in the evaluation and management of concussions or who has postdoctoral training in neuropsychology and specific training in the evaluation and management of concussions.

Athletic activity shall mean all of the following: interscholastic athletics; an athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations; noncompetitive cheerleading that is sponsored by or associated with the school; practices, interschool practices and scrimmages for all athletic activities.

Each school year, prior to participation in an athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet.

The superintendent or designee shall develop administrative regulations to implement this policy, which shall include protocols for concussion management.

The school shall hold an informational meeting prior to the start of each athletic season for all competitors regarding concussions and other head injuries, the importance of proper concussion management, and how preseason baseline assessments can aid in the evaluation, management and recovery process. In addition to the student athletes, such meetings, may include parents/guardians, coaches, other appropriate school officials, physicians, neuropsychologists, athletic trainers and physical therapists.

Removal from Play

A student who, as determined by a game official, coach from the student's team, certified athletic trainer, licensed physician, licensed physical therapist or other official designated by the district, exhibits signs or symptoms of a concussion or traumatic brain injury while participating in an athletic activity shall be removed by the coach from participation at that time.

Return to Play

The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by an appropriate medical professional. The Board may designate a specific appropriate medical professional(s) to provide written clearance for return to participation.

Training

All coaches shall annually, prior to coaching an athletic activity, complete a concussion management certification training course offered by the Centers for Disease Control and Prevention, the National Federation of State High School Associations or another provider approved by the Department of Health.

Penalties

A coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following penalties:

- *First Violation:* suspension from coaching any athletic activity for the remainder of the season.
- *Second Violation:* suspension from coaching any athletic activity for the remainder of the season and for the next season.
- *Third Violation:* permanent suspension from coaching any athletic activity.

Pennsylvania State Mandated Screening Process

Height and Weight (grades Pre-K-12)

Vision (grades PreK-12)

Hearing (grades Pre-K-3, 7 and 11)

Scoliosis (grades 6 and 7)

BMI (grades Pre-K-12)

Pennsylvania State Mandated Examinations

Physicals

Pre-Kindergarten, Kindergarten, 6th grade and 11th grade students: The School Health Law requires medical examinations for these students. We recommend that your family health care provider do this examination since he/she can best evaluate your child's health and assist you in obtaining necessary treatments and/or corrections. Private physicals done by your family health care provider cannot be administered any earlier than one year prior to the first day of the school year for that grade. Sports physicals done during the school year will also be accepted.

Dentals

Pre-Kindergarten, Kindergarten, 1st, 3rd & 7th grade students: The School Health Law requires dental examinations for these students. We recommend that your family dentist do this examination since he/she can best evaluate your child's dental care and assist you in obtaining necessary treatments and/or corrections. Private dentals done by your family health care provider cannot be administered any earlier than one year prior to the first day of the school year for that grade.

School Exams

The school offers physical and dental examinations. Physical exams and dental exams performed at the school require a written parental consent form that will be sent home prior to these exams being administered. If the form is not signed for a school examination and returned to the school, no exam will be administered. Please specify whether you want a private or school exam and return it to the school by the end of September either way.

911 Procedures

The 911 county communications services will be utilized when a student is in need of emergency treatment. Parental consent is preferred for this procedure. In the event that a parent/guardian or family

member cannot be reached, a medically compromised student shall be sent without immediate parental consent. A copy of the student's emergency card will be sent for emergency purposes as this card has written parental consent for transport.

Emergency Cards

An emergency card is sent home with each elementary child at the start of each school year. Please fill out the card completely and return promptly. The school nurse must have the name and number of a person to contact if your child becomes ill in school and you cannot be reached.

*** **IF YOUR PHONE NUMBER AND/OR ADDRESS HAS CHANGED FROM THE LAST SCHOOL YEAR, please notify the office directly by calling 570-547-1608, ext. 1127. to ensure the information on our Student Information System is correct (Cards are NOT cross referenced with our system).** ***

Be sure to keep the information updated with the office throughout the school year should you have a change of address, phone number, or change in the person to be contacted in case of emergency if you are not available.

Emergency Transportation

Due to the wide range of potential situations for injury and illness, the wide range of parental attitudes regarding these situations, and financial liability concerns, the nurse's office will make every attempt to contact parents prior to requesting emergency transportation for a student.

Parents will be asked to make a determination as to how they wish their child to be transported. The nursing staff may make recommendations but the final decision will be made by the parent.

If circumstances do not permit time or the ability to establish parental contact, the nursing staff will make the final decision as to when and how a student will be transported for emergency care. **(Expenses for emergency transportation are paid for by the family.)**

HOMEWORK REQUESTS

Parents requesting homework for students who are absent for more than one day may either contact their child's teacher by email or by contacting the elementary office by email or phone **between** 7:40 a.m. and 9:00 a.m. (Please do not leave a message on the attendance reporting system as these messages are taken off after 9:30 a.m.) Homework may be picked up in the elementary office between 3:00 and 3:30 p.m.

Students gathering homework for others should present a note making the request from the parent to the homeroom teacher in the morning. The students should return at the end of the school day to pick up the requested assignments.

Upon return to school it is the student's responsibility to check with the classroom instructors to verify that all assignments have been completed satisfactorily.

HOMEWORK

Homework assignments are designed to be a form of educational review and may include written and non-written assignments. The purpose of these assignments is to provide the student the opportunity to practice skills and extend learning. Additionally, this provides the parent the opportunity to observe the types and quality of the work being accomplished by their child.

SCHOOL VISITORS/VOLUNTEERS

All visitors to the Montgomery Area Elementary School including parents, are to come to the entrance and ring the buzzer to gain entrance. Upon entering the building, all first time visitors and volunteers must provide a driver's license to register through the RAPTOR system to obtain a visitor's badge. The visitor will then be escorted by a school employee and may not have direct access to students without the presence of a professional employee. An exception to this is when picking up your child from

the nurse's office. Before leaving the building, all visitors and volunteers are to sign out in the office using the kiosk.

Pennsylvania legislation now requires all **volunteers** in schools having direct contact with children to obtain clearances every 60 months. A volunteer is defined as "an adult serving in an unpaid position in which they are individually responsible for the welfare of a child or have direct contact with children." Example of volunteers include, but are not limited to the following: volunteers for in the classroom, book fair, walk-a-thon, field day, Santa Secret Shop, Fine Arts Night and those individuals helping with a musical/play, etc.

Parent volunteers need to obtain Act 34 and Act 151 clearances. If you have not lived in Pennsylvania for the past 10 years, the federal fingerprint clearance Act 114 is also required. These clearances will be kept on file in the district office. More information and a link for these clearances can be found on the district website under district information, clearances.

STUDENT TRANSPORTATION

Bus transportation is provided to and from school for all Kindergarten through 6th grade students residing along or near existing township bus routes. Information about the routes, bus stop locations, and departure and arrival times may be obtained by contacting the business office at 547-1608, ext. 1122.

Students are expected to wait for, board, and ride the bus in a safe and appropriate manner. While waiting for the bus, children should stand quietly, well away from the traveled portion of the highway. They should remain well back from the road until the bus has come to a complete stop and then board the bus without pushing or crowding. After they are on the bus, they will quickly go to their seat where they will remain until the bus arrives at its destination. Conversations may be carried on in a quiet tone of voice with no yelling, teasing or fighting. Students may not eat or play with toys on the bus. They are to conduct themselves in an orderly manner to avoid distracting the driver's attention from the safe operation of the bus.

Safety and the proper social attitude in bus transportation as well as in all phases of the school program are of prime concern to the administration and the Board of Education. Students need to familiarize themselves with the obligations and courtesies of public transportation. A pupil who cannot maintain self-discipline while utilizing transportation facilities forfeits this privilege and must rely on other means of transportation.

The school bus driver is authorized to enforce safety and social standards on his/her bus and in accordance with the Pennsylvania School Code, he/she has the same authority as a teacher. The relationship of the operator and student must be one of cooperation.

Bus students may ride only the bus to which they are assigned and must be picked up and discharged at their assigned bus stop.

Important school bus passenger regulations affecting safety which all pupils, parents, bus operators, and school officials must be aware of are:

Minor Violations

1. *First Offense*: warning by bus driver.
2. *Second Offense*: warning and report by bus driver to the school office--this may result in school disciplinary action
3. *Third Offense*: to be the same as that for a major violation of conduct.

Major Violations

The following are examples of major offenses: smoking or using tobacco in any form; destroying bus property; swearing; throwing any object in the bus; fighting; anything which impairs or endangers the lives of the student or bus driver; any other violation as judged.

1. *First Offense*: offender may be suspended from the bus from 1-5 days or until such time that a parent conference is held with school officials.
2. *Second Offense and Subsequent Offenses*: same procedure as for first offense, except that suspension may be up to 5 days or the remainder of the school year.

Students who constantly repeat violations will be subject, by School Board Action, to permanent suspension from the bus for the remainder of the school year.

TRANSPORTATION CHANGES

For accountability and safety of all students, any changes to assigned transportation must be made 48 hours (2 school days) in advance to the business office using a **Transportation Change Form**. Forms for transportation changes can be found on the district website under parent information, or by contacting the elementary, or business offices. The business office will approve or disapprove requests based on bus availability and route information.

Daily changes in transportation will not be approved and may not be requested through the elementary or business office, or through your child's teacher. *Most importantly, requests may not be made to our bus drivers for changes to routes or locations of stops.*

If your child rides a bus and you wish them to be a walker, please submit and email, or send a written note, on the day that you want him/her to go out with the walkers. Bus students will not be dismissed as walkers without a prior written note. **If you do not email/send a note with your child in the morning, you must come into the office (no later than 2:40 p.m.) to pick up your child.**

BULLYING POLICY AND INFORMATION

The Board is committed to providing a safe, civil, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, presents an obstacle to social/emotional development of students, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following: substantial interference with a student's education; creation of a threatening environment; substantial disruption of the orderly operation of the school. Bullying, as defined in the Board policy, includes cyberbullying.

Bullying consists of a pattern of repeated harmful behavior by a person with more physical or social power toward a less powerful person. This may include a wide variety of behaviors, with deliberate intent to hurt, embarrass, or humiliate the other person. Researchers have identified 4 forms of bullying: **physical** (the most commonly known form) which includes hitting, kicking, spitting, pushing and taking personal belongings; **verbal** which includes taunting, malicious teasing, name-calling, and making threats; **psychological or relational** which involves spreading rumors, manipulating social relationships, and engaging in social exclusion or intimidation; **cyberbullying** is forms of verbal and psychological bullying may also occur on the Internet through e-mail, instant messaging, or personal profile websites such as Facebook. **Cyberbullying** includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student, teacher or employee of the district by sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). All forms of cyberbullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the district, offenders shall be the subject of appropriate discipline, which may include legal and/or police proceedings.

Bullying includes unwelcome verbal, written or physical conduct directed at a student by another student that has the intent of or effect of: physically, emotionally or mentally harming a student; damaging, extorting or taking a student's personal property; placing a student in reasonable fear of physical, emotional

or mental harm; placing a student in reasonable fear of damage to or loss of personal property; creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

The term bullying shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

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

The Board prohibits all forms of bullying by district students.

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

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. If the behavior is found to meet the definition of bullying, written documentation shall be submitted to the building principal. The building principal or designee will inform parents/guardians of the victim and person accused. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Each student and staff member shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

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

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

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

District administrators shall annually provide the following information with the Safe School Report: Board Bullying Policy; Report of Bullying Incidents; and information on the development and implementation of any bullying prevention, intervention or education programs.

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

Education

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

Complaint Procedure

Step 1 - Reporting

A student or third party who believes he/she has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or a district employee.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal.

The complainant or reporting employee is encouraged to use the report form available from the building principal.

Step 2 – Investigation

Upon receiving a complaint of bullying, the building principal shall immediately investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation. In such a case, the complaint will be filed directly with the superintendent.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

The findings of the investigation shall be provided to the parents of the accused student and the complainant.

Step 3 – Investigative Report

The building principal shall prepare a written report within 15 days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual or whether it is a violation of this policy, and a recommended disposition of the complaint.

The investigative report shall be retained by the principal/designee and forwarded to the superintendent as appropriate.

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not occur.

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include: counseling services and/or educational activities; parental conference; loss of school privileges; transfer to an out of district placement; transfer to another classroom; exclusion from school-sponsored activities; detention; suspension; expulsion; recommendation for counseling/therapy outside of school; referral to Student Assistance program; referral to law enforcement officials; restorative conferences.

If it is concluded that the student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

Appeal Procedure

If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, he/she may submit a written appeal to the assistant superintendent within 15 days.

See Appendix C for Board Policy 249 Bullying

See Appendix D for Board Policy 248 Unlawful Harassment

SEXUAL HARASSMENT POLICY

It shall be a violation of policy for any member of the district staff to harass a student through conduct or communications of a sexual nature. It shall also be a violation of policy for students to harass other students or adults through conduct or communications of a sexual nature.

See Appendix E for Board Policy 103 Title IX Sexual Harassment

SEARCHES

Board policy acknowledges the need for storage of books, clothing, school materials and personal property and may provide space for storage purposes. Such space is and shall remain the property of the school district. As such, students shall have only a limited expectation of privacy in such areas. No student may use such areas as a depository for a substance or object that is prohibited by law, Board policy or district rules, or continues a threat to the health, safety or welfare of the occupants of the school building or the building itself.

The Board reserves the right to authorize its employees to inspect a student's storage area at any time, based on reasonable suspicion, for the purpose of determining whether the area is being used improperly for the storage of contraband, a substance or object the possession of which is illegal, or any material that poses a threat to the health, welfare or safety of the school population.

The Board authorizes the administration to conduct random general searches of storage areas when the district has a compelling interest in protecting and preserving the health, safety or welfare of the school population.

The superintendent or designee shall be present whenever a student's storage area is inspected based on reasonable suspicion.

The principal or designee shall be present whenever a student's storage area is inspected based on reasonable suspicion.

The principal shall open a student's storage area for inspection on the request of law enforcement officer only on presentation of a duly authorized search warrant or on the intelligent and voluntary consent of the student.

The principal shall be responsible for promptly recording in writing each inspection: such record shall include the reason(s) for the search, persons present, objects found and their disposition. The principal shall be responsible for the safekeeping and proper disposal of any substance, object or material found in violation of law, Board policy or school rules.

School officials are authorized to search a student's personal possessions on school property when there is reasonable suspicion that the student is violating law, Board policy or school rules, or poses a threat to the health, safety or welfare of the school population.

Prior to a search, the student shall be notified and be given an opportunity to be present. However, when school authorities have a reasonable suspicion that materials which pose a threat to the health, welfare or safety of the school population, the search may be made without prior warning.

Illegal and prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding.

Searches conducted by the administration may include but not be limited to utilization of certified drug dogs, metal detection units or any device used to protect the health, safety and welfare of the school population.

DRESS CODE

It is the responsibility of every student to keep him/herself neat in appearance and well groomed. Certain provisions governing dress have been established to prevent hazard to health and safety, interference with school work, disruption of the educational process, or damage to school property.

These provisions specify that:

- Footwear must be worn at all times. Unsafe footwear is discouraged for safety reasons. Footwear such as beach thongs (flip flops) and sandals without backs are not recommended.
- Clothing promoting or suggesting drug, alcohol, or tobacco use, pornography, hate messages, pictures of weapons, death, obscene and/or offensive language or gestures, is not permitted at school or at school related functions.

- Clothing that displays or suggests messages or symbols that cause or are reasonably forecast to cause a substantial disruption to the school is not permitted. Examples of messages that might cause or reasonably forecast to cause a disruption might include, for example, hate messages or symbols; religious, ethnic, sexual, or racial harassment or discrimination; advocating for violation of law or school policy.
- Accessories that are distracting or may cause damage to school property, i.e., chains, etc., are not permitted.
- Clothing is to be worn so no undergarments are seen.
- “Unnatural” hair colors and piercings causing a substantial disruption to the academic environment are not permitted.

BREAKFAST/LUNCH

Every student has an account in the cafeteria for lunch that can be accessed by their student identification number. At meal time, the student is required to enter their number on the computer which accesses the student’s account. If there is money in the account, the purchases are deducted, eliminating the need for students to carry money to school with them every day. Students can purchase any food item in the cafeteria, full meals or ala-carte items. Money in the account can only be used for cafeteria purchases.

If your child is eligible for free or reduced meals, this information will be entered on the computer. The cashier will not know that the student is eligible for free or reduced lunch.

Breakfast will be available daily to all elementary students in grades K-6. **Students wanting breakfast will report to homeroom before going to the Cafeteria.** The Breakfast Program will follow the guidelines for the free and/or reduced lunch program. Students receiving free lunch are also eligible to receive a free breakfast.

Free/Reduced Meals

A National School Lunch Program (NSLP) meal application will be sent home with each student at the start of the school year and given to new registrants when they register. Only one application needs to be filled out per family. Reasonable efforts shall be made to provide equal treatment for and protect the identity of students receiving free or reduced-priced meals. Should you have any questions regarding the NSLP, please direct your inquiries to the district office at extension 1124.

The parent/guardian shall have the right to appeal a decision regarding his/her application for free or reduced-priced food services to the business office.

Cafeteria

All students that attend the Montgomery Area School District are provided the opportunity to purchase breakfast and lunch at the school cafeteria in accordance with the National School Lunch Program (NSLP). The following guidelines shall be followed in instances where the student finds it necessary to charge their meal due to lack of funds in their account.

Parents/Guardians are solely responsible for providing their children with money for lunch, or packing a lunch from home. If for any reason a parent/guardian cannot afford to provide a lunch for their child, free and reduced lunch applications are sent home with all students at the beginning of the year and upon enrollment. Additional applications are available in the elementary office. **Even if your child qualified the previous year for free or reduced meals, you need to fill a new application out at the beginning of each school year.** If your financial circumstances change throughout the year, you may fill out an application at any time.

Lunch Charges

The district utilizes a computerized point-of-sale system. Each student in the school district is given an individual account with a unique number that remains with a student throughout his/her career at Montgomery. Parents/Guardians and students are encouraged to deposit money in their account so that

adequate money is readily available to purchase school lunches and breakfasts. Students are expected to learn and use this number for all purchases in the cafeteria. Parents/Guardians are responsible for all charges on their child's account.

The student cafeteria account is a debit account. Students deposit money in their account in advance of purchasing meals. Parents will be notified when their child has a negative balance.

Deposits

Online lunch payments can be made through myschoolbucks.com or a check/cash can be sent to school in an envelope for the cafeteria with the student's name, ID number and the amount written on the envelope.

Elementary School Students (Grades K-6) Borrowing Guidelines

After the first negative charge, parents will be notified of the account balance through the parentlink system. After three consecutive charges the cafeteria manager will make a courtesy call to inform parents/guardians of the student's negative meal account balance and to request immediate remittance of the amount in arrears.

Charging will not be permitted for any a la carte items.

Collection of Outstanding Balances (Grades K-6)

The cafeteria manger will provide negative balance notifications to the building principal that exceed \$25. The principal will evaluate the circumstances and discuss collection of negative balances with the parents.

The school district may pursue collection of negative account balances through appropriate legal measures. The parent/guardian will receive a certified letter stating the amount of the negative account balance and will be given 10 days to remit payment. After that time, the student's account will be turned over to the magistrate for collection. All fees assigned by the magistrate in addition to the negative account balance will be the responsibility of the parent/guardian.

Refunds (Grades K-6)

Refunds from student accounts are permitted only in the event that a student leaves the school district, or the refund is requested by a parent/guardian under special circumstances.

Upon withdrawing from the district, students must bring their account to a zero balance. To request a refund for any remaining balance in your child's lunch account, a parent will need to fill out a Request for Reimbursement of Cafeteria Account Funds. This form is available in the elementary office.

Students receiving reduced-price meals shall be treated under this policy in the same fashion as those students who receive full price meals.

The superintendent is authorized to create regulations for implementation of this policy.

SCHOOL TEXTBOOKS AND MATERIALS

Textbooks, calculators and any other materials provided by the school district are school property and should be treated accordingly. If they are lost or damaged, they must be paid for at the current replacement cost. Failure to return a book or make restitution for lost or damaged items will result in the student's report card being retained.

Please refer to the district's Chromebook policy handbook for use and responsibility of school provided Chromebooks.

OVERDUE LIBRARY BOOK POLICY

The librarian will send notices home for any overdue library books. Phone calls will also be made for library books not returned once notices have been sent. All library books are to be returned before the end of the school year or reimbursement for the cost of the book is to be made to the school.

TELEPHONE

Students may **not** receive phone calls during school hours. An emergency message will be delivered to your child should the need arise.

ELECTRONIC DEVICES

Please refer to the district's Technology and Agreements handbook for use and responsibility of school provided Chromebooks.

See Board Policy 815 Acceptable Use of Technology.

CELL PHONE AND SMART WATCHES

Cell phone and smart watch use is not permitted during school hours. Smart watches are defined as any wearable device, by wrist strap or other means, with the capability of cellular, wifi or Bluetooth connection, for the purpose of communicating by making voice calls, sending text messages, accessing emails and the internet, or for connecting to third party applications. All cell phones and smart watches need to be turned off and kept in a backpack during school hours. Violation of this policy will result in the cell phone or smart watch being confiscated and brought to the office. The cell phone or smart watch will be returned to the child at the end of the school day and the child will be issued a disciplinary referral. Should any future offenses occur, the device will be kept in the office until a parent/guardian can come to the school to pick up the cell phone or smart watch.

REPORT CARDS

The Report Card is the school's way of communicating your child's progress. The reporting system of the Montgomery Elementary School grades K-6 will take the following form:

Elementary report cards will be published to the parent portal every nine weeks. See '*Special and School Closing Dates*' for the approximate dates.

Standards-based progress reports for Pre-K students will be published to the parent portal three times a year. Should you need a printed copy, please contact your child's teacher.

Should you require assistance with the parent portal on the school's website, please email Jeremey Rhoades at jrhoades@montasd.org.

If your child is absent on the last day of school, his/her belongings will held in the classroom. Please call the elementary office at 570-547-1608, ext. 1127, to make arrangements to pick up your child's belongings.

PROGRESS REPORTS

Progress reports are issued halfway between each marking period for students in grades 2-6. These reports are to inform parents of their child's progress. (They are not a report card.) This report will let you know how your child is progressing in the marking period. Should you feel the need to talk to your child's teacher concerning his/her progress, please contact your child's teacher to make arrangements.

See '*Special and School Closing Dates*' for the approximate dates Progress Reports will be issued.

PROMOTION AND RETENTION POLICY

If one were only to apply a set of rigid academic standards when considering promotion or retention, the child's social development, physiological growth, and psychological and emotional maturity would no longer be the important consideration they must be when looking at the total child. Thus, the knowledge, experience, and understanding of the teacher would be applied in all cases so that the mastery of academic

standards will not be the sole criterion for deciding whether a student is to be promoted from one grade to another.

Promotion of the pupil from grade to grade will depend upon the teacher's evaluation of the student's progress and achievement and his or her potential for success during the next school term.

The MTSS Team will make the final recommendation concerning whether or not a retention is in the best interest of the child. Parental input will be solicited and considered by the team during the process in making its final recommendation.

TESTING

A wide range of individualized and group testing is used by the Montgomery Elementary Schools to assess the academic growth of students. Individualized testing may occur at any time during the course of the school term. Such tests are used to evaluate the current level of academic skills possessed by any one student against a given norm.

The Pennsylvania System of School Assessment Test (PSSA) will be administered to 3rd, 4th, 5th and 6th grade students. This state-mandated test measures performance on reading and math standards. Please see '*Special and School Closing Dates*' for the approximate dates. **Please avoid scheduling trips and appointments during these dates.**

Progress of Pre-K students is reported through the Work Sampling System as part of the state grant requirement.

STUDENT RECORDS

Student records are maintained in the school office. These records will be made available for your inspection by contacting the elementary office.

STUDENT WITHDRAWAL PROCEDURE

Parents or guardians of students being withdrawn from the Montgomery Elementary School should contact the office at least one week prior to the withdrawal. This enables us to gather information which may be taken with the student to your child's next school, providing a smooth transition between schools. Your child's cumulative school records will be

sent to their new school once a request is received from that school. All classroom materials, library books, chromebooks, cords and chargers are to be returned prior to the student's last day. Any monies due to the cafeteria are to be paid upon withdrawal.

HOMELESS STUDENTS

See Appendix F Board Policy 251 Homeless Students.

WELLNESS POLICY

Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, requires all school districts participating in the National School Lunch Program to develop local wellness policies. For more information, go to Board Policy 246 (Wellness Policy).

In an effort to promote healthy eating habits, the following guidelines are to be followed:

***Birthday Treats* – should be healthy snacks only!** No treats should be brought in to the school which contain added sugar as the first ingredient. Below is a list of some healthy snack ideas.

- granola mixes
- fresh and/or dried fruit
- bagels
- crackers and cheese
- popcorn
- pretzels
- rice cakes
- yogurt
- goldfish
- Raw vegetables served with low fat dip
- Non-sugared cereal snack mixes (made with popcorn and whole grain cereal)
- water, milk, or 100% fruit juices.

**Examples of added sugar ingredients which are not considered components of a healthy snack are: sugar, brown sugar, corn sweetener, corn syrup, dextrose, fruit juice concentrate, high fructose corn syrup, honey, invert sugar, malt syrup, molasses, raw sugar, sucrose, sugar, syrup. Food items with these ingredients listed as the first ingredient should not be brought to school.*

Classroom Parties for holidays will offer minimal amounts of food. Food served should be mostly healthy snacks. (There will be a limit of 2-3 items that contain added sugar as the first ingredient.) What follows is an example of a classroom party food menu:

- Fresh fruit, vegetables
- Crackers with cheese
- Popcorn
- 1 cookie or cupcake
- Milk or water

STUDENT CODE OF CONDUCT

1. *All students have the right to learn, and the responsibility to contribute to an environment where others can learn, realize their potential and teach.*
2. *All students have the right to be treated with respect, kindness and courtesy, and the responsibility for treating others with respect kindness and courtesy.*
3. *All students and staff have the right to be safe, and the responsibility to contribute to a safe environment for others.*
4. *All students have the right to be proud of their efforts and accomplishments and to be proud of Montgomery Elementary School. Students have the responsibility to contribute to a positive school climate.*

See Appendix G RPL Expectations/Parent Information

The Montgomery Elementary School anticipates that all students will demonstrate conduct appropriate to the school setting. This expectation is based on the generally recognized values held by the parents and community.

However, at times, children demonstrate improper and unacceptable conduct. These are usually brought under control by the student through discussions with the classroom instructor.

If these discussions fail to improve behavior, intervention by either the Elementary Principal or School Counselor may become necessary.

Discussion of the incident or pattern of behavior may provide the student with the necessary insight to alter his or her behavior.

Should misconduct continue or specific incidents of a more severe nature occur, a higher level of disciplinary action may become necessary. Such actions may include parental contact, loss of privilege, detention, or exclusion from school.

Parents will be provided a one day notice of children being assigned detention, or will be contacted by telephone the day of detention. Parents are responsible for providing transportation for students serving detention.

****Students must adhere to all procedures and requirements as outlined in the Montgomery Area School District's Phased School Reopening Health and Safety Plan. This document is available on the district's website at <http://www.montasd.org>.*

TOBACCO POLICY

The Board recognizes that use of tobacco by students presents a health and safety hazard which can have serious consequences for both users and nonusers. For purposes of this policy, tobacco shall be defined as a lighted or unlighted cigarette, cigar or pipe; other lighted smoking product; or smokeless tobacco in any form.

The Board prohibits students from possessing and using tobacco at any time in a school building, on a school bus, and on school property.

- *First Offense* - Suspension
- *Additional Offenses* - The School District shall initiate prosecution of the student.

A student convicted of possessing or using tobacco in a school building or on a school bus or school property shall be fined up to \$50 plus court costs or admitted to alternative adjudication.

WEAPONS POLICY

Weapons and replicas of weapons are forbidden on school property. Weapons will include, but not be limited to any knife, cutting instruments, cutting tool, nunchaku, firearm, shotgun, rifle, and any tool, instrument or implement capable of inflicting serious bodily injury or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents/guardians or patrons.

Violation of this policy shall require that the incident be reported to the student's parent/guardian, and the police shall be notified.

This policy shall also require that proceedings for the expulsion of the student involved, or with students who assist possession in any way, shall be initiated immediately by the building principal. Please refer to Board Policy 218.1.

SAFE2SAY (Sixth Grade Students Only)

In 2018, the General Assembly passed Act 44 mandating the establishment and use of the "Safe2Say Something" (S2SS) anonymous reporting system by every Pennsylvania school entity by January 14, 2019. S2SS is a life-saving and changing school safety program that teaches students, educators, and administrators how: (1) to recognize the signs and signals of individuals who may be at risk of hurting themselves or others and (2) to anonymously report this information through the S2SS app, website, or 24/7 Crisis Center Hotline.

Reporting a tip can be done anonymously through the app or website and also by calling the crisis center. The Safe2Say app can be downloaded from iTunes by following this [link](#). The app can be downloaded from the Google Play store [here](#). The website is available at <http://www.safe2saypa.org>. The crisis center can be reached by calling 1-844-723-2729. I would encourage you to download the app, if possible, bookmark the website, and store the phone number in your contact list. Tips can be submitted year round 24 hours a day/7 days a week. If you have any questions about the program, please direct them toward one of our school's S2SS team members as listed in the directory in the front pages of the handbook.

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APPENDIX A

Continuity of Ed Plan

The Flexible Instructional School Day

During the time period of the Flexible Instructional Days (FID), all Montgomery Elementary School students in grades PreK-6th grade will continue instruction via a variety of instructional methods, tools and teacher-led instruction through their remote learning devices during normal school hours. Students in grades K-6 will be taking home their Chromebooks. Daily instruction in all content areas will continue to occur for all students during the FID.

Office hours for teachers will occur between the hours of 7:35AM-3:05PM Monday through Friday, where students and parents may contact their child's teacher with any questions. Schoology will be used to provide instruction during FID days. Synchronous and asynchronous Zoom sessions will be available.

Attendance during Flexible Instructional Days

Student attendance during the FID will be determined daily on school days. A student's attendance will be based on accessing all course materials and turning in assignments. If it is deemed that a student is not actively participating in their schooling during the FID, the student's parents will be notified. School administration, the school counselor, teachers and the school social worker will reach out to families to assist in ensuring that work is completed. Extreme cases of non-compliance with the attendance policy during the time period of FID may also result in unexcused absences and/or contact from our Children and Youth Liaison to set up an attendance meeting. In addition, the student's course grades will also reflect their participation and attendance in their courses.

Frequently Asked Questions

What is a Flexible Instructional Day (FID)?

The Pennsylvania Department of Education (PDE) approved the use of Flexible Instructional Days (FID) as an alternate form of instruction in place of a day otherwise cancelled due to inclement weather or other emergency. This is a logical choice given the vast amount of technology available to students of the Montgomery Area School District. The FID will be held on the day(s) of the building closure. On a FID,

students will complete learning assignments provided by the teacher at home on the day that otherwise would have been cancelled. Students will receive assignments for each subject that would have originally taken place during a regular school day. Students will be expected to attend scheduled Zoom sessions for direct instruction.

How will parents and students find the FID learning activities and assignments?

Classroom teachers will provide the learning assignments, activities, and online resources through our Schoology platform. Parents and/or students should make teachers aware of a need for a paper copy version of the assignment if Wi-Fi will not be available on the FID. For a prolonged period of closure, a paper copy version of the assignment will be provided to the student.

What if a student does not have access to a computer and/or internet to access the lesson or complete activities?

Teachers will be in communication with families to consult on the availability of Wi-Fi in the home. If Wi-Fi is not available, hard copies of resources will be provided and mailed home for the student. The teacher will provide the office with paper copies of the learning activities and assignments. The office will ensure that these activities are delivered to the student's home. Students will have the week to complete the required learning activities and assignments. The district is also pursuing options to provide temporary mobile hotspots to students who have been identified as not having Wi-Fi at home.

Will students have assignments and activities for their special classes such as music?

Students will be expected to complete lessons for classes that are typically scheduled to include specials in physical education/health, art, music and library.

What happens if a student does not complete the FID assignments?

Elementary school students may lose the point value or grade for the assignment. This loss of points could negatively impact a student's marking period grade. Each teacher weighs learning activities and assignments differently. It would be in the best interest of the student to complete the assignments within the designated window. Failure to complete assignments will negatively impact attendance and student grades. School administration, the school counselor, teachers and the school social worker will reach out to families to assist in ensuring that work is completed. Extreme cases of non-compliance with the attendance policy during the time period of FID may also result in unexcused absences and/or contact from our Children and Youth Liaison to set up an attendance meeting.

How much time is my student expected to take to complete the assignments?

Teachers will design learning activities and assignments that are equivalent to time spent on a similar activity on a regularly scheduled class period. Students working independently on an assignment will

likely take less time to complete the assignment compared to a large group setting. Teachers will make every effort to assign an approximate time to each activity or assignment.

What if there is only one computer in the house but multiple students?

Students may need to share resources in the home or other locations. Some students may want to work on offline options while others complete online assignments. Elementary school students will be expected to use the district-assigned Chromebook, which should help to alleviate the demand on the home computer. Students have the ability to request an offline version of the learning activities and assignments. That is only available in the absence of Wi-Fi in the home.

May a student access the assignments or complete the online assignments from their smartphone?

Teacher assignments can be accessed from a variety of tablets, smartphones, laptops and desktop computers. The assignments may use a variety of websites and applications that may or may not work from a variety of devices.

What will happen with regard to special education services?

Students with disabilities will continue to be educated during a school closure the same as their non-disabled peers and as indicated in their Individualized Education Plan (IEP). Students will receive accommodations and modifications in the general education curriculum as outlined in their IEP to the maximum extent possible while participating in flexible instructional opportunities available to all students. Special education teachers will conduct small group sessions with students having an IEP to support student progress towards IEP goals. Special education teachers will remain in contact with students, families, and general education teachers during the closure.

Direct special education and related services, which are not available via flexible learning opportunities, will be provided to those students following the regular school term. Amount and type of services provided will be determined based on special education support indicated in the students' IEP.

MTSS framework of interventions and supports will remain in place during FID.

What will happen with regard to school counseling services?

School counseling services will be available during the time period of the FID. Parents and students must initiate contact with the school counselor, Tara Condit, via email tcondit@montasd.org. Sessions may occur using telephone or online technologies.

Preventive Measures

While the risk of developing coronavirus remains low for most healthy individuals, the Montgomery Area School District is committed to protecting the health and well-being of our community.

Coronavirus is transmitted like the common flu virus and can be easily eliminated with good cleaning and personal hygiene practices. Common symptoms for coronavirus include, but are not limited to fever, cough and/or shortness of breath.

The PA Department of Health encourages schools to increase education on ways to protect yourself from illnesses such as the cold, flu and also the coronavirus:

- **Wash** hands often with soap and water for at least 20 seconds. Use an alcohol-based hand sanitizer if soap and water are not available.
- **Cover** any coughs or sneezes with your elbow, do not use your hands!
- **Clean** surfaces frequently, such as countertops, light switches, cell phones and other frequently touched areas.
- **Contain** - if you are sick, stay home until you are feeling better. Avoid close contact with people who are sick.

For your information, additional related resources can be found by clicking on the links below:

[CDC Coronavirus Information](#)

[CDC Coronavirus Frequently Asked Questions](#)

[PA Department of Health Coronavirus Website](#)

[World Health Organization Information About Coronavirus](#)

APPENDIX B

Book; Policy Manual
Section: 900 Community
Title: Title I Parent and Family Engagement
Code: 918
Status: Active
Adopted: March 19, 2019

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.^{[1][2]}

Definition

Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

Authority

The Board directs the district and each of its schools with a Title I program to:^[1]

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.^[3]
3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
 - a. Distributed in writing to all parents and family members.
 - b. Incorporated into the district's Title I Plan.^[3]
 - c. Posted to the district's publicly accessible website.^[4]
 - d. Evaluated annually with parent and family involvement.
4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility

The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.^{[1][5]}

Delegation of Responsibility

The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.[\[1\]](#)[\[3\]](#)

The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions.
4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.[\[5\]](#)

The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and expectations to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.[\[1\]](#)

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:[\[1\]](#)

1. Volunteer in their child's classroom.[\[6\]](#)
2. Support their child's learning.
3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Guidelines

Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[\[1\]](#)

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.[\[1\]](#)

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.[\[1\]](#)[\[3\]](#)

At these meetings, parents and family members shall be provided:[\[1\]](#)

1. Timely information about programs provided under Title I.
2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:

Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.

Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.

Analyze and share the results of the Title I Parent/Family Survey.

Post school performance data on the district's website.

Distribute and discuss the School-Parent and Family Compact.

Host various parent and family nights at each school building with a Title I program.

Actively recruit parents and family members to participate in school review and improvement planning.

Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.[\[1\]](#)[\[3\]](#)

Building Capacity for Parent and Family Engagement

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:[\[1\]](#)

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.[\[2\]](#) [\[7\]](#)
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
 - b. Using technology, including education about the harms of copyright piracy, as appropriate.[\[8\]](#)

- c. Providing information, resources and materials in a user friendly format.
 - d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.[9]
 4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children. [1][5][10][11][12][13][14] [15]
 5. Engage the PTO/PTA to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
 6. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:[1][5][10][11][12][13][14][15]

1. Involving district and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program.[1]

The evaluation shall identify:[1]

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.

Documentation of parent and family member input regarding Title I programs and activities from throughout the year.

The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy.[1]

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:[1]

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[6]
3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[6]

Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.[1]

Not less than ninety percent (90%) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:[1]

Supporting programs that reach parents and family members at home, in the community, and at school.

Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

Legal

1. 20 U.S.C. 6318
2. Pol. 102
3. 20 U.S.C. 6312
4. 24 P.S. 510.2
5. Pol. 138
6. Pol. 916
7. Pol. 127
8. Pol. 814
9. Pol. 333
10. 20 U.S.C. 7845
11. 29 U.S.C. 3271 et seq
12. 29 U.S.C. 701 et seq
13. 42 U.S.C. 11301 et seq
14. 42 U.S.C. 9831 et seq
15. Pol. 212

APPENDIX C

Book: Policy Manual
Section: 200 Pupils
Title: Bullying/Cyberbullying
Code: 249
Status: Active
Last Revised: August 26, 2021

Purpose

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

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:[1]

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

Authority

The Board prohibits all forms of bullying by district students.[1]

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

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

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to

this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[2][3]

Title IX Sexual Harassment and Other Discrimination

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[4][5]

Confidentiality

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

Retaliation

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

Delegation of Responsibility

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

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

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the Safe School Report:[1]

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

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1][6][7]

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.[1]

Education

The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1][8][9][10]

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[1][6][11]

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

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Legal

1. 24 P.S. 1303.1-A

2. 24 P.S. 1302-E

3. Pol. 236.1

4. Pol. 103

5. Pol. 103.1

6. Pol. 218

7. 22 PA Code 12.3

8. 20 U.S.C. 7118

9. 24 P.S. 1302-A

10. Pol. 236

11. Pol. 233

Pol. 113.1

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APPENDIX D

Book: Policy Manual
Section: 200 Pupils
Title: Unlawful Harassment
Code: 248
Status: Active
Adopted: June 15, 1993
Last Revised: May 21, 2002

Purpose

The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated.

Authority

The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.^{[1][6][7][8]}

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

Definitions

For purposes of this policy, **harassment** shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion when such conduct:^[7]

1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
3. Otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, **sexual harassment** shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:^[9]

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
3. Such conduct deprives a student of educational aid, benefits, services or treatment.
4. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Examples of conduct that may constitute **sexual harassment** include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

Delegation of Responsibility

In order to maintain an educational environment that discourages and prohibits unlawful harassment, the Board designates the Superintendent as the district's Compliance Officer.[5]

The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents, employees, independent contractors, vendors, and the public. The publication shall include the position, office address and telephone number of the Compliance Officer.

The administration shall be responsible to provide training for students and employees regarding all aspects of unlawful harassment.

Each student shall be responsible to respect the rights of their fellow students and district employees and to ensure an atmosphere free from all forms of unlawful harassment.

The building principal or designee shall be responsible to complete the following duties when receiving a complaint of unlawful harassment:

1. Inform the student or third party of the right to file a complaint and the complaint procedure.
2. Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.

3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

Guidelines

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or a district employee.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal.

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

The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.

Step 2 – Investigation

Upon receiving a complaint of unlawful harassment, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

Step 3 – Investigative Report

The building principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

Copies of the report shall be provided to the complainant, the accused, and the Compliance Officer.

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur.

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

If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

Appeal Procedure

1. If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.
2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.
3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation.

Legal

1. 42 U.S.C. 2000e et seq

5. Pol. 103

6. 20 U.S.C. 1681 et seq

7. 29 CFR 1606.8

8. 43 P.S. 951 et seq

9. 29 CFR 1604.11

APPENDIX E

Book: Policy Manual
Section: 100 Programs
Title: Discrimination/Title IX Sexual Harassment Affecting Students
Code: 103
Status: Active
Last Revised: January 19, 2021

Authority

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

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the district and is prohibited at or, in the course of, district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures. [18][19][20][21]

The Board directs that the foregoing statement of Board policy be included in each student and staff handbook, and that this policy and related attachments be posted to the district's website.

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

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report

such incidents to the building principal, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

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

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

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

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

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

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

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

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

When an emergency removal, as described in Attachment 3, is warranted to address an immediate threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability where applicable.[18][20][23][24]

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the

normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable.[18][19][20][23]

Discipline/Placement of Student Convicted or Adjudicated of Sexual Assault

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

Confidentiality

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

Retaliation

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

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

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

Definitions

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

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

Discrimination

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

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or

threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

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

Definitions Related to Title IX Sexual Harassment

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

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

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

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

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

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

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
3. Sexual assault, dating violence, domestic violence or stalking.
 - a. **Dating violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:[34]
 - i. Length of relationship.
 - ii. Type of relationship.
 - iii. Frequency of interaction between the persons involved in the relationship.
 - b. **Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.[34]
 - c. **Sexual assault** means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.[35]
 - d. **Stalking**, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:[34]
 - i. Fear for their safety or the safety of others.
 - ii. Suffer substantial emotional distress.

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

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the [36]

[The district may choose the same or different individuals to fulfill the roles of Compliance Officer and Title IX Coordinator. If designating one (1) individual to fulfill both responsibilities, select the first option and enter the appropriate position title. If designating two (2) individuals to fulfill the separate responsibilities, select the second option and enter the appropriate position titles.]

{ } _____ as the district's Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:

Address:

Email:

Phone Number:

{ } _____ as the district's Compliance Officer and
_____ as the district's Title IX Coordinator.

The Compliance Officer can be contacted at:

Address:

Email:

Phone Number:

The Title IX Coordinator can be contacted at:

Address:

Email:

Phone Number:

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

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provide training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, and available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources including counseling resources.

4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.[37]
6. Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

Guidelines

Title IX Sexual Harassment Training Requirements

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

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

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

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

Disciplinary Consequences

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

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

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

Reports of Discrimination

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

Reports of Title IX Sexual Harassment

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

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Legal

1. [22 PA Code 12.1](#)
2. [22 PA Code 12.4](#)
3. [22 PA Code 15.1 et seq](#)
4. [22 PA Code 4.4](#)
5. [24 P.S. 1301](#)
6. [24 P.S. 1310](#)
7. [24 P.S. 1601-C et seq](#)
8. [24 P.S. 5004](#)
9. [43 P.S. 951 et seq](#)

10. 20 U.S.C. 1681 et seq
11. 34 CFR Part 106
12. 29 U.S.C. 794
13. 42 U.S.C. 12101 et seq
14. 42 U.S.C. 1981 et seq
15. 42 U.S.C. 2000d et seq
16. U.S. Const. Amend. XIV, Equal Protection Clause
 17. Pol. 103.1
 18. Pol. 113.1
 19. Pol. 218
 20. Pol. 233
 21. Pol. 317
 22. Pol. 806
 23. Pol. 113.2
 24. Pol. 113.3
 25. Pol. 218.3
26. 24 P.S. 1318.1
27. 20 U.S.C. 1232g
28. 34 CFR 106.44
29. 34 CFR 106.45
30. 34 CFR 106.71
31. 34 CFR Part 99
32. 34 CFR 106.30
 33. Pol. 113
34. 34 U.S.C. 12291
35. 20 U.S.C. 1092
36. 34 CFR 106.8
 37. Pol. 150
 38. Pol. 317.1
18 Pa. C.S.A. 2709
20 U.S.C. 1400 et seq
28 CFR Part 41
28 CFR Part 35
34 CFR Part 100
34 CFR Part 104
34 CFR Part 110
U.S. Const. Amend. I
 Bostock v. Clayton County, 590 U.S., 140 S. Ct. 1731 (2020)
 Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
 Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
 Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Office for Civil Rights - Resources for Addressing Racial Harassment
 Pol. 122
 Pol. 123
 Pol. 138
 Pol. 216
 Pol. 220
 Pol. 247
 Pol. 249
 Pol. 251
 Pol. 252
 Pol. 320
 Pol. 701
 Pol. 815
 Pol. 832

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APPENDIX F

Book: Policy Manual
Section: 200 Pupils
Title: Homeless Students
Code: 251
Status: Active
Adopted: October 17, 2006
Last Revised: February 21, 2017

Authority

The Board recognizes the need to promptly identify homeless children and youths within the district, facilitate their immediate enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state laws and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)

The Board shall ensure that homeless children and youths have equal access to the same educational programs and services provided to other district students.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

The Board, authorizes the Superintendent to waive district policies, procedures and administrative regulations that create barriers to the identification, enrollment, attendance, transportation, school stability and success in school of homeless children and youths.[\[3\]](#)

It is the policy of the Board that no student shall be discriminated against, segregated or stigmatized based on his/her homeless status.[\[5\]](#)[\[6\]](#)

Definitions

Enroll or **Enrollment means** attending classes and participating fully in school activities.[\[7\]](#)

Homeless children and youths means individuals who lack a fixed, regular and adequate nighttime residence, and includes:[\[7\]](#)[\[8\]](#)

1. Children and youths who are:
 - a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - b. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
 - c. Living in emergency, transitional or domestic violence shelters; or
 - d. Abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;

4. Migratory children who qualify as homeless because they are living in circumstances described above; and
5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

School of origin is the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. When the child or youth completes the final grade level served by the school of origin, the school of origin shall include the designated receiving school at the next grade level for all feeder schools.[\[6\]](#)

Unaccompanied youth means a homeless child or youth not in the physical custody of a parent or guardian. This includes youth who have run away from home; been abandoned or forced out of home by a parent, guardian or other caretaker; or separated from a parent or guardian for any other reason.[\[7\]](#)

Delegation of Responsibility

The Board designates the Superintendent to serve as the district's liaison for homeless children and youths.[\[6\]](#)

The district's liaison shall ensure outreach and coordination with:[\[6\]](#)

1. Local social service agencies and other entities that provide services to homeless children and youths and families.
2. Other school districts on issues of prompt identification, transfer of records, transportation and other inter-district activities.
3. District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.[\[9\]](#)[\[10\]](#)
4. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's liaison shall ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents/guardians of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens. Such notice shall be provided in a manner and form understandable to the parents/guardians of homeless children and youths, and unaccompanied youths.[\[6\]](#)

The district's liaison shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state laws and regulations.[\[6\]](#)

Guidelines

Enrollment/Placement

Best Interest Determination -

In determining the best interest of a child or youth, the district shall:

1. Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the parent/guardian or unaccompanied youth.[\[6\]](#)
2. Consider student-centered factors related to impact of mobility on achievement, education, health and safety, giving priority to the request of the parent/guardian or unaccompanied youth.[\[6\]](#)
3. If, after such consideration, the district determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent/guardian or unaccompanied youth, the district shall provide the parent/guardian or unaccompanied youth with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the parent/guardian or unaccompanied youth and shall include information regarding the right to appeal.[\[6\]](#)

Placement -

In accordance with the child's or youth's best interest, the district shall continue to enroll a homeless student in his/her school of origin while s/he remains homeless and through the end of the academic year in which s/he obtains permanent housing.[\[6\]](#)

Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools.[\[6\]](#)

The district's liaison shall assist an unaccompanied youth in placement or enrollment decisions, giving priority to the views of the student in determining where s/he will be enrolled.[\[6\]](#)

The district shall provide the parent/guardian or unaccompanied youth with a written explanation of any district decision related to school selection or placement, including the right to appeal.[\[6\]](#)

Enrollment -

The selected school shall immediately enroll the student and begin instruction, even if:

1. The student is unable to produce records normally required for enrollment.[\[3\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#) [\[17\]](#)
 2. The application or enrollment deadline has passed during any period of homelessness.[\[6\]](#)[\[11\]](#)
- The district's liaison shall immediately contact the school last attended by the child or youth to obtain relevant academic or other records.[\[6\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)

The district may require a parent/guardian to submit contact information.[\[6\]](#)

Assignment -

If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's assignment within the school.[6] [18]

Dispute Resolution -

If a dispute arises over eligibility, enrollment or school selection:[6]

1. The parent/guardian or unaccompanied youth shall be referred to the district's liaison, who shall assist in the dispute resolution process.
2. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
3. The district's liaison shall issue a written decision of the dispute within twenty (20) business days of being notified of the dispute.

A parent/guardian or unaccompanied youth may appeal a district's written decision or file a complaint with the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

Education Records

Information about a homeless child's or youth's living situation shall be treated as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and shall not be deemed to be directory information.[16][17]

Comparable Services

Homeless students shall be provided services comparable to those offered to other district students including, but not limited to:[1][6][19]

1. Transportation services.[20]
2. School nutrition programs.[21]
3. Career and technical education.[22]
4. Preschool programs.
5. Educational programs for which the homeless student meets the eligibility criteria, such as:
 - a. Services provided under Title I or similar state or local programs.[23]
 - b. Programs for English Language Learners.[24]
 - c. Programs for students with disabilities.[10]
 - d. Programs for gifted and talented students.[25]

Transportation

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district.[1][6][20]

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.[\[6\]](#)

Training

The district's liaison shall participate in professional development programs and other technical assistance activities offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.[\[6\]](#)

The district's liaison shall arrange professional development programs for school staff, including office staff.[\[6\]](#)

School personnel providing services to homeless children and youths, including school enrollment staff, shall receive professional development and support to:[\[6\]](#)

1. Improve identification of homeless children and youths and unaccompanied youths;
2. Understand the rights of such children, including requirements for immediate enrollment and transportation; and
3. Heighten the awareness of, and capacity to respond to, the educational needs of such children.

Legal

1. 24 P.S. 1306
2. 22 PA Code 11.18
3. 42 U.S.C. 11431 et seq
4. 34 CFR 299.19
5. 42 U.S.C. 11431
6. 42 U.S.C. 11432
7. 42 U.S.C. 11434a
8. 34 CFR 200.30
9. Pol. 103.1
10. Pol. 113
11. Pol. 200
12. Pol. 201
13. Pol. 203
14. Pol. 204
15. Pol. 209
16. Pol. 216
17. Pol. 113.4
18. Pol. 206
19. Pol. 146
20. Pol. 810
21. Pol. 808
22. Pol. 115
23. Pol. 918
24. Pol. 138
25. Pol. 114
- 22 PA Code 403.1
- 20 U.S.C. 1232g
- 20 U.S.C. 6301 et seq
- 34 CFR Part 99
- 67 Fed. Reg. 10698
- PA Education for Homeless Children and Youth State Plan

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APPENDIX G

RPL



Raider Pride League
Montgomery Elementary School
Expectations & Parent Information



Raider Pride League

Expectations

	Classroom	Bathrooms	Cafeteria	Playground	Office
Be Respectful	<ul style="list-style-type: none"> -Listen to directions -Raise hand to speak -Keep voice quiet when someone else is talking and working 	<ul style="list-style-type: none"> -Knock before entering -Give privacy to others -Wait your turn 	<ul style="list-style-type: none"> -Sit and wait patiently -Use inside voice -Keep hands to yourself -Follow adult directions 	<ul style="list-style-type: none"> - Listen to adult directions -Respect the feelings of others 	<ul style="list-style-type: none"> -Keep a quiet voice and body -Wait patiently -Follow adult directions
Be Responsible	<ul style="list-style-type: none"> -Have materials ready -Complete classwork -Quietly transition to each activity -Be honest about your actions 	<ul style="list-style-type: none"> -Go quickly and quietly -Be sure to flush -Wash hands with soap and water -Keep water in sink -Put paper in the trash 	<ul style="list-style-type: none"> -Know your student number -Clean up your table area -Throw trash in trash cans 	<ul style="list-style-type: none"> -Bring in what you take out -Line up when instructed -Play by the rules of the game 	<ul style="list-style-type: none"> -Have permission to visit -Be honest about your actions -Return promptly to class
Be Safe	<ul style="list-style-type: none"> -Walk - Sit in chair with both feet on floor -Keep hands & feet to self -Use classroom tools appropriately 	<ul style="list-style-type: none"> -Walk -Report any problems to an adult 	<ul style="list-style-type: none"> -Walk -Stay seated and face forward (bottoms on the bench) -Raise hand if you need something - Hold tray with two hands -Be alert 	<ul style="list-style-type: none"> -Use equipment properly -Ask permission to retrieve playground equipment -Inform teachers of problems -Play to keep a safe body -Be alert 	<ul style="list-style-type: none"> -Keep a calm and quiet body -Sit appropriately (if asked to sit)
Be Kind & Caring	<ul style="list-style-type: none"> - Be nice to others -Use kind words -Be helpful -Use manners 	<ul style="list-style-type: none"> -Be polite as you wait your turn 	<ul style="list-style-type: none"> - Use kind words -Use your manners 	<ul style="list-style-type: none"> -Take turns -Play fairly -Show good sportsmanship -Include others 	<ul style="list-style-type: none"> -Use your manners -Use kind words

	Hallway & Stairwell	Assemblies	Nurse's Office	Bus	Arrival & Dismissal
Be Respectful	<ul style="list-style-type: none"> -Use a quiet voice -Respect items in both areas -Be helpful in keeping area clean -Wait patiently for others to pass 	<ul style="list-style-type: none"> -Face the speaker or stage -Listen to the speaker -Keep hands and feet to yourself 	<ul style="list-style-type: none"> - Use an inside voice -Quietly wait your turn 	<ul style="list-style-type: none"> -Follow the bus driver's rules and directions -Use an inside voice -Have respectful conversations 	<ul style="list-style-type: none"> -Use your quiet voice while entering and exiting the building -Keep your hands and feet to self - Listen to adult directions
Be Responsible	<ul style="list-style-type: none"> -Walk quietly to destination -Take the shortest route -Carry materials properly 	<ul style="list-style-type: none"> -Respond appropriately to quiet signal -Wait patiently for program to begin -Follow staff directions 	<ul style="list-style-type: none"> -Get adult permission to go -Clearly state reason for visit -Be honest about your visit -Listen to nurse's directions -Return promptly to class 	<ul style="list-style-type: none"> -Take your belongings with you -Be on time -Ride your assigned bus -Get off at your assigned stop -Keep trash off the floor 	<ul style="list-style-type: none"> -Go directly to your classroom at arrival -Listen for announcements -Go directly to your bus or walker doors at dismissal -Keep track of belongings
Be Safe	<ul style="list-style-type: none"> -Walk -Look ahead and stay alert -Take one step at a time (stairs) -Stay with your group -Follow in a line/remain in your place in line 	<ul style="list-style-type: none"> -Multipurpose: Sit on bottom on floor and crisscross legs -Auditorium – Sit with bottom on seat and feet down 	<ul style="list-style-type: none"> -Find an adult in an emergency -Keep your hands to yourself -Be calm -Sit or rest quietly in assigned area 	<ul style="list-style-type: none"> -Stay in your seat and face forward -Keep hands and feet to yourself -Keep personal items in your bag/backpack -Report any problems to an adult 	<ul style="list-style-type: none"> -Calmly walk to your destination -Keep hands and feet to yourself -Be alert and keep eyes forward -Use sidewalks when leaving
Be Kind & Caring	<ul style="list-style-type: none"> -Hold the door for the person behind you -Use your manners -Smile/wave 				

RAIDER PRIDE LEAGUE PARENT INFORMATION

What is the Raider Pride League?

The Raider Pride League is our new school wide positive behavior program. Students will be taught clear expectations for behavior at school and will be rewarded for following those expectations. The program has a sports theme. Each classroom has selected a team name and sport.

What are the rules?

- Be Respectful
- Be Responsible
- Be Safe
- Be Kind & Caring

What are the locations focused on?

Behavior expectations will be taught to all students for all areas of the school. Our target areas are the classroom, bathroom, cafeteria, playground, office, hallway & stairwell, assemblies, nurse's office, bus, and arrival & dismissal time.

How do our students get rewarded?

Students who are following the rules will be rewarded with a Raider Pride League ticket. Students will put half of their ticket in their classroom locker. The other half will come home. Tickets will be drawn and prizes will be awarded periodically in a variety of ways. There will be assemblies and incentives for the students throughout the year.

What happens if my child does not follow the rules?

There are two kinds of rule violations, minors and majors. Teachers will handle minor behavior violations in their classrooms. Teachers may contact you regarding these violations. The office will handle major behavior violations. Clear definitions have been set for minor versus major behaviors. On some occasions, multiple minor violations can become a major.

How can I help?

Please support our efforts by reviewing and reinforcing the four rules with your child.



MONTGOMERY AREA ELEMENTARY SCHOOL STUDENT/PARENT HANDBOOK (2023-2024)

The Elementary Student/Parent Handbook is available on the district's website at www.montasd.org (under Forms/Handbooks). Please review the Handbook through the website provided, and sign the acknowledgement below. If you would like a printed copy, please pick one up in the elementary office (or one can be sent home with your child upon request).

Parental Acknowledgement:

I acknowledge that I have viewed this document and agree to cooperate in helping my child to understand the rules and regulations it contains.

STUDENT NAME _____

GRADE _____ HOMEROOM TEACHER _____

PARENT'S SIGNATURE _____

DATE _____

***** Please return this page to school with your child at your earliest convenience. *****