



Dassa McKinney Elementary School 2025-2026

Student & Family Handbook

391 Hooker Road
West Sunbury, PA 16061
(724)637-2321

*Preparing Moniteau students to achieve their
fullest potential as they face the challenges of life.*

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PURPOSE OF THE HANDBOOK

The handbook is designed to assist parents, guardians, and students with the policies and procedures of Dassa McKinney Elementary School and the Moniteau School District. The Elementary Discipline Policy will be included within each area it applies to or where appropriate for the specific response to infractions. The main purpose of the handbook is to ensure effective communications between the home and school. Any item not specifically addressed in the handbook will be handled by the building principal. In a situation where provisions of the handbook contradict school board policy, the policy shall prevail. The following basic guidelines are recommended procedures for parents/guardians with concerns or questions:

1. Parents/guardians should first communicate with teachers or with the school personnel involved concerning the problem.
2. Appointments for private conferences with teachers or other school personnel should be made in advance by contacting the teacher or the school office.
3. Problems that are not solved during parent-teacher conferences can be taken to the principal.
4. If problems are not resolved at the local building level, parents/guardians have the recourse of contacting the Superintendent.
5. Board members may be contacted about school matters if the procedures outlined above do not help solve problems.

BOARD OF DIRECTORS

Dr. Michael Panza, President
1140 Branchton Road
West Sunbury, PA 16061

Mrs. Kathy McBride, Vice-President
406 Porter Road
Harrisville, PA 16038

Mr. Travis Beachem
56 Hall Road
Butler, PA 16001

Mrs. Janeen Beatty
3024 Oneida Valley Road
Hilliards, PA 16040

Mr. Mark DeMatteis
212 DeMatteis Road
Boyers, PA 16020

Mrs. Linda Dillaman
1835 West Sunbury Road
West Sunbury, PA 16061

Mrs. Brittney Larimore
254 Sunbury Road
Slippery Rock, PA 16057

Mrs. Jennifer Rottman
120 Sullivan Lane
Hilliards, PA 16040

Mr. Christopher Stamm
840 N. Washington Road
Petroia, PA 16050

TITLE IX, SECTION 504 POLICY

The Moniteau School District is an equal opportunity education institution and does not discriminate on the basis of race, color, national origin, sex or handicap in its activities, programs or employment practices as required by Title VI, Title IX and section 504. The Moniteau School District prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator at 1810 West Sunbury Rd, West Sunbury, PA 16061. The notice of nondiscrimination is located at www.moniteau.org/Title-IX.

For information regarding services, activities and facilities that are accessible to and usable by handicapped persons contact the Superintendent's office at (724) 637-2117.

DISCLAIMER: The administration reserves the right, and is entitled to the authority, to determine consequences and render decisions for situations not specifically addressed within this handbook.

ADMINISTRATION

Dr. Aubrie Schnelle	aschnelle@moniteau.org	Superintendent
Kevin Boariu	kboariu@moniteau.org	Elementary Principal Director of Transportation
Nicole Fox	nfox@moniteau.org	Assistant Elementary School Principal Homeless and Foster Care Liaison
Lance Fox	lfox@moniteau.org	Jr./Sr. High School Principal Act 1 Point of Contact
Kim McBryar	kmcbryar@moniteau.org	Assistant Jr./Sr. High School Principal
Dustin M. Thompson	dthompson@moniteau.org	Coordinator of Student Support Services
Austin Blauser	ablauser@moniteau.org	Business Manager
James Willison	jwillison@moniteau.org	Director of Buildings and Grounds
Alix Greenawalt	agreenawalt@moniteau.org	Director of Technology
Carrie Plecher	cplecher@moniteau.org	Director of Food Services

Moniteau School District - Administrative Office
1810 West Sunbury Road
West Sunbury, PA 16061
(724) 637-2117 ▪ Fax (724) 637- 3862
<http://www.moniteau.org>

Bus Contractor - ABC Transit, Inc.
1650 West Sunbury Road
West Sunbury, PA 16061
(724) 300-1200

Dassa McKinney Elementary School
391 Hooker Road
West Sunbury, PA 16061
(724) 637-2321 ▪ Fax (724) 637-3877

Moniteau Jr./Sr. High School
1810 West Sunbury Road
West Sunbury, PA 16061
(724) 637-2091 ▪ Fax (724) 637-3878

ATTENDANCE

School Hours

School arrival time should be between 8:35-8:50 am. The instructional day begins at 8:55 a.m. and concludes at 3:30 p.m. Students should not be dropped off at school by their parent/guardian before 8:35 a.m. There is no supervision available for students prior to that time. Students must report to their respective homerooms upon arrival at school. With teacher permission students can use the restroom, go to the library, eat breakfast and participate in other school related activities.

Attendance (Moniteau School District Policy 204)

Purpose

The Board requires that students enrolled in district schools attend school regularly, in accordance with state laws. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. All children between the ages 6 and 18 must be enrolled in and attend school on a regular basis. If a parent/ guardian begins a child's education prior to the age of 6, the child must remain in school as prescribed by law.

Authority

Attendance shall be required of all students enrolled in district schools during the days and hours that school is in session, except that a principal may excuse a student for temporary absences when receiving satisfactory evidence from a practitioner of the healing arts for mental, physical, or other urgent reasons that may cause the student's absence. Urgent reasons shall be strictly construed and do not permit irregular attendance.

The parent/guardian of a school-age child is responsible to provide an explanation in writing for the student's absence from school. The mere fact that a parent/guardian has sent a written explanation to the district's administration does not necessarily mean that the absence is excused.

If a student is excessively absent from school, five (5) days per semester or ten (10) days per year, the parent/guardian shall be required to verify each additional illness/injury with a written excuse from a practitioner of the healing arts. The administration has the right to excuse other absences as urgent conditions arise.

Any student, who is absent, whatever the reason, shall be responsible to submit to the district a written explanation for his/her absence from the parent/guardian. All absences from school must be substantiated with a note signed by a parent/guardian. A student must provide a written excuse for an absence within three (3) school days of his/her return to school.

Definitions

Compulsory age shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than six (6) years of age, until the student reaches eighteen (18) years of age. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.

Person in parental relations shall mean a:

1. Custodial biological or adoptive parent
2. Noncustodial biological or adoptive parent
3. Guardian of the person of a student
4. Person with whom a student lives and who is acting in a parental role of a student. This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.

School-based or community-based attendance improvement program shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.

The Board considers the following conditions to constitute reasonable cause for absence from school:

1. Illness.
2. Quarantine.
3. Required court attendance.
4. Death of immediate family members as specified by School Code.
5. Inclement weather/impassable roads.
6. Other requests approved by the building principal.

Unlawful absence is the unexcused absence of all students of compulsory school age (6-18 years) for one or more of the following reasons:

1. Absence through parental neglect.
2. Illegally employed.
3. Truancy.

The school district does not recognize any day as a "senior skip day". Absences on such days are considered unlawful and therefore make-up privileges are not granted.

Repeated infractions of Board policy requiring the attendance of enrolled students may constitute such misconduct and disobedience as to warrant the suspension or expulsion of the student from the regular school program.

The Board or its designee shall report to appropriate authorities infractions of the law regarding the attendance of students below the age of eighteen (18). The Board shall issue notice to those parents/guardians who fail to comply with the requirements of compulsory attendance that such infractions will be prosecuted according to law.

Attendance need not always be within school facilities. A student will be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction.

Upon written request by a parent/guardian, an absence occasioned by observance of a student's religion on a day approved by the Board as a religious holiday shall be excused. A penalty shall not be attached to an absence for a religious holiday.

The Board or its designee may, upon written request of the parents/guardians, release from attendance a student participating in a religious instruction program acknowledged by the Board. Such instruction shall not require the child's absence from school for more than thirty-six (36) hours per school year, and its organizers must inform the Board of the child's attendance record. The Board shall not provide transportation to religious instruction. A penalty shall not be attached to an absence for religious instruction.

The Board may permit a student to be excused for participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group upon written request from the parent/guardian prior to the event.

The Board will recognize other justifiable absences for part of the school day. These shall include:

1. Medical or dental appointments. However, such excuses should be infrequent, and a sincere attempt should be made by the child's parents/guardians to make such appointments during after-school hours or on Saturdays. If a student has a medical or dental appointment in the morning, the student shall be in afternoon classes. If a student has a medical or dental appointment in the afternoon, the student shall be in morning classes.
2. Court appearances.

The Board shall excuse the following students from the requirements of attendance at the schools of this district:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught, except that such students and students attending college who are also enrolled part-time in the district schools shall be counted as being in part-time attendance in this district.
3. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.
4. Students fifteen (15) years of age, and fourteen (14) years of age who have completed the highest elementary grade, who are engaged in farm work or private domestic service under duly issued permits.
5. Students sixteen (16) years of age regularly engaged in useful and lawful employment during the school session and holding a valid employment certificate. Regularly engaged means thirty-five (35) hours or more per week of employment.
6. Homebound children unable to attend school on the recommendation of the school physician, the personal physician or a licensed psychiatrist and approval of the Secretary of Education.
7. Students enrolled in special schools conducted by the Intermediate Unit or approved by the Department of Education.
8. Students attending college who are also enrolled part-time in district schools.
9. Students attending a home education program or private tutoring in accordance with law.

Educational Tours and Trips

Parents/Guardians may make application for a waiver of compulsory attendance regulations when they desire their children to enjoy vacation experiences which are educational in nature and also when parents/guardians must travel for other purposes and it would constitute a hardship to make arrangements to leave children at home or to curtail their trip because of the compulsory attendance laws. Applications for an exception to compulsory attendance requirements are available in each building principal's office. Prior notification, application, and approval by the building principal are required. Final approval rests with the Superintendent. The Board may limit the number and duration of educational tours or trips for which excused absences may be granted to a student during the school term. Pre-approved vacation experiences, which are educational in nature, will count against a student's ten (10) days of absence per year. Vacation experiences that are not preapproved and/or that exceed the ten (10) day limit per year will be considered unexcused and/or illegal.

A student will be excused for two (2) preapproved postsecondary visits per school year. A student must provide the district documentation from the postsecondary institution visited upon return from such a visit. Upon return, the student has three (3) days to provide such documentation to school officials. Postsecondary visits do not count against a student's ten (10) days of absence.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Ensure a school session that conforms with requirements of state law and regulations.
2. Govern the keeping of attendance records in accordance with law.
3. Distribute annually to staff, students, and parents/guardians Board policies and school rules and regulations governing student attendance, absences and excusals.
4. Impose on truant students appropriate incremental disciplinary measures for infractions of school rules, but no penalty may have an irredeemably negative effect on the student's record beyond that which naturally follows absence from classroom learning experiences.
5. Identify the habitual truant student, investigate the causes of truant behavior, and consider modification of the student's educational program to meet particular needs and interests.
6. Ensure that students legally absent have an opportunity to make up work.

A central attendance office in each of the two (2) schools maintains attendance records for that school. The official attendance record for all elementary students shall be maintained in an office located in the Dassa McKinney Elementary School. The official attendance record for all secondary students shall be maintained in an office located in the Moniteau Junior-Senior High School. Final reports to the Board and the state shall be prepared by the administration and signed by the Superintendent.

Guidelines

Tardiness To School

Every student should be in his/her classroom before the tardy bell rings. A tardy commences with the absence of a student at the time a given day and/or half day of attendance begins. Students arriving at school more than thirty (30) minutes from the start of school will be considered absent for one-half ($\frac{1}{2}$) day; students leaving school prior to thirty (30) minutes before dismissal will be considered absent for one-half ($\frac{1}{2}$) day. Students arriving at school more than thirty (30) minutes after the beginning of the second half of the school day will be considered absent from school for that day.

Students tardy to school must arrive with a note from their parent/guardian. A parent/guardian note will be accepted for the first two (2) tardies of each semester, and students will be permitted to make up work missed for the first two (2) tardies. A student is not permitted to make up work when tardy three (3) or more times in a semester. After administrative investigation, the consequences for being tardy three (3) or more times in a semester will be determined by the levels of progressive discipline. Unless accompanied by a legal excuse, students must be in attendance for a minimum of one-half (1/2) day to participate in athletic events. Students, in regard to their first two tardies, must arrive prior to 9:15 a.m. at the secondary level to participate in any extra-curricular or school-sponsored activity, such as dances, plays, concerts, athletic events, et cetera. Students, who are illegally tardy (arrive without a doctor's/medical excuse, arrive without legal verification of a court appointment, or arrive when not excused by the administration for another reason) three or more times in a semester, will not be permitted to participate in any after school or extra-curricular activity that same day. Building administration reserves the right to determine a student's eligibility status. If the third or more tardy occurs on a Friday (or any last day of the week), building administration reserves the right to revoke a student's eligibility to participate in any activity until the next official day of school.

School time missed due to chronic tardiness to school without a written legal excuse may be accumulated and converted to an equivalent number of days of unexcused absence. Upon the approval of the building principal, a citation may be issued to those parents/guardians who fail to comply with the statutory requirements of compulsory attendance through their children's chronic, unexcused tardiness to school.

Truancy, Unexcused Or Unlawful Absence

Truancy or unlawful absence is defined as a student who is absent from school without permission from a parent/guardian or school official.

Penalty for Truancy Or Unlawful Absence

First unlawful absence - A student will have the opportunity to make up work. A letter will be sent home to the parent/guardian informing them of the first unlawful absence.

Second unlawful absence - A student will not have the opportunity to make up work. A letter will be sent home to the parent/guardian informing them of the second unlawful absence.

Third unlawful absence - A student will not have the opportunity to make up work. A letter will be sent home by mail to the parent/guardian informing them of the third unlawful absence. This letter or official notice will also inform the parent/guardian that on the sixth unlawful absence, the district will file a citation with the magistrate for truancy.

Subsequent Unlawful Absence - The administration will coordinate a school/family conference to discuss the cause of the student's truancy and to develop a Student Attendance Improvement Plan (SAIP) to resolve truant behavior. At the end of the conference, all parties will sign a comprehensive SAIP. In addition to the construction of a Student Attendance Improvement Plan, the district will reserve the right to refer the student to a county approved attendance improvement program.

When a student is truant or cuts class, he/she is not permitted to make up any assessments administered during the period of truancy or class cuts.

Students K through 6 can be excluded from detention/suspension and academic consequences but are required to make up all work.

Student Excusals

A student who reports to school must attend all classes during the school day and may only be excused from class(es) by the building administration. This can only be done through established building procedures. A student, if permitted by the building administration, can have two (2) excusals per semester. These student excusals are permitted for medical or dental appointments, required court appearances, or other requests approved by the building administration. Student excusals will not be granted for the following reasons: shopping; hunting, fishing, attending ball games or sporting events; birthday or other celebrations; employment; inefficient transportation or automobile breakdowns; haircut appointments; or any other reason not listed as being legal in the Pennsylvania School Code of 1949. After administrative investigation, the consequence will be determined by the levels of progressive discipline. Students, who are illegally excused (leave without a doctor's/medical excuse, leave without legal verification of a court appointment, leave without the approval of the administration) three or more times in a semester, will not be able to participate in any after school or extra-curricular activity that same day. If the third or more tardy occurs on a Friday (or any last day of the week), building administration reserves the right to revoke a student's eligibility to participate in any activity until the next official day of school. The student is also not permitted to make up work when illegally excused to leave school early three (3) or more times.

Class Cuts

Illness is the only acceptable excuse for not reporting to class. If a student becomes ill, s/he must report to the school nurse with a properly signed pass. Spending the class period in the restroom is inexcusable. After administrative investigation, the consequence for cutting class will be determined by the levels of progressive discipline. As the result of a class cut, the student may not make-up assignments, class work, or other assessments.

Unexcused Absence

An unexcused absence occurs when a student does not provide a written excuse for an absence within three (3) school days of his/her return to school. An out of school suspension may not be considered an unexcused absence.

School Attendance Improvement Conference (SAIC)

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the SAIC.

The purpose of the SAIC is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.

The following individuals shall be invited to the SAIC:

1. The student
2. The student's person in parental relation
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate school personnel
5. Recommended service providers

Neither the student nor the person in parental relation shall be required to participate, and the SAIC shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.

The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.

The district may not take further legal action to address unexcused absences until the scheduled SAIC has been held and the student has incurred six (6) or more days of unexcused absences.

Proceedings And Penalties For Violation Of Compulsory Attendance Requirements

Student is Habitually Truant-

When a student under fifteen (15) years of age is habitually truant, district staff:

1. Shall refer the student to:
 - a. A school-based or community-based attendance improvement program; or
 - b. The local children and youth agency.
2. May file a citation in the office of the appropriate magisterial district judge against the person in parental relation who resides in the same household as the student.

When a student fifteen (15) years of age or older is habitually truant, district staff shall:

1. Refer the student to a school-based or community based attendance improvement program; or
2. File a citation in the office of the appropriate magisterial district judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate magisterial district judge, district staff shall provide verification that the school held a SAIC.

Every parent/guardian of any child of compulsory school age is subject to penalties if compulsory school-age attendance requirements are not met. The district will give three (3) days' written notice of violation of compulsory attendance prior to proceeding against the offending party and will attempt to develop a Student Attendance Improvement Plan (SAIP) in cooperation with the parent/guardian. If compulsory attendance violations continue, the district will proceed with the filing of a citation with the local magisterial district judge. The district will also refer students to local or county approved attendance programs as an additional step for support.

Possible sentences for parents/guardians found to be in violation of compulsory attendance law:

1. Paying a fine up to the amount allowed by law for each offense and court costs.
2. Completing a parenting education program.
3. In cases where the party convicted fails to pay the fine or complete the parenting education program, a subsequent sentencing to the county jail for no more than five (5) days.
4. Completing in lieu of, or in addition to the previous penalties, community service within the school district for a period of no more than six (6) months.

The Board may bring a student before the court. Possible dispositions for children found in violation of compulsory attendance law:

1. If the parent/guardian is not convicted by the magisterial district judge because the parent/guardian took every reasonable step to ensure the child's attendance at school and the child has attained the age of thirteen (13), the child may be:
 - a. Subject to a fine of no more than the amount allowed by law for each offense.
 - b. Assigned to an adjudication alternative program.
 - c. Alleged to be dependent by the magisterial district judge if the child fails to pay the fine or comply with the adjudication program.
 - d. Referred by the school district for services or possible disposition as a dependent child, in lieu of prosecution or assignment to an adjudication alternative program, if the child fails to comply with compulsory attendance provisions and is habitually truant.
2. Any child who has not attained the age of thirteen (13) who fails to comply with the compulsory attendance requirements and is habitually truant shall be:
 - a. Referred by the school district for services or adjudication as a dependent child.
3. For children convicted of violation of compulsory attendance requirements by the magisterial district judge, the court, including a court not of record, must send a certified record of the conviction or other disposition to the Department of Transportation.
 - a. Upon first conviction, the child's operating privilege for operating an automobile will be suspended for ninety (90) days.
 - b. Upon the second or subsequent conviction, the child's operating privileges will be suspended for six (6) months.
 - c. Children who do not yet have a driver's license will be ineligible to apply for a license for the time periods of ninety (90) days for the first conviction and six (6) months for the second and any subsequent conviction.
4. If a student of compulsory school age cannot be kept in school on account of truancy, the school district may proceed against the student before the juvenile court.

General Protective Services

General protective services are services to prevent the potential for harm to a child. Children who are habitually and without justification truant from school while subject to compulsory school attendance are subject to an assessment to determine if there is a need for general protective services. Children shall not be referred to the Butler County Children and Youth Agency for assessment as possibly needing services until after the school district has made a formal effort to involve the family and child in resolving the cause of the truant behavior.

The Penalty For Students Who Are of Noncompulsory Age and Violate The Attendance Policy

Students who are eighteen (18) years old or older do not come under the compulsory attendance law. Therefore, after ten (10) absences, students will meet with the building administration and their parent/guardian between the student's eleventh to fifteenth absence to address the student's excessive absenteeism. At this meeting, the administration will state that the parent/guardian notes for absences for the student will not be accepted after the formal notices have been issued and disciplinary measures have been instituted. After the meeting, the building administration will send a formal notice to the parent/guardian of the student stating that the student must provide a physician's excuse for all future absenteeism. If the student continues not to attend school, the building administration will initiate disciplinary measures. If the student, after appropriate disciplinary measures have been taken, continues not to attend school, the building administration will refer the student to the Superintendent. The Superintendent, then, will arrange for a formal meeting with the student and his/her parent/guardian. At this meeting, the Superintendent will

recommend the student for expulsion and recommend that the student be brought before the Board of School Directors.

Virtual Academy Attendance Requirements

All students enrolled in courses through the Moniteau Virtual Academy program in accordance with the following requirements will be considered in attendance for purposes of this policy and compulsory education requirements.

Student attendance in Moniteau Virtual Academy courses will be monitored by the Virtual Academy Administrator, guidance counselors and teacher(s) using an Internet-based system. To be considered in attendance during the school year, a student enrolled in the Virtual Academy program must actively participate in on-line instruction not less than 28 hours per week (5.6 hours per day or 336 minutes per day). A student will not be granted credit for any semester course if absences from that course total more than (7) hours per semester or for any full year courses that total more than fourteen (14) hours for the year. A student is not considered absent from class if s/he has logged into the virtual academy program and remained active during the minimum period required.

Except to the extent required by an individualized education program, Moniteau Virtual Academy instruction will not be provided by the school district prior to the beginning of or subsequent to the end of the school year as annually approved by the Board of School Directors.

Students enrolled full-time in the Moniteau Virtual Academy program must be actively engaged in their on-line courses a minimum of 2.6 hours (156 minutes) to qualify for participation in extracurricular activities or practices on that day.

Attendance Practices

1. If a parent signs out a student at school for a half-day's absence and writes the excuse in the office, the secretary will place the excuse in the homeroom teacher's mailbox.
2. If a child comes to school ill, and reports to the nurse's office and stays there until he/she is signed out by a parent or guardian he/she will be marked absent even if they are in school until 11:05 am or longer.
3. Children should not arrive at school if transported by their caregiver until 8:35am.
4. Unless it is necessary, parents/ guardians are asked to not arrive until after 3:30 pm to pick up their children.
5. The children should not be dismissed early on a weekly basis for dance classes, athletic practices, etc.
6. Students tardy to school need an excuse when signed into the office.
7. Students who exceed their 10 allowable absences will not be permitted to attend field trips.

Early Dismissal Procedures

Students who must be excused from school before dismissal time must bring written permission from the parent/guardian. Students who must be excused early are to do so for medical, legal, or religious reasons. Students need to bring a signed note from a parent/guardian explaining the time and date his/her child is to be picked up and by whom. The child's first and last name as well as their homeroom teacher's name should be included in this note. This note should be turned into the child's teacher in the morning who will send it to the office. The child will be paged to the office upon the parent/guardian's arrival and will be signed out before leaving school. In all cases, the parents are to wait in the office's designated parent waiting area for the child. When the student returns to school, the student is to present a verified medical, legal, or religious excuse. After three (3) early dismissals have accumulated without verified excuses during a semester, the student will be

subject to progressive disciplinary action including but not limited to, detention, suspension, and/or expulsion. School time missed due to chronic early dismissals from school without a written legal excuse may be accumulated and converted to an equivalent number of days of unexcused or unlawful absence. Early dismissal slips signed by the doctor must be turned in within 3 days of the leave. Repeatedly paging students to the office disrupts the instructional day, which ends at 3:30 pm.

The school district will not permit anyone to sign out a student other than a parent, guardian or authorized designee.

QUICK REFERENCE ATTENDANCE TIMES FOR THE SCHOOL YEAR (GR. K-6)

Window for tardies	8:55-9:25 AM
½ day absence after	9:25-AM
Leave before ____ = ½ day absence	3:00 PM
Here a full day if the student leaves after _____	3:00 PM
Student arrival after _____ = a full day absence	12:50 PM
Two-Hour Delay tardy window	10:55 -11:10 AM
Two-Hour Delay, ½ day absence after _____	11:10 AM
Two-Hour Delay: Leave Before _____ = ½ day absence	3:15 PM

School Delays/Cancellations

School delays and cancellations will be announced via the website at www.moniteau.org, ParentSquare, television and/or radio.

ParentSquare

The Moniteau School District uses the ParentSquare service which is a mass notification system. With the ParentSquare service, the Moniteau School District can send time-sensitive messages to students, parents, and staff via telephone, email, and text message within minutes. The ParentSquare service will be used for timely district-wide notifications about school closings and delays, school events, to complement our emergency preparedness procedures, and other necessary information.

Radio Stations

KDKA 1020 AM-PITTSBURGH
WISR 680 AM-BUTLER
WBUT 1050 AM-BUTLER
WLER 97 FM-BUTLER

Television Stations

KDKA
WPXI
WTAE

PLEASE DO NOT CALL THE SCHOOL. If severe weather conditions exist, please tune into one of the above radio stations or television stations.

STUDENT SUPPORT SERVICES

Privacy Rights of Parents and Students

Moniteau School District and its employees are required by Federal Law and State and Federal Rules and Regulations to protect the rights of students. The foundation of these rights comes from Federal legislation entitled, Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendments). There are State Rules and Regulations dealing with regular and special educational students' rights and privacy. All students are covered by the State Regulations contained in Chapter 12 known as Students' Rights and Responsibilities. The basic premise of the above-mentioned laws,

rules, and regulations is that information about students cannot be disclosed without written parental consent.

Educational Records, Personally Identifiable Information and Directory Information

Educational Records consist of information directly related to a student who is maintained by an educational agency. Personally Identifiable Information includes the student's name, the name of the parent or other family members, a personal identifier or a list of personal characteristics that would make the student's identity easily traceable.

Education Records and Personally Identifiable Information cannot be disclosed or released without written parent consent or if a student is over eighteen without student consent. There is certain information that can be released without consent, which is called Directory Information. Directory Information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Moniteau School District designates what information is labeled as Directory Information. It shall include the following: the student's name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Disclosure of information means to permit access to or the release, transfer or other communication of educational records, or the personally identifiable information contained in these records, to any party, by means, including oral, written, or electronic means. This means that information about a student cannot even be shared in conversation without permission. This also applies to other personnel who do not have an educationally relevant reason to possess knowledge of a student. Written parental consent is necessary for disclosure of personally identifiable information and education records. The consent must: (1) specify the records that may be disclosed; (2) state the purpose of the disclosure; (3) identify the party or class of parties to whom the disclosure may be made. Furthermore, Moniteau School District must maintain a written record of disclosure for the parents to inspect in case information has been released.

Chapter 15 Protected Handicapped Students

A protected handicapped student is a student who is school age with a physical or mental disability, which substantially limits or prohibits participation in or access to any aspect of the school program.

In compliance with State and Federal Law, Moniteau School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extra-curricular activities to the maximum extent appropriate to the student's abilities. These services and protection for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the evaluation procedures and provisions of services to protected handicapped students, contact Mrs. Bridget Vissari, School Psychologist, or Mr. Dustin Thompson, Coordinator of Student Support Services, Dassa McKinney Elementary School, 391 Hooker Road, West Sunbury, PA 16061, at (724) 637-2321.

Multi-Tiered Systems of Support (MTSS)

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports which includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include academics, behavior, and social-emotional within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help all students meet with continuous academic and behavioral success.

Response to Instruction and Intervention (RtII)

RtII is a general education effort for all students to identify and help those students who need academic or behavioral help long before they fail. RtII includes these features: Standards Aligned Instruction, Universal Screening and Tiered Interventions. The three tiers of intervention are as follows:

Tier I: Core Instruction

- For all students
- Universal Screening and Benchmark Assessments

Tier II: Targeted Intervention

- For students at academic or behavioral risk
- Bi-monthly Progress Monitoring

Tier III: Intensive Intervention

- For students performing significantly below grade level
- Weekly Progress Monitoring

MTSS Decision Making Team

The building principals, special education director, school psychologist, guidance counselor, school nurse and speech therapist are regular members of the MTSS Decision Making Team. The classroom teachers and Reading Specialist may also attend these meetings when necessary. MTSS meetings are held regularly throughout the school year. A student may be referred to this decision making team by a classroom teacher, school counselor, school nurse, administrator, speech therapist, school psychologist, director of special education, and/or the student's parent(s).

MTSS Team recommendations may include:

1. Classroom modifications in Tier I Instruction to meet the child's individual needs.
2. Additional supports in Tier II and/or Tier III intervention
3. A conference with the child's parents to discuss MTSS Team recommendations.
4. A referral to Student Assistance Program (SAP) or other community agencies, for support/assistance in working with the child.
5. Monitor the child's progress in a general education program.
6. Referral to the special education department to conduct a screening.
7. Referral to the school psychologist to initiate an individual multi-disciplinary team evaluation.

Parent requests for a screening or a multidisciplinary team evaluation should be in writing to the building principal.

Special Education

Moniteau School District uses the following procedure for allocating, identifying, and evaluating specified needs of school- age students requiring special programs or services. These procedures, as required by law, are as follows: the district, as prescribed by section 1402 of the School Code, routinely conducts screening of a child's hearing acuity in the following grades: Kindergarten, 1,2,3,7, and 11. Visual acuity is screened in every grade. Speech and language skills are screened in kindergarten and on a referral basis. New students are screened annually. Classroom teachers on an on-going basis assess gross motor and fine motor skills, academic skills and social-emotional skills. Specified needs from all of these screening sources are noted within the child's official file. School records are always open and available to parents, and only to school officials who have legitimate "need to know" information about the child.

Information from the records is released to other persons or agencies only with appropriate authorization that involves written, signed permission by parents. Parents with concerns regarding their student may contact building principals at any time to request a screening or evaluation of their child. Communication with parents and exceptional students shall be in English or the native language of the parents.

Screening information will be used by the MTSS Team within the student's school to meet his or her specific needs or to document the need for further evaluation. If it is determined that a child needs additional services, the MTSS Team will make adjustments relative to such things as the child's learning style, behavior, physical disabilities, and speech problems to be more in keeping with traditional classroom experiences. If a student does not make progress, parents will be asked to give written permission for further individual professional evaluations.

After all the evaluations are completed, an Evaluation Report will be compiled with parent involvement and include specific recommendations for the types of intervention necessary to deal with the child's specific needs. Parents are then invited to participate in a meeting where the results of the multidisciplinary evaluation will be discussed. An Individualized Education Program (I.E.P.) will be developed for specialized services for the students who qualify. The School District I.E.P. Team will consist of the special education teacher, the child's regular education teacher, a district representative (special education director, principal, psychologist, or others as designated by the building principal) and other specialists that work with the child.

A parent may request that the district initiate a screening or evaluation of their student's specific needs at any time by contacting the building principal. Further information about these procedures may be obtained by calling Mrs. Bridget Vissari, School Psychologist, or Mr. Dustin Thompson, Supervisor of Special Education, at (724) 637-2321 ext. 1705.

Parents are an integral part of the I.E.P. Team and should be present at the I.E.P. meeting. The district will make every effort to ensure parent participation. Parents are presented a Notice of Recommended Educational Placement (NOREP) with which they may agree or disagree. If parents disagree with the program being recommended, the issue may be taken to mediation or a due process hearing.

Information about Early Intervention, parental rights, mediation or Due Process procedures, specific Special Education Services and programs offered by the district, and the district's Education Records Policy are available upon request from the building principal in a child's record.

Autistic Support

The Autistic Support program provides academic, social language, developmental and behavioral support services for students who have a diagnosis within the Autistic Spectrum Disorders. A wide variety of techniques and interventions are used to develop independent skills. Students receive instruction on both an individual and small group basis. The primary goal of the program is to promote interpersonal and prosocial skills while maintaining appropriate academic advancement.

Gifted Support Program

The Gifted Support Program is designed for those students qualified for Program under Pennsylvania Special Education standards. The Pennsylvania Special Education Standards define the mentally gifted student as one with “Outstanding intellectual and creative ability - the development of which requires special services and programs not ordinarily provided in the regular education program.” To comply with State Regulations, the Moniteau School District Board of School Directors has approved a screening procedure for placement into Gifted Support as part of their approval of the total special education plan.

Learning Support Program

The Learning Support Program is designed to provide academic support to identified exceptional students. The Moniteau School District operates learning support classes in all buildings to ensure that children needing this service may receive it in their home school. A student must qualify for special education services, following a multi-disciplinary team evaluation, prior to being considered for placement in the Learning Support Program.

Life Skills Support Program

The Life Skills Support Program is designed to meet the needs of students who demonstrate significant deficits in adaptive behavior that impacts the students’ educational performance. This replacement curriculum focuses on content and skill acquisition in the context of daily life. As the student matures, emphasis shifts from skill acquisition to skill application with increased self-reliance.

Speech and Language Support Program

Screening activities are conducted on an ongoing basis to identify students who may be eligible for this special education program. When screening results suggest that a student might be exceptional in the area of speech and language, parent consent is then required to conduct a multidisciplinary evaluation. All screenings are administered by a licensed, certified, speech and language pathologist. Speech and language services include the Evaluation Report (ER), annual development of an Individualized Education Program (IEP), biennial multidisciplinary reevaluation, and supportive intervention in the resource room. The parent has the right to either approve or not approve this recommendation on the Notice of Recommended Educational Placement (NOREP). The Speech and Language Program is offered at all buildings in the Moniteau School District.

Annual Public Notice of Special Education & Early Intervention Services and Programs

It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individual with Disabilities Education Act (IDEA).

The IDEA requires each state educational agency to publish a notice to parents in newspapers or other media before any major identification location or evaluation activity. The IDEA requires this notice to contain certain information. Pennsylvania law requires each school district to fulfill this notice requirement by providing an annual public notice.

The school district is required by the IDEA to provide a free appropriate public education to children with disabilities who need special education and related services. Pennsylvania has adopted state laws which conform with the IDEA and which school districts must follow. In Pennsylvania a school age child with disabilities who needs special education and related services is identified as a child with a disability. Students are exceptional if they need specially designed instruction and have one or more of the following physical or mental disabilities:

Autism/Pervasive Development Disorder	Orthopedic Impairment
Deaf-Blindness	Other Health Impairment
Deafness	Specific Learning Disability
Emotional Disturbance	Speech or Language Impairment
Hearing Impairment	Traumatic Brain Injury
Intellectual Disabilities	Visual Impairment (Inc. Blindness)
Multiple Disabilities	

In Pennsylvania, students also qualify as exceptional if they require specially designed instruction and are determined to be mentally gifted. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

Early Intervention

IDEA requires the provisions of a free appropriate public education (FAPE) to children with disabilities between 3 years of age and the school district's age of beginners. In Pennsylvania, a child between 3 years of age and the school district's age of beginners who has a developmental delay or one or more of the physical or mental disabilities listed above is identified as a child with a disability. Developmental delay is defined as a child who is less than the age of beginners and at least three years of age and is considered to have a developmental delay when one of the following exists: (i) the child's score, on a developmental assessment device, an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas, or (ii) the child is delayed in one or more of the developmental area, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information you may contact the Early Intervention Program Supervisor at Midwestern Intermediate Unit IV, 453 Maple Street, Grove City, PA 16127 or (724) 458-6700.

These children are afforded the rights of school age exceptional children, including screening, evaluation, individualized education program planning, and provisions of appropriate programs and services. The Pennsylvania Department of Education is responsible for providing programs and services to these children under Act 212 of 1990, the Early Intervention Services System Act.

Screening

Each school district must establish and implement procedures to locate, identify, and evaluate students suspected of being exceptional. These procedures include screening activities, which include but are not limited to: review of group-based data (cumulative record, enrollment records,

health records, and report cards); hearing screening (at a minimum of kindergarten, special ungraded class, first, second, third, seventh, and eleventh grades); vision screening (every grade level); motor screening; and speech and language screening.

In schools which have an Instructional Support Team (IST) or child study team or Multi Tiered System of Support (MTSS), the above screening activities may be a consideration used by these teams as another level of screening. Parents and members of the professional staff of the student's school have the right to request screening by the IST or child study team.

Except as indicated above or otherwise announced publicly, screening activities take place in an ongoing fashion throughout the school year. Screening is conducted in the student's home school unless other arrangements are necessary. For more information, contact:

Dustin Thompson
Coordinator of Student Support Services
1810 West Sunbury Road
West Sunbury, PA 16061

Evaluation

When screening indicates that a student may be exceptional, the school district will seek parental consent to conduct an evaluation. "Evaluation" means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that meet the child's needs. The term means procedures used selectively with an individual child and does not mean basic tests administered to or procedures used with all children.

In Pennsylvania, this evaluation is called a multidisciplinary evaluation (MDE). It is conducted by a multidisciplinary team (MDT), which must include a school psychologist, a teacher and the parents. The MDE process must be conducted in accordance with specific timelines and use procedural safeguard procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially and culturally biased.

The MDE process results in a written evaluation report called an (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. The evaluation report also makes recommendations for educational programming regardless of whether or not the team recommends that the student is exceptional. Once parental consent for an evaluation is obtained, the school district has timelines and procedures specified by law, which it must follow.

Parents who think their child is a child with a disability may request, at any time, that the school district conduct a multidisciplinary evaluation. This request should be made in writing to the Coordinator of Special Education Office. If a parent makes an oral request for a multidisciplinary evaluation the school district shall provide the parent with a form for written permission. Instructional Support (IS) activities or MTSS do not serve as a bar to the right of a parent to request, at any time, including prior to or during the provision of instructional support activities, a multidisciplinary evaluation.

Parents also have the right to obtain an independent educational evaluation. The school district must provide to parents, on request, information about where an independent educational evaluation may be obtained.

Consent

School entities cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website at www.pattan.net. Once written parental consent is obtained, the school district, intermediate unit or charter school will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

Program Development

Once the evaluation process is completed, a team of qualified professionals and the parents determine whether the child is eligible. If the child is eligible, the individualized education program (IEP) team meets, develops the program, and determines the educational placement. Once the IEP team develops the program, and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Educational Placement

A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include a district representative, the student's teacher, special education teacher and the parents. If the student is determined to be exceptional an IEP will be developed.

An IEP describes a student's current educational levels, goals, and objectives, and the individual programs and services, which the student will receive. IEPs are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of intervention and the location of intervention.

Placement must be made in the least restrictive environment in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as protected handicapped students and therefore be protected by other federal and state laws intended to prevent discrimination. The school district must ensure that protected handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for the individual student.

In compliance with state and federal law, the school district will provide to each protected handicapped student without discrimination or cost to the student or family, those related aides, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the 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 special education programs.

The school district or parent may initiate an evaluation of a student under the laws, which protect handicapped students. Parents who wish to have a child evaluated should contact the building principal or the Office of Special Education.

Confidentiality

Each school district protects the confidentiality of personally identifiable information regarding its exceptional and protected handicapped students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable federal and state laws.

The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. The age of majority in Pennsylvania is 21. These rights are:

- 1.) The right to inspect and review the student’s education records within 45 days of the day the school receives request for access.
Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2.) The right to request the amendment of a student's education records that the parent or eligible student believes are inaccurate or misleading.
Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write to the school principal (or appropriate school official) and clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- 3.) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her task.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.
- 4.) The right to file a complaint with the U.S. Department of Education concerning alleged failure by the school district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

*Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605*

The school district maintains its education records in compliance with the guidelines for the collection, maintenance and dissemination of pupil records. Category “A” data which includes the minimal personal data necessary for operation of the school district will be maintained for a minimum time period of 100 years. Category “B” data which includes verified information of clear importance, but not absolutely necessary to the school, over time, in helping the child or in protecting others will be maintained until the child leaves school. Category “C” data which includes potentially useful information, but not yet verified or clearly needed beyond the immediate present, will be reviewed at least once a year and destroyed as soon as its usefulness has ended.

In addition, the school district may release “directory information” without parental consent unless a prior written objection to the release of such information is provided to the school district by the parent(s). “Directory information” includes the following: student’s name, address, telephone listing, date and place of birth, photographs, videotapes, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, duties of attendance, honors and awards received. If you object to the disclosure of this information, you must submit a written letter of objection to the school district. Written objections for students 3-5 years old should be mailed to Midwestern Intermediate Unit IV at 453 Maple Street, Grove City, PA 16127.

For additional information related to student records, the parent can refer to the FERPA at the following URL: <http://www.ed.gov/policy/gen/quid/fpc/ferpa/index.html>.

State Testing

In accordance with 34 CFR 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

This amendment to the Annual Notice will be in effect at the start of the 2018-2019 school year.

Procedural Safeguards

Procedural safeguards protect the rights of parents and students. These safeguards include the following:

Parent’s consent is always required prior to:

- Conducting an initial (for the first time) evaluation or a reevaluation,
- Initially placing a child with a disability in a special education program,
- Disclosing to unauthorized persons personally identifiable information.

The school district must notify parents in writing whenever it wants to begin, change, or discontinue special education and related services. Along with this notification, the school district will provide the parents with a comprehensive, written description of their rights.

Parents who disagree with such actions proposed or refused by the school district have the right to request a hearing by an impartial third party using a procedure called due process.

Before a due process hearing will take place, the district must convene a preliminary meeting with the parent and the relevant member(s) of the IEP team in an attempt to resolve issues without the need for a due process hearing.

Pennsylvania has also made mediation services available throughout the Commonwealth at Commonwealth expense. Mediation services help parents and agencies involved in a dispute over special education to attempt to reach a mutually agreeable settlement with the assistance of an impartial mediator. Mediation is completely voluntary. Mediation does not deny or delay a party's right to a due process hearing.

School districts also have the right to initiate due process in certain situations. During a due process procedure, a student must remain in the last agreed upon educational placement (a status called pendency). Due process procedures are governed by timelines and procedures in Pennsylvania law. Throughout due process, an attorney may represent parents.

Due process hearings are oral personal hearings and are open to the public, unless the parents request a closed hearing. The decision of the hearing officer shall include finding of fact, a discussion, and conclusions of law. The decision of the hearing officer may be appealed to the appropriate court.

Each school district must make available, upon request, printed information regarding special education programs and services and parent due process rights. This printed information is available from each building principal and/or the Office of Special Education.

Mode of Communication

The content of this notice has been written in straight forward, simple language. If a person does not understand any of this notice, he or she should contact the school district or IU and request an explanation.

The school district or IU will arrange for an interpreter for a parent with limited English proficiency. If a parent is deaf or blind or has no written language, the school district or IU will arrange for communication of this notice in the mode normally used by the parent (e.g. sign language, Braille, or oral communication).

For further information contact:

**Moniteau School District
Dustin Thompson, LEA
1810 West Sunbury Road
West Sunbury, PA 16061
724-637-2091**

The school district, intermediate unit or charter school will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, disability, age, religion, ancestry, or any other legally protected classification. Announcements of this policy are in accordance with the state and federal laws, including Title VI of the Civil Rights Act of 1966. Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. For information regarding grievance procedures, services, activities, programs and facilities that are accessible to and usable by handicapped persons or, for inquiries regarding compliance with the above nondiscriminatory policies, please contact the Superintendent of Schools at your local school

district, or Midwestern Intermediate Unit IV, 453 Maple Street, Grove City, PA 16127 (724-458-6700).

The school district will make reasonable accommodations to its programs and services to assure access to all persons. If, because of a disability, you require an accommodation please contact the Superintendent of Schools, Americans with Disabilities Act Coordinator at the school district in which you reside listed above or the Director of Special Education at Midwestern Intermediate Unit IV at (724)458-6700.

Student Assistance Program (Moniteau School District Policy 236)

The Board is committed to assisting all students to achieve their fullest potential.

Student Assistance Program (SAP)- a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning and, when the problem is beyond the scope of the school, to assist the parent/guardian and student with information so they may access services within the community.

The Board shall provide a Student Assistance Program (SAP) that assists district employees in identifying issues and providing assistance to students experiencing difficulties in learning and academic achievement.

The Superintendent or designee shall develop assistance in:

1. Identifying issues that pose a barrier to a student's learning and/or academic achievement.
2. Determining whether or not the identified problem lies within the responsibility of the school.
3. Informing the parent/guardian of a problem affecting the student's learning and/or academic achievement.
4. Making recommendations to assist the student and the parent/guardian.
5. Providing information on community resources and options to deal with the problem.
6. Establishing links with resources to help resolve the problem.
7. Collaborating with the parent/guardian and agency when students are involved in treatment through a community agency.
8. Providing a plan for in-school support services for the student during and after treatment.

English As A Second Language/Bilingual Education Program (Moniteau School District Policy 138)

In accordance with the Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The goal of the program shall be to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) shall be identified, assessed and provided instruction, and shall be provided an equal opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.

The Board shall approve a written program plan of educational services for students whose dominant language is not English. The program plan shall include English as a Second Language (ESL) or bilingual/bicultural instruction. The ESL/Bilingual Education program shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and evaluated periodically.

The Board may address LEP Students and programs in the district's comprehensive planning process, and shall include appropriate training for professional staff in the Professional Development Plan as necessary to provide an appropriate ESL/Bilingual Education program in compliance with law and regulations.

The Board may contract with Midwestern Intermediate Unit No. IV or a Certified Independent Contractor for ESL/Bilingual Education services and programs.

The Superintendent or designee shall implement and supervise an ESL/Bilingual Education program that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the ESL/Bilingual Education program.

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. The Home Language Survey shall be completed for each student upon enrollment in the district, and shall be filed in the student's permanent record folder through graduation.

The ESL/Bilingual Education program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards.

Certified employees and appropriate support staff, when necessary, shall provide the ESL/Bilingual Education program. The district shall ensure that all teachers in the ESL/Bilingual Education program hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.

The ESL/Bilingual Education program shall be evaluated periodically to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and achievement of academic standards, and shall be revised when necessary to ensure greater student achievement.

Students who are English Language Learners (ELL) may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.

Students who are ELL may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as LEP, that may be masking gifted abilities.

Students participating in ESL/Bilingual Education programs who are eligible for special education services shall continue receiving ESL/Bilingual Education instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.

Students participating in ESL/Bilingual Education programs shall be required, with accommodations, to participate in assessments and meet established academic standards and graduation requirements adopted by the Board.

Students shall have access to and be encouraged to participate in all academic and extracurricular activities available to district students.

Students shall exit from the ESL/Bilingual Education program in accordance with state required exit criteria.

The district shall monitor ELL who exit from the ESL/Bilingual Education program.

Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.

At the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students enrolled in ESL/Bilingual Education programs regarding the instructional program provided to their student.

Parents/Guardians shall be regularly apprised of their student's progress, including achievement of academic standards and assessment results.

Parents/Guardians shall be notified of their right to opt the student out of supplemental ESL/Bilingual Education programs/ opportunities provided through federal funding, in accordance with applicable law.

The district shall notify parents/guardians of students in ESL/Bilingual Education programs within thirty (30) days, or within fourteen (14) days of enrollment, if the district fails to meet annual measurable performance objectives, as required by law.

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

McKinney-Vento Act and Homeless Students (Moniteau School District Policy 251)

Authority

The Board recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The Board shall make reasonable efforts to identify homeless children within the district, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law and regulations.

The Board may waive policies, procedures and administrative regulations that create barriers to the identification, enrollment, attendance, transportation, school stability and success in school of homeless students, based on the recommendation of the Superintendent.

Definitions

Homeless children and youths are defined as individuals lacking a fixed, regular and adequate nighttime residence, which include the following conditions:

1. Sharing the housing of other persons due to loss of housing or economic hardship.
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
3. Living in emergency, transitional or domestic violence shelters.
4. Abandoned in hospitals.
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
7. Living as migratory children in conditions described in previous examples.
8. Living as run-away children.
9. Abandoned or forced out of homes by parents/guardians or caretakers.
10. Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

School of origin is defined as the school the student or youth attended when permanently housed or the school in which the student or youth was last enrolled, including preschool.

Delegation of Responsibility

The Board designates the Superintendent or their designee to serve as the district's liaison for homeless students and families.

The district's liaison shall ensure outreach and coordination with:

1. Local service agencies and other entities that provide services to homeless children and youth and families.
2. Other school districts on issues of prompt identification, records transfer and transportation and other inter-district activities.
3. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's liaison shall provide public notice of the educational rights of homeless students in schools, family shelters, public libraries and soup kitchens.

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.

Guidelines

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless.

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.

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.
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.

Placement

To the extent feasible, and in accordance with the student's best interest, a homeless student shall continue to be enrolled in his/her school of origin while s/he remains homeless or until the end of the academic year in which s/he obtains permanent housing.

Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living.

If a student is unaccompanied by a parent/guardian, the district liaison will consider the views of the student in determining where s/he will be enrolled.

Enrollment:

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies.

The district may require a parent/guardian to submit contact information. The district liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy.

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 placement.

Dispute Resolution:

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents/guardians shall be provided with a written explanation of the district's decision, their right to appeal and the procedures to use for the appeal.

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.

Services

Homeless students shall be provided services comparable to those offered to other district students including, but not limited to, transportation services; school nutrition programs; career programs and technical education; preschool programs; programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.

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.

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 district of origin and the educating entity shall agree upon a method to apportion the responsibility and costs of transportation.

Training

The district's liaison shall participate in professional development programs and other technical assistance activities. The district's liaison shall arrange professional development programs for school staff, including office staff.

School personnel providing services to homeless children and youths, including school enrollment staff, shall receive professional development and support: improve the identification of homeless children and youths and unaccompanied youths; understand the rights of such children, including requirements for immediate enrollment and transportation; and heighten the awareness of, and capacity to respond to, the educational needs of such children.

If you are experiencing homelessness or feel you qualify as homeless based on the definition listed above, please contact the Moniteau School District homeless liaison for more information and to discuss your situation and determine if you qualify for additional support/services. The Moniteau School District homeless liaison is:

Nicole Fox
Assistant Principal
Dassa McKinney Elementary School
724-637-2091 Ext 3123
nfox@moniteau.org

Pennsylvania Department of Education (PDE) Basic Education Circular (BEC) on Education for Homeless Youth:

Purpose

In 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act, (subsequently renamed the McKinney-Vento Homeless Assistance Act) to aid homeless persons. The Act defines the term "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. On December 10, 2015, the Every Student Succeeds Act (ESSA) was enacted, amending McKinney-Vento.

Procedures

This Basic Education Circular (BEC) explains the categories of children who are "homeless" and entitled to the protections of the federal law. These categories include:

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are 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 under federal law because the children are living in circumstances described in clauses (i) through (iii) above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and,
5. "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

Communication and collaboration among education and child welfare professionals is critical to support school stability and continuity for children in out-of-home care. The law requires child welfare and local education agencies to work together to promote school stability and continuity including trying to ensure children remain in the school in which they were enrolled at the time of placement when it is in their best interest. Best practice would suggest that decisions be made collaboratively between school personnel, child welfare agencies and any other individual involved in the child's case including the child, resource parent, child advocate and attorney. It is imperative that caseworkers and school district administration and staff work together to help ensure the educational progress of all students.

Under the Pennsylvania Education for Homeless Children and Youth State Plan, homeless children are defined as "children living with a parent in a domestic violence shelter; runaway children and children, and youth who have been abandoned or forced out of their home by parents or other caretakers; and school-aged parents living in houses for school-aged parents if they have no other available living accommodations."

The McKinney-Vento Act states that it is the policy of Congress that state educational agencies shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths 42 U.S.C. § 11431. Specifically, 42 U.S.C. § 11432(g) (3) (A) indicates that the local educational agency (LEA) shall, according to the child's best interest: In accordance with Section 722 (g) (3) (B) (ii), the local educational agency:

1. must presume that keeping a homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;
2. must consider student-centered factors related to a child's or youth's best interest, giving priority to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth; or
3. if the LEA determines that it is not in a child's or youth's best interest to attend the school of origin, or the school requested by the parent, guardian, or unaccompanied youth, it must provide a written explanation of the reasons for its determination, in a manner and form that is understandable.

According to the McKinney-Vento Act the term "school of origin" means the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. 42 U.S.C. § 11432(g) (3) (G).

Homeless Students Residing in Shelters, Facilities or Institutions

Section 1306 of the Pennsylvania Public School Code (24 P.S. §13-1306) deals with the public school admission of nonresident students living in shelters, facilities or institutions. Implementing regulations for Section 1306 are found in Section 11.18 of the State Board of Education regulations. 22 Pa. Code § 11.18 (a) addresses the public school admission of nonresident children who live in an institution, shelter or custodial care facility:

1. *The board of school directors of a school district in which there is located a licensed shelter, group home, maternity home, residence, facility, orphanage or other institution for the care or training of children or adolescents, shall admit to the district's public schools school age children who are living at or assigned to the facility or institution and who are residents of the district or another school district in this Commonwealth.*

22 Pa. Code § 11.18, as it applies to homeless children and youth, includes within the definition of "licensed shelter" those facilities which provide temporary shelter for a specified, limited period of time. Therefore, children in temporary shelters and children who "lack a fixed, regular, adequate night time residence" – homeless children – are entitled to free school privileges from either the school district in which their person or the shelter is located or the school district of origin.

Homeless Students Not Residing in a Shelter, Facility or Institution

Homeless students may reside in hotels, motels, cars, tents or temporarily doubled-up with a resident family because of lack of housing. In determining residence and in the case of homeless children, equating "residence" and "domicile" (home) does not apply. They are presently unable to establish "homes" on a permanent basis. Homeless families are not required to prove residency regarding school enrollment. These students should be enrolled without delay, in the district where they are presently residing or continue their education in the district of prior attendance.

Children experiencing homelessness are often highly mobile and may not stay in the same school district each night or each week. This is particularly true regarding children who stay overnight in vehicles, those who stay with different family members or friends, or those who receive services from agencies, organizations or networks which facilitate overnight accommodations in multiple school districts. These children should not be forced to change school districts every time their overnight accommodations change. Rather, these children are entitled to attend school in any school district where a parent, guardian, an adult caring for them or where an unaccompanied child:

- Spends the greatest percentage of his or her time; or
- Has a substantial connection such as where he or she is
 - regularly receiving day shelter or other services involving any of the 16 McKinney-Vento Activities (42 U.S.C. 11433(d)) for individuals who are homeless;
 - conducting daily living activities; or
 - staying overnight on a recurring basis.

This policy helps maintain continuity and school stability for homeless children in compliance with the McKinney-Vento Act.

The child or youth shall continue to be enrolled in the school in which he or she is seeking enrollment until the complaint or appeal is fully resolved by a McKinney-Vento coordinator, state coordinator, through mediation or in court.

School Placement

The McKinney-Vento Act requires that, "local educational agencies will designate an appropriate staff person, who may also be a coordinator for other federal programs, as a local educational agency

liaison for homeless children and youth.” This person has the following responsibilities:

1. Identify homeless children and youths with assistance by school personnel and through coordination activities with other entities and agencies.
2. Inform parents or guardians of educational rights and related opportunities available to their children, including Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA, other preschool programs administered by the LEA, and provide them with meaningful opportunities to participate in the education of their children.
3. Disseminate public notice of the educational rights of homeless students where children and youths receive services under the McKinney-Vento Act (such as schools, family shelters and food pantries).
4. Mediate enrollment disputes in accordance with the Enrollment Dispute section.
5. Inform the parent or guardian of a homeless child, youth and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services.
6. Liaisons are required to ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
7. Liaisons are required to assist children and youths who do not have documentation of immunizations or medical records to obtain necessary immunizations or necessary medical documentation.
8. Understand the guidance issued by the Pennsylvania Department of Education (PDE) for the education of homeless students and be ready to explain the BEC related to homeless education to school district staff.
9. Get to know the best resources in their community to assist families with referrals for things such as shelter, counseling, food and transportation.
10. Distribute information on the subject of homeless students and arrange staff development workshops and presentations for school personnel, including office staff.
11. Provide standard forms and information about enrollment procedures and key school programs to each shelter in their district.
12. Become familiar with the various program materials that are available from PDE.
13. Ensure that public notice of the educational rights of homeless students is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchen, in a manner and form understandable to the parents and guardians and unaccompanied youth.
14. Liaisons must collaborate with a school district’s special education program to ensure that homeless children who are in need of special education and related services are located, identified and evaluated. This is a requirement under the Individual with Disabilities Education Act (IDEA), which mandates that highly mobile children with disabilities, including homeless children, be identified and served. Liaisons should also ensure that homeless youths who have or may have disabilities have a parent or a surrogate parent to make special education or early intervention decisions. In the case of unaccompanied homeless youth, if a student is disabled or may be disabled and the youth does not have a person authorized to make special education decisions, the following people can be temporary surrogate parents: staff in emergency shelters; transitional shelters; independent living programs; street outreach programs; and state, local educational agency or child welfare agency staff involved in the education or care of the child. This rule applies only to unaccompanied homeless youth.
15. Liaisons should also identify preschool-aged homeless children by working closely with shelters and social service agencies in their area. In addition, the liaison should inquire, at the time they are enrolling homeless children and youths in school, whether the family has

preschool-aged children.

16. Liaisons can identify unaccompanied homeless youth while respecting their privacy and dignity by providing specific outreach to areas where eligible students who are out of school may congregate.
17. Liaisons ensure that unaccompanied youths are enrolled in school, and have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths, are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 U.S.C 1087vv), and their right to receive verification of this status from the local liaison.

Appropriate school placement arrangements, based on the child's best interest, should be implemented through the cooperative efforts of the respective chief school administrators. Each case presents a unique set of circumstances and, therefore, requires an individualized response. In all cases, the LEA shall comply, to the extent feasible, with the request made by a parent or guardian regarding school selection, shall attempt to minimize disruptions and shall maintain the highest possible degree of continuity in programs for all homeless students. The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

Homelessness alone is not a reason to separate students from the mainstream school environment. Homeless children and youths should have access to education and other services that they need to ensure that they have an opportunity to meet the same challenging state student performance standards to which all students are held.

In determining the *best interest* of the child or youth under McKinney-Vento Act, the LEA shall:

1. Continue the child's or youth's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
2. Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The selected school shall immediately enroll the child or youth in school, *even if the child or youth lacks records normally required for enrollment*, such as previous academic records, medical records, proof of residency or other documentation. Section 722 (g)(3)(C) (i)(II) requires that a school selected based on a homeless child's or youth's best interest must immediately enroll such child or youth even if he or she has missed application or enrollment deadlines during any period of homelessness.

The terms "enroll" and "enrollment" are defined as attending classes and participating fully in school activities. The enrolling school must immediately contact the last school attended to obtain relevant records.

In order to ensure immediate enrollment, in accordance with Section 722 (g)(6)(A)(ix), the LEA liaison is required to: train school enrollment staff about the legal requirement that homeless children and youths be immediately enrolled and provided transportation; review school regulations and policies to ensure that they comply with the McKinney-Vento Act requirements; inform families and youth, in a language they can understand, of their rights; develop clear, understandable and accessible written explanations of decisions and the right to appeal; and expeditiously follow up on any special education or language assistance needs presented by a student.

School/Health Records

The educating district should immediately enroll and begin to provide instruction. The receiving school district may contact the district of origin for oral confirmation that the child has been immunized. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within 30 days. The instructional program should begin as soon as possible after the enrollment process is initiated and should not be delayed until the procedure is completed. The law specifies that information about a homeless child's or youth's living situation shall be treated as a student education record, and shall not be deemed to be directory information. (Section 722 (g)(3)(G)).

According to federal law, "(iii) If the child or youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the local educational agency liaison designated under paragraph (1)(J)(ii), shall assist in obtaining necessary immunizations, or immunization or medical records, in accordance with subparagraph (D)" 42 U.S.C. §11432(g)(c)(iii).

Title I

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

Transportation

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

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

Fiscal Responsibilities

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

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

1. The procedures outlined below will be followed in cases when the education of the child is provided by the district where the homeless student is temporarily living (doubled up, motel, shelter). The procedures shall also apply in cases when the district of prior attendance, where

that is not the district the child attended when permanently housed, will educate the child.

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

Categorical Eligibility under the National School Lunch and Breakfast Programs

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

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

Dispute Resolution Process

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

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

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

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

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

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

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

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

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

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

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

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

HOME-SCHOOL COMMUNICATION

Notice to Parents and Guardians

As a parent or guardian of a student in the Moniteau School District you have the right to know the professional qualifications of the teachers who instruct your child. Federal law allows you to ask for certain information about your child's teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have a right to ask for the following information about each of your child's teachers:

1. Whether the Pennsylvania Department of Education has licensed or qualified the teacher for grades and subjects she/he teaches.
2. Whether the Pennsylvania Department of Education has decided that a teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
3. The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
4. Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.
5. If you would like to receive any of this information, please call your child's principal at the number provided at the beginning of the handbook.

Notice of Parent and Family Engagement Policy

It is our belief that a strong positive relation between home and school builds strong students. Based on this belief, it will be the policy of the Moniteau School District to encourage parents to be active participants in their child's/children's education. This may be accomplished using many and various methods. The district will use the following means to facilitate communication between the school and home:

Report Cards, Progress Reports, Open House, Orientations, Parent Conferences and Workshops, Parent-Teacher Organization, Committee Meetings, E-Mail, Phone Calls, Video Messages, Website, Newsletters, School Calendar, etc.

Parents are encouraged to participate as appropriate by attendance at school functions, attendance at building and district level meetings, performance of volunteer work for school, participation in school-based organizations, etc. Committees that encourage parent participation include, but are not limited to, Parent Teacher Organization (PTO), Title I Parent Advisory Council (PAC), Comprehensive Planning, Staff Development, Curriculum, Technology, Special Education, Local Task Force and Booster Organizations.

Parents are encouraged to begin communication with their child's/children's teacher and proceed as needed. The success of the student should be the basis for all decisions.

Title I Parent and Family Engagement (Moniteau School District Policy 918)

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.

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. 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. 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.
 - c. Posted to the district's publicly accessible website.
 - 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.

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.

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.

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.

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. Volunteer in their child's classroom.
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.

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.

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.

At these meetings, parents and family members shall be provided:

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:

Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.

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.

Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.

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

Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.

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 and parent or family member comments with the plan when the school makes the plan available to the Board.

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. 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. 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.
 - 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.
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.
5. Engage the PTA/PTO 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. Train parents and family members to enhance the involvement of other parents and family members.
7. Adopt and implement model approaches to improving parent and family engagement.
8. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
9. 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. 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.

The evaluation shall identify:

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:

1. Establishment of a schedule and process for the policy review and revision by parents and family members.
2. An evaluation of the effectiveness of the content and communication methods through a variety of methods.

3. A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.
4. Focus groups. Parents and family members, and community members, unable to attend the focus groups in person shall have an opportunity to participate in an alternative format.
5. Documentation of parent and family member input regarding Title I programs and activities from throughout the year.
6. A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the district's Title I population.

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.

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 in meeting academic standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district's 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.
3. Address the importance of on-going 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.

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.

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:

Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. 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.

Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

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.

School Parent and Family Engagement Plan and Title I Compact

The Administration and staff at Dassa McKinney Elementary School recognize that parent/guardian engagement contributes to the achievement of academic standards by all students.

Dassa McKinney Family Engagement Plan

PART I. GENERAL EXPECTATIONS

Consistent with section 1000 of the ESSA, Dassa McKinney Elementary School will ensure that the required school-level Parent and Family Engagement Policy/Plan meets the requirements of section 1000 and includes, as a component, a School-Parent and Family Compact that was jointly developed by families and staff members at the annual Parent Advisory Council (PAC) meeting.

The school will be governed by the following statutory definition of parental engagement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that family members play an integral role in assisting their child's learning;
- that family members are encouraged to volunteer in the school;
- that family members are full partners in their child's education and are included, as appropriate, in decision-making and serving on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1000 of the ESSA.

The school will build its own and the family's capacity for strong parental and family engagement, in order to ensure effective engagement of family members and to support a partnership among the students, families, school and the community to improve student academic achievement.

PART II. DESCRIPTION OF HOW DASSA MCKINNEY WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. Dassa McKinney Elementary shall take the following actions to involve parents in the joint development and review of its school Parent and Family Engagement Policy/Plan:
 - Provide family members with a questionnaire that asks them for their input
 - Annually discuss the parental engagement documents at a Title I PAC meeting and ask family members to help revise the Parent and Family Engagement Policy/Plan, The Title I Plan and the Title I School-Parent and Family Compact, as needed
 - Provide an opportunity for family members to comment through a virtual box on our website, during school or district meetings, and through a survey after Title I Family Engagement Events
 - The District's Parent and Family Engagement Policy, as well as the school's Parent and Family Engagement Policy/Plan is available for review at all times on the Title I page of the school's website
2. Dassa McKinney Elementary shall hold an annual meeting to inform family members of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of family members to be involved in Title I, Part A programs.
 - The school will invite all parents and family members to this meeting, taking questions and listening to comments and ideas for school improvement
 - The annual Title I meeting will be held in conjunction with a Parent Teacher Organization (PTO) meeting in the fall
 - The Schoolwide Title I Program Plan, the Parent-School and Family Compact, the Moniteau School District's Parent and Family Engagement Policy and the school's Parent and Family Engagement Policy/Plan will be reviewed and displayed on the Title I page of the school's website
 - A copy of the Schoolwide Title I Plan is available in the school office for review. Translation of this document is available by Google Translate upon request.
 - Suggestions from the annual meeting will be kept and necessary changes will be made to the Title I documents during a PAC Meeting
3. Dassa McKinney Elementary shall provide, if requested by parents or family members, opportunities held at flexible times for regular meetings, including parent conferences, to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. To enable parents and family members to participate in school-related meetings and training sessions, reasonable and necessary expenses associated with family engagement activities, including transportation, child care or home visits may be funded by Title I funds. The school will respond to any such suggestions as soon as practicably possible.
 - Arrange parent meetings and other Parent and Family Engagement Events
 - Send letters, text messages and emails home, as needed
 - Arrange for flexible scheduling for parent meetings
 - Discuss concerns at Title I PAC meetings and/or MTSS Decision Making Team meetings
4. Dassa McKinney Elementary shall take the following actions to involve parents and family members in the process of planning, joint development of the Schoolwide Title I Program Plan, review and improvement of the school's Title I programs:
 - Hold small group planning meetings of the Parent Advisory Council

- Involve the parents and family members on the PTO, PAC and district-wide School Board sub-committee meetings (i.e. Education) in the review of the Schoolwide Title I Program Plan
5. Dassa McKinney Elementary shall provide families information in a timely manner about Title I programs that includes a description and explanation of the school's curriculum, the challenging State academic standards, the forms of academic assessment used to measure children's progress, the achievement levels of the challenging State academic standards, how to monitor student progress and how to work with the teachers to improve the achievement of their children.
 - The most important and rigorous academic content standards for grades K-6 will be highlighted in flyers and/or our seasonal newsletters to provide families with better insight into the rigorous instructional standards of Pennsylvania.
 - A discussion about Title I will be held with families at a PTO meeting
 - Conduct Title I meetings or Family Engagement Events on identified areas of need
 - Phone, email or text reminders from the school or teachers (ParentSquare, etc.)
 - Home-School information, PSSA results and Benchmark Assessment information will be sent home to parents and family members, as needed, throughout the school year
 - Grades K-6 ELA and math curriculum standards are posted on our website
 - School information, reminders and messages about curriculum and instruction will be mentioned in various teacher letters, school newsletters and on the school's website
 - Family resources are available on the website and at the school
 - Additional family resources can be ordered online from our local Intermediate Unit 4 (the order form is on our website)
 - Teach parents and family members to regularly communicate with their child's teacher
 6. Dassa McKinney Elementary shall provide materials and training to help parents and family members work with their children in the areas of improving student achievement including literacy training and technology (including education about the harms of copyright piracy), child development, child rearing and additional topics parents may request.
 - Hands-on programs at Family Engagement Events and Title I parent and family meetings
 - Skyward training during Parent Teacher Conference day or when parents or family members need help
 - Information will be displayed on Chromebooks at the Book Fair on how to find a child's reading level
 - Copyright presentation is available in the Title I section of the school's website
 7. Dassa McKinney Elementary shall, with the assistance of its parents and families, educate its teachers in how to reach out to, communicate with, and work with parents and family members as equal partners to implement and coordinate parent programs and build ties between families and schools.
 - Encourage teachers to attend PTO Meetings
 - Arrange for flexible scheduling of Parent-Teacher Conferences
 - Participate in Home Visits as needed
 - Send a parent or family member to the annual SPAC Conference
 - Provide information on the parent and family perspective to teachers

8. Dassa McKinney Elementary shall, to the extent feasible and appropriate, coordinate programs and activities with other Federal, State and local programs, including public preschool programs. The school will also conduct other activities that encourage and support parents and families in more fully participating in the education of their children by:
 - Hold Summer Kindergarten Camp and Orientation
 - Invite Pre-K students to various school events
 - Distribute the Kindergarten Story Book to new kindergarteners
 - Provide parent resource information
 - Include the school's Preschool teachers in professional development opportunities
 - Invite Pre-K Counts, Head Start and other preschool families to Title I Family Engagement events
 - Facilitate kindergarten transition meetings by collaborating with Early Intervention personnel
 - Collaborate with the preschool teachers in the building to create "Step Up" activities for the PreK students with the kindergarten students at the end of the school year
9. Dassa McKinney Elementary shall take the following actions to ensure that information related to the school and family programs, meetings, and other activities is sent to parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the families can understand:
 - Newsletters from teachers and the office will be sent home with students and/or made available electronically
 - Email or text reminders and notes sent home from the school will be written so that they are easily understood
 - ParentSquare calls home will be made when necessary
 - Notes and newsletters will be translated to foreign languages, if the need arises

TITLE I SCHOOL-PARENT AND FAMILY COMPACT

The **Moniteau School District** jointly developed this Title I School Compact with parents and family members. The compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards (ESSA, Section 1116 (d)). This School-Parent and Family Compact is in effect during the 2025-2026 school year.

School Responsibilities

The Moniteau School District will:

1. **Provide high-quality curricula and instruction in a supportive and effective learning environment that enables the children to meet the State's student academic achievement standards as follows:**
Title I is designed to reinforce the classroom instructional reading and mathematics program.
2. **Ensure regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand (ESSA, Section 1116 (d) (1-2)).**
 - a. **Hold Parent teacher conferences yearly in the fall, during which this compact will be discussed as it relates to the individual child's achievement.**
Each year, conferences are held on a date in November from 11:00 a.m. to 6:30 p.m. A conference can be scheduled with your child's classroom teacher, as well as with your child's Title I teacher. Additional conferences with the child's teacher can be scheduled at other times upon request. These conferences will be held in person or virtually.
 - b. **Provide parents with frequent reports on their children's progress.**
Report cards will be distributed every 9 weeks electronically on Skyward for students in second through sixth grades. Progress reports will also be distributed quarterly. Paper copies will be available upon request. Kindergarten and first grade report cards and progress reports will be sent home with students on paper. Benchmark testing results will also be sent home following each benchmark assessment, 3 times per year, to provide growth information to families.
 - c. **Provide parents reasonable access to staff.**
Staff will be available to meet parents annually during Open House, Celebration of Learning, and other school events. Parents can discuss specific topics privately at parent teacher conferences. Due to teacher availability, parent teacher conferences may be scheduled by calling or emailing the school.
 - d. **Assure that the school staff communicates clear expectations for performance to both students and parents.**
3. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
Parents and family members are encouraged to volunteer and be involved in classroom activities. Clearance questions can be directed to the school office or a PTO Officer. Volunteer packets, including clearances, must be completed annually in order to obtain approval by the Board of Directors.

Parent Responsibilities

We, as parents or family members, will support our children's learning in the following ways:

1. Ensure my child regularly attends school
2. Go over my child's homework
3. Attend parent-teacher conferences
4. Stay informed about my child's education and communicate with the school by promptly reading all notices from the school either received by my child, by mail or by email and responding, as needed
5. Each evening, check the Take Home Folder/Assignment Book or email/phone messages
6. Strive to attend and/or volunteer at school/community sponsored activities with my child

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the high standards of Pennsylvania by following the school's rules:

1. Be Safe
2. Be Respectful
3. Be Responsible
4. Be Productive

Assignment Book/Planners

All students in grades 3-6 are given an assignment book for homework, test dates, and other schoolwork. It is suggested that parents/guardians review the booklet daily with the child to support their schoolwork. In some cases, a parent or guardian will be requested to initial the assignment book to ensure he/she is aware of the child's schoolwork. The assignment book is an excellent way to communicate with your child's teacher. If a planner book is lost, there may be a replacement fee assessed.

Change of Address or Telephone Number

It is extremely important that the Main Office be notified immediately of a change of address or email address, custody, home or office telephone number, or emergency information during the academic school year.

Homework

Homework is important and should regularly be assigned. The purpose of homework assignments is to:

1. Provide practice and reinforcement of skills presented by the professional employee.
2. Prepare for the next day's lesson.
3. Broaden areas of interest through enrichment.
4. Provide opportunities for parents/guardians to know what their child is studying.
5. Encourage parent/guardian and child interaction.

The school has a homework plan to keep third through sixth grade students accountable for their work. An assignment book in which the students are required to write down their assignments for each class has been given to your child. Parents are encouraged to look at this book each night and check to be sure each assignment has been completed. Children may need help to understand that completing homework will help them to prepare for tests, and therefore, improve their success in school. Any missed assignments will be recorded by the individual teachers. Students without homework will use recess time to complete their assignments.

When a pattern of missed assignments develops, students may be sent to the office for a discipline referral. The older students are given less chances before the student is referred to the office for an after-school detention. All students who do not use their time wisely during detention, will be assigned an additional detention.

Grading Scale (Elementary)

In the Moniteau School District, a student's grade reflects that student's achievement of the standards for that particular grade or course through standards-based assessments or course objectives stated in the curriculum.

All teachers use the following grading scales in grades 2-6:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

O: 90-100%- Outstanding
S: 70-89% - Satisfactory
U: 0-69% - Unsatisfactory
I: Incomplete

Kindergarten teachers use the following ratings:

EX: Exceeds Expectations
EV: Evident
EM: Emerging

NYE: Not Yet Evident

First Grade teachers use the following ratings:

EE: Exceeds Expectations

ME: Meets Expectations

AE: Approaching Expectations

BE: Below Expectations

Library

Our school library provides materials to extend and enrich learning and to develop skills for lifelong learning. These materials are provided in two formats: books and digital resources. Students are given the opportunity to select and check out books of their choice. With this privilege, comes the responsibility of caring for and returning books on time. Students will be given reminders of overdue books, and parents/guardians will be expected to pay for lost or damaged books by the last day of the school year. Our collection of books continues to grow, and all students will be able to share an exciting year of reading and sharing information. Digital materials include free and subscription websites, databases, and eBooks which are managed by the district and carefully curated by the librarian. Students will learn how to read, evaluate, and select appropriate information from digital resources. All students will be able to participate in an exciting year of reading, gaining new information, and creating knowledge to share.

Parent Conferences

Parent/teacher conferences are a beneficial means of communicating between home and school. All parents/guardians are encouraged to attend the annual fall conference day. This, however, should not be the only time a parent should contact the teacher. Telephone calls, morning meetings, and meetings when the teachers have planning time are additional times to discuss a child's progress with the teacher(s). The parent/guardian may also call the principal with a request for a meeting when it applies to the child. It is the best practice to begin with the teacher but some circumstances warrant a call to the building administrator. A parent/guardian should not feel uncomfortable making such a call because administrators cannot help or answer questions unless they are made aware of the concerns.

Report Cards

1. Report cards are distributed electronically 4 times a year in grades 2-6 at intervals of nine weeks.
2. Kindergarten and First Grade Report cards and progress reports are sent home on paper 4 times a year.
3. Progress reports are distributed electronically at the mid-point of each nine-week period.
4. An original copy of the final report card will be kept at school as part of the child's permanent record.
5. Final grades at the end of each year will be an average of the four grading periods.
6. The name of the teacher who assigned the grade is printed beside the subject.
7. Days absent during each grading period are recorded on the report card.
8. Standardized comments are printed on the report card for use at the teacher's discretion. If no comments are used, it can be assumed that classroom performance is satisfactory. If comment number 9 is noted, a modified curriculum has been provided to the student.

9. An Incomplete (I) grade can be used on the report card when a child is absent for an extended period of time for extenuating circumstances with approval by the building principal. The child will be given a period of time to complete the missing work. The amount of time will be determined by the teacher and building principal. At the end of the make-up period, the incomplete grade will be converted to the earned score. Work not completed by the assigned time will be converted to a zero grade.

School Visitors (Moniteau School District Policy 907)

Authority

The Board welcomes and encourages interest in district educational programs and other school-related activities. The Board recognizes that such interest may result in visits to school by parents/guardians, adult residents, educators and other officials. To ensure order in the schools and to protect students and employees, it is necessary for the Board to establish a policy governing school visits.

Definitions

Visitor- a parent/guardian, adult resident, educator, field student, official or other individual (aged 18 or older) who is not a school employee or independent contractor and who visits the school or attends or participates in an event or activity at the school on a non-recurring basis.

Delegation of Responsibility

The Superintendent or designee and building principal have the authority to prohibit the entry of any individual to a district school, in accordance with Board guidelines.

The Superintendent or designee and building principal may limit visitors to designated areas or may limit the number of visitors to a district school when necessary to protect the health and safety of students, staff and the public.

The Superintendent or designee shall develop administrative regulations to implement this policy and control access to school buildings and school classrooms.

The principal or designee shall require the visitor to state his/her reason for visiting.

Guidelines

When entering all district buildings /facilities all visitors may be required to pass through metal detectors. In addition to metal detectors, metal detector wands and/or manual searches may be utilized. Items to be searched include, but are not limited to: clothing, purses, backpacks, bags, and any other item that could reasonably be used to conceal contraband or weapons.

All visitors must register at the office, provide any required information and/or identification, sign in and sign out, receive a badge and/or pass, receive instructions and, if necessary, be provided a guide.

After the start of the school day, only one (1) entrance shall be used by visitors to the school. All other entrances shall be locked.

Staff members shall be expected to require that a visitor has registered at the school office and received authorization to be present for the purpose of conducting business.

Prior to visiting, a visitor shall make suitable arrangements to see teachers, guidance counselors and administrators; no visitor may interrupt or interfere with instructional time.

The Board encourages parent-teacher conferences. Such conferences may be requested by either the parent/guardian or teacher, and the conference should be scheduled at the time convenient for all. Impromptu conferences are discouraged.

No visitor may confer with a student in school without the approval of the building principal or his/her designee.

No visitor may roam through school buildings or school grounds.

Should an emergency require that a student be called to the school office to meet a visitor, the principal or designee shall be present during the meeting.

Failure to comply with this policy shall result in more limited access to the school as determined by the building principal or their designee, consistent with Board policies, administrative regulations, school rules and federal and state law and regulations.

Classroom Visitations

Parents/Guardians may request to visit their child's classroom, but the request must be made prior to the visit, in accordance with established administrative regulations.

The building principal or program supervisor must grant prior approval for the visit, and shall notify the classroom teacher prior to the visit.

Classroom visits by Parents/Guardians shall be limited to one (1) class period per month, per child in the school for classroom visitations, in order to minimize disruption of the classroom schedule and the educational program. Parental participation in classroom activities or programs such as room parents, back-to-school events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy.

The building principal or program supervisor and classroom teacher have the authority to ask a visitor to leave if the visitor disrupts the classroom routine, educational program or daily schedule, or if a visitor violates Board policy. Failure to leave when asked or repeated, documented disruptions may result in loss of classroom visitation privileges.

Military Personnel

Members of the active and retired Armed Forces, including the National Guard and Reserves, shall be permitted to:

1. Visit and meet with district employees and students when such visit is in compliance with Board policy and district procedures.
2. Wear official military uniforms while on district property.

Guidelines for Volunteers/Visitors

Moniteau School District is appreciative of all those willing to act as a visitor or a volunteer within the district. Your time and effort are an enhancement to the educational program and greatly benefit the students of Moniteau. We know your time is valuable and hope to alleviate some of the

questions that may arise. Please review the following information, as well as Policy #907- School Visitors and Policy #916-School Volunteers.

All classroom visitors and volunteers will be responsible for the following:

1. No visitor or volunteer may arrive prior to the start of each building's office hours. If for some reason a different time is necessary, arrangements must be made with the building principal(s). Dassa McKinney hours are from 8:00am to 4:00pm.
2. All visitors and volunteers must go through the security screening process (e.g. metal detector).
3. All visitors and volunteers must sign in to and out of the office upon arrival and departure.
4. All visitors and volunteers must wear their ID badge at all times while on district property.
5. All information concerning children is strictly confidential.
6. Please avoid interrupting teachers while they are teaching. Questions and concerns can be addressed following instructional time.
7. Teachers will deal with any and all discipline issues. Please bring any discipline problems to the attention of the teacher. It is inappropriate for visitors or volunteers to discipline students verbally or any other way.
8. Visitors and volunteers should only use designated staff restrooms. Each school office will have a list for you upon your arrival.
9. Attire should be neat, clean, and comfortable and must follow the school dress code.
10. No religious or political preferences may be advocated.
11. The use of drugs, alcohol, and tobacco is prohibited.
12. The use of cell phones in view of the students is prohibited while acting as a school visitor or volunteer. Please refrain from taking pictures or videos of students for any reason.
13. You may not eat lunch or loiter in the cafeteria.

Visitors or volunteers who violate any of these rules will have their visitor/volunteer status for a period of time or indefinitely.

Amendments to the Child Protective Services Law - Volunteer Clearances

This information is in regards to Act 153 of 2014 which made significant amendments to the Child Protective Services Law. The amendments relative to volunteers are effective July 1, 2015, and apply to volunteers, including but not limited to, volunteer coaches, club or musical sponsors, classroom "parents", and chaperones of a school sponsored event. Specifically, it has set forth the new clearance requirements for adult volunteers responsible for the welfare of a child or having direct contact with children. The following information is a short summary of what is required by the Act. Additional information can be accessed for your reference.

A volunteer that has been a resident of the Commonwealth of Pennsylvania continuously for the past ten years must obtain the following clearances:

1. Pennsylvania State Police Criminal Record Check;
2. Childline (Pennsylvania Child Abuse History Clearance);
3. Signed Affirmation confirming that no charges exist in other states that would prohibit selection as a volunteer (Waiver);

In the event that a volunteer has not been a resident of Pennsylvania continuously for the past ten years, they will also be required to obtain the FBI criminal background check (fingerprint check) for federal criminal history records.

Clearances must be updated every 5 years or beforehand if there is a break in service. A volunteer waiver must be filled out each year to keep your clearances active. Failure to do so will cause a lapse in service and new clearances will be needed to be an active volunteer again. Copies of the clearances will be maintained by the Moniteau School District. Policy 916 relates to volunteers for the Moniteau School District. This will impact many individuals who wish to volunteer as a chaperone for their children's field trip or event at school. We recommend that if you anticipate wishing to volunteer at the District that you obtain the clearances so that they are available for the current school year. For more information, see the additional information below including links that will assist you in applying for the clearances.

How To Obtain Background Checks

- **Act 151- Pennsylvania Child Abuse Clearance:**

As of Dec. 31, 2014, requests for clearance statements (now called "certifications") may be made online at <https://www.compass.state.pa.us/cwis/Public/Home> which are free to volunteers. Go to the 'Child Welfare Portal' and 'Create Individual Account' if you have not already registered.

- **Act 34 Pennsylvania Criminal History Check:**

Pennsylvania Criminal History reports are free to volunteers and may be secured online using the state police website, <https://epatch.state.pa.us/Home.jsp>

- **Act 114 FBI Reports:**

To request FBI reports, find the application form and instructions at <https://uenroll.indentogo.com>. This link will allow you to register and schedule an appointment with Identogo. Make sure to enter Moniteau's code; the School District's Use Service Code is 1KG6XN. Take your receipt, a valid photo ID and a form of payment to a local Identogo fingerprinting site in Butler, Grove City or New Castle.

Volunteers who have been a resident of Pennsylvania continuously for 10 years may qualify for a waiver from obtaining Act 114 clearance (FBI Fingerprints). This volunteer waiver form is accessible on the District website or can be obtained by contacting District administration.

TRANSPORTATION

Transportation (Moniteau School District Policy 810)

Purpose

Transportation for students shall be provided in accordance with law and Board Policy.

Authority

The Board shall contract for school bus services for the transportation of students to and from school at regularly scheduled hours. The Board may provide transportation for field trips and extracurricular activities.

The Board shall provide transportation for students living within the prescribed limits when walking conditions to the school are found to be hazardous as defined by the Department of Transportation.

The Board shall transport eligible resident students who are enrolled in non public schools within the distance of ten (10) miles.

A school bus driver, aide or monitor shall not be employed until s/he has complied with the mandatory background check requirements for criminal history and child abuse and the district has evaluated the results of that screening process.

Delegation of Responsibility

The school bus driver shall be responsible for the discipline of students while they are being transported.

The principal may suspend a student from bus transportation for disciplinary reasons, and the parents/guardians shall be responsible for the student's transportation.

The Superintendent or designee shall be responsible to:

1. Maintain records and make required reports regarding school transportation.
2. Distribute rules governing student conduct during transport; such rules shall be binding on all students transported by the district.

Reports of Employee Crimes/Child Abuse

District bus drivers and/or the district's transportation contract carriers shall be responsible to inform the district in writing at the beginning of each school year whether or not they or any of their employees:

1. Have been charged, subsequent to approval as a district bus driver, with a criminal offense that would bar their employment as bus drivers or contracted service providers.
2. Were charged with a crime deemed serious under the criteria established by law.
3. Have been charged with or convicted of crimes that affect their suitability to have direct contact with students.

This responsibility is in addition to the requirement for clearances that must be presented to the district when an individual is initially hired by the district or the contract carriers.

The district and contract carriers shall have procedures in place to ensure they are notified by their employees when the employees are charged with crimes or child abuse. The procedures shall also include the provision that the failure on the part of employees to make such a timely notification shall subject them to disciplinary action, including termination.

If any bus drivers have been charged as stated in this policy, the transportation contract carriers shall, in their written, yearly notification, include the name of the employee, nature of the offense, and the status of the disposition. The district will review this information to determine if the employee shall continue to transport district students.

Only those students assigned will be permitted to ride the bus. Students shall be assigned to one (1) regular run bus. The principal or their designee may issue a Temporary Student Busing pass. A temporary student bus request must be made in writing by the parents/guardians of the student making the request to ride another bus. If a student requests to ride home on the bus of another student and accompany that student to his/her home, the parents/guardians of the student who is being accompanied also must put such a request in writing.

The district will provide transportation for eligible resident students to and from elementary and secondary schools.

Kindergartners will only be dropped off by the district if a parent/guardian or an authorized adult is there to receive them. Written permission must be submitted to the district's administration or designee stating that the kindergarten student has permission to be picked up by the authorized adult. Parents/Guardians may also request, in writing, that a child in Grades 1-4 be dropped off with an authorized adult being present. Such requests are to be submitted to the proper building administration or designee.

The bus driver will complete a Bus Incident Report if infractions occur. After administrative investigation, disciplinary consequences will be determined by the levels of progressive discipline.

Any student who poses a threat will be removed immediately from the bus until the situation warrants his/her reinstatement of riding privileges as determined by a principal.

Suspension from riding the school bus does not relieve the parent/guardian from the responsibility of following the compulsory attendance law and seeing that the student attends school. During the period of suspension from the bus it will be the responsibility of the parent/guardian to provide transportation to and from school, as the school district will not be responsible for student's transportation.

A copy of the Bus Incident Report will be mailed to the parent/guardian and given to a school principal. The consequences given to the student will be indicated on the Bus Incident Report.

The principal will also request conferences with the parents/guardians and bus drivers if deemed appropriate.

Bus Stop

Students need to be at their assigned bus stop at least ten (10) minutes before the listed time on the Bus Assignment tab in Skyward.

When a child is a school district resident and is legally enrolled in a kindergarten (K) through twelfth (12) grade in a nonpublic school (not operated for profit), s/he qualifies as a resident student and is entitled to free transportation within the distance prescribed by law.

Reminders to Parents

The bus driver will not stop and wait at the bus stop if the child is not present.

Bus Discipline School Procedures

Students who have been reported for possible disciplinary action due to misconduct that interfered with the safe operation of the school bus will be dealt with in the following manner after an interview with the principals or their designee if circumstances warrant it:

Non-applicable - The inquiry found the student was not in violation of the offense on the report.

Warning -A verbal warning will be given to the student for the first time infractions of bus discipline rules. The student may be assigned detention or another consequence as deemed appropriate by the principals or their designee.

1st Offense - A second verbal warning will be given to the student for the first time infractions of bus discipline rules. The student may be assigned detention or another consequence as deemed appropriate by the principals or their designee.

2nd Offense - This is the second time the student has been written up by the driver. S/he will be assigned detention or another consequence depending on the nature of the violation at the discretion of the principals.

3rd Offense/Major Offense - This is the third time the student has been reported to the office for bus infractions or the student has committed a major violation of the student code of conduct . S/he may be suspended from riding the bus 1-5 school days by the principals. The parent or guardian will be given advance notice of the bus suspension so plans can be made to provide alternative transportation for the child. Only the principals can suspend a student's riding privileges.

4th Offense/Major Offense -Parents will be encouraged to attend an informal principal's hearing to discuss further consequences for the student. This also can be followed for subsequent offenses. This level of offense can terminate a child's riding privileges for the remainder of the school term.

Bus Pass Policy (Moniteau School District Policy 810.2)

Purpose

The district recognizes it may become necessary for a parent/guardian to request permanent or temporary changes in their child's transportation arrangements. The office staff must receive two (2) notes. Notes must go to the office. Bus drivers will only accept passes signed by the principal or designee.

Authority

Transportation for students shall be provided in accordance with law and Board procedures for obtaining a bus pass.

Delegation of Responsibility

Requests for Permanent Changes

The parent/guardian needs to submit a written request to the District's Transportation Director clearly outlining the reasons for the request. The Transportation Director will review the request and provide a response as soon as possible. In preparing his/her response, the Transportation Director may also consult with the bus contractor, the building principal, the Superintendent, and/or the Transportation Committee of the Board depending on the nature of the request. Requests for permanent changes should be submitted within two (2) weeks of the time the assignments for the new school year have been made or as soon as possible if the need for a change occurs during the school year.

Requests for Temporary Changes

Temporary changes will be considered only for family emergencies and child care arrangements or other activities approved by the building principal.

Procedures

Signed notes from both parties need to be taken to the office together in the morning along with telephone numbers of both parties. Telephone numbers are needed in the event there is no space available on the bus where the change would be taking place.

Conditions

Bus pass requests are to be submitted in writing.

If the bus stop is not already an approved stop, the bus will not stop there.

The building principal or his/her designee has the right to accept or deny a bus pass request.

Penalties

Failure to comply with the above policy will result in the building principal's review of the incident and may result in privileges being revoked.

After two (2) incidents of noncompliance, privileges will be revoked for the remainder of the school year.

Reminders to Parents

*Phone calls will **not** be honored to request a bus pass.*

Bus passes must be for an established stop.

Video Surveillance on School Vehicles

The Moniteau School Board has authorized the use of audio and video recording on school buses and school vehicles for disciplinary and security purposes. Each school bus or school vehicle with audio and video recording devices will post a notification so driver and passengers understand their actions and communication may be recorded. The district shall comply with the provisions of federal and state law and regulations regarding student record requirements as applicable to the district's use and disclosure of recordings. Recordings considered part of a student's educational record shall be maintained in accordance with established student record procedures governing access, review and disclosure of student's records.

Permanent Bus Change Due to New Address

If your child's bus stop changes due to an address change, please provide updated proof of residency documents to the K-12 District Registrar at the district office. The Moniteau School District Registrar will notify the transportation director who will then make arrangements with the bus garage to change the location of your child's bus stop.

HEALTH SERVICES

Use of Medication (Moniteau School District Policy 210)

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication to a student during school hours in accordance with the direction of a parent/guardian or family physician will be permitted only when failure to take such medicine would jeopardize the health of the student or the student would not be able to attend school if the medicine were not available during school hours.

For purposes of this policy, medication shall include all medicines prescribed by a physician, including any over-the-counter medicines. Before any medication may be administered to or by any student during school hours, the Board shall require:

1. The written request of the parent/guardian, giving permission for such administration and relieving the Board and its employees of liability for administration of medication.

2. The written order of the prescribing physician, which shall include the purpose of the medication, dosage/treatment, time at which or special circumstances under which the medication shall be administered, length of period for which medication is prescribed, possible side effects of medication, the student's name, and the name of the medication.

The district retains the discretion to reject requests for administration of medications and to require parents/guardians to transport medication to and from school.

The Superintendent or designee, in conjunction with the school nurses, shall develop administrative regulations for the administration and self-administration of students' medications.

All medications shall be administered by the school nurse or other designated school official, or self-administered by the student upon written request.

All district employees involved in administering or supervising of self-administration of medication shall receive appropriate training from the school nurse before performing this responsibility.

Building administrators and the school nurses shall review regularly the procedures for administration and self administration of medications and shall evaluate recordkeeping, safety practices, and effectiveness of this policy.

Parents/Guardians must assume responsibility for informing the school of any change in the child's health or medications. New forms must be completed by the student's physician.

The district shall inform all parents/guardians, students and staff about the policy and procedures governing the administration of medications.

When any medication prescribed for a student is initially brought to school, it shall be the responsibility of the certified school nurse to complete the following:

1. Obtain written permission from the physician or parent/guardian for administration or self-administration of medication, which shall be kept confidential and on file in the office of the building principal and/or school nurse.
2. Determine the student's ability to self-administer medication and the need for care and supervision.
3. Observe and evaluate the student's ability to self-administer during the initial administration.
4. Maintain an individual medication log for all students taking medication during school hours.

The log shall be kept in a central place and shall include:

- a. Name of student
- b. Name of medication.
- c. Medication dosage.
- d. Time of administration.
- e. Signature of student and the monitor of self-administration.
- f. Initiation and expiration date of drug.

Medications shall be securely stored and kept in the original labeled container.

Student Self-Administration

To self-administer medication, the student must be able to:

1. Respond to and visually recognize his/her name.

2. Identify his/her medication.
3. Measure, pour and administer the prescribed dosage.
4. Sign his/her medication sheet to acknowledge having taken the medication.
5. Demonstrate a cooperative attitude in all aspects of self-administration.

Possession/Use of Asthma Inhalers/Epinephrine Auto-Injectors (Moniteau School District Policy 210.1)

The Board shall permit students in district schools to possess asthma inhalers and epinephrine auto-injectors and to self-administer the prescribed medication in compliance with state law and Board policy.

The Board shall authorize the district to stock epinephrine auto-injectors in the name of the school district for emergency administration by trained employees to a student believed to be experiencing an anaphylactic reaction.

Definitions

Anaphylaxis- a sudden, severe allergic reaction that involves various areas of the body simultaneously. In extreme cases, anaphylaxis can cause death.

Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.

Epinephrine auto-injector shall mean a prescribed disposable drug delivery system designed for the administration of epinephrine to provide rapid first aid for students suffering the effects of anaphylaxis.

Self-administration shall mean a student's use of medication in accordance with a prescription or written instructions from a licensed physician, certified registered nurse practitioner or physician assistant.

Delegation of Responsibility

Procedures and guidelines must also include the acquisition, stocking and administration of stock epinephrine auto-injectors, and training of school employees responsible for the storage and use of epinephrine auto-injectors.

The Superintendent or designee shall annually distribute to students, parents/guardians, and staff this policy along with the Code of Student Conduct by publishing such in handbooks and newsletters, on the district's website, and through posted notices and other efficient methods.

The school physician shall be the prescribing and supervising medical professional for the district's stocking and use of epinephrine auto-injectors. The Superintendent or designee shall obtain a standing order from the school physician for administration of stock epinephrine auto-injectors.

The school nurse shall be responsible for building-level storage of and administration of stock epinephrine auto-injectors.

The building principal shall annually notify parents/guardians of their right to opt-out of the provisions of this policy related to the administration of stock epinephrine auto-injector. To opt-out, a parent/guardian shall sign and return the district's exemption form to the school nurse. The signed opt-out forms shall be maintained by the school nurse, and the school nurse shall provide

trained school employees with the names of students whose parents/guardians have returned a signed opt-out form.

Guidelines

Administration of asthma inhalers and epinephrine auto-injectors shall comply with Board policy, district procedures and individualized student plans such as an Individualized Education Program (IEP), Section 504 Service Agreement (Service Agreement), Individualized Healthcare Plan (IHP), or Emergency Care Plan (ECP).

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.

Student Self-Administration of Asthma Inhalers and Epinephrine Auto-Injectors

Before a student may possess or use an asthma inhaler or epinephrine auto-injector in the school setting, the Board shall require the following:

1. A written request from the parent/guardian that the school complies with the order of the licensed physician, certified registered nurse practitioner or physician assistant.
2. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that states:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Time(s) medication is to be taken.
 - d. Length of time medication is prescribed.
 - e. Diagnosis or reason medication is needed, unless confidential.
 - f. Potential serious reaction or side-effects of medication.
 - g. Emergency response.
 - h. If child is qualified and able to self-administer the medication.
4. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the asthma inhaler and/or epinephrine auto-injector in the school setting. Determination of competency for self-administration shall be based on the student's age, cognitive function, maturity and demonstration of responsible behavior.
5. A written acknowledgement from the student that s/he has received instruction from the student's licensed physician, certified registered nurse practitioner or physician assistant on proper safety precautions for the handling and disposal of the asthma inhaler and/or epinephrine auto-injector, inducing acknowledgement that the student will not allow other students to have access to the prescribed medication and that s/he understands appropriate safeguards.

The district reserves the right to require a statement from the licensed physician, certified registered nurse practitioner or physician assistant for the continued use of a medication beyond the specified time period.

A written request for student use of an asthma inhaler and/or epinephrine auto-injector shall be submitted annually, along with required written statements from the parent/guardian and an updated prescription. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the licensed physician, certified registered nurse practitioner or physician assistant shall update the written statements.

The student shall notify the school nurse immediately following each use of an asthma inhaler or epinephrine auto-injector.

Students shall be prohibited from sharing, giving, selling, and using an asthma inhaler or epinephrine auto-injector in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the asthma inhaler or epinephrine auto-injector may result in loss of privilege to self-carry the asthma inhaler or epinephrine auto-injector and disciplinary action in accordance with Board policy and applicable procedural safeguards.

If the district denies a student's request to self-carry an asthma inhaler or epinephrine auto-injector or the student has lost the privilege of self-carrying an asthma inhaler or epinephrine auto-injector, the student's prescribed medication shall be appropriately stored at a location in close proximity to the student. The school nurse, other designated school employees and the student's classroom teachers shall be informed where the medication is stored and the means to access the medication.

Standing Order From the School Physician

The School physician shall provide and annually renew a standing order for administration of stock epinephrine auto-injectors to students believed to be experiencing an anaphylactic reaction.

The standing order shall include at least the following information:

1. Type of epinephrine auto-injector.
2. Date of issue.
3. Dosage.
4. Signature of the school physician.

The standing order shall be maintained in the Superintendent's office, and copies of the standing order shall be kept in each location where a stock epinephrine auto-injector is stored.

Acquisition, Storage and Disposal of Stock Epinephrine Auto-Injectors

One or more school employees shall be designated within each school to be responsible for the storage and use of the stock epinephrine auto-injectors.

Stock epinephrine auto-injectors shall be made readily accessible to those employees who have completed the required training to administer it in the event of a student experiencing an anaphylactic reaction. All properly trained employees shall be informed of the exact location where stock epinephrine auto-injectors are being stored within the school nurse's office or other location.

The school nurse shall obtain sufficient supplies of stock epinephrine auto-injectors pursuant to the standing order in the same manner as other medical supplies acquired for the school health program.

The school nurse or designee shall regularly inventory and refresh epinephrine auto-injector stocks and maintain record thereof, in accordance with the established internal procedures, manufacturer recommendations and Pennsylvania Department of Health guidelines.

Administration of Stock Epinephrine Auto-Injectors

When responding to a student believed to be experiencing an anaphylactic reaction, a trained school employee shall:

1. Administer the epinephrine auto-injector that meets the prescription on file for either the student or the district. If the student is authorized to self-administer an epinephrine auto-injector, the trained school employee may provide the student with an epinephrine auto-injector that meets the prescription on file for either the student or the district for self-administration.
2. Call for medical help immediately (dial 9-1-1).
3. Take additional precautions or steps outlined in emergency response procedures and training, including the administration of a second dose of epinephrine, if necessary.
4. Stay with the student until emergency medical help arrives.
5. Cooperate with Emergency Medical Services (EMS) personnel responding to the incident.
6. Notify the school nurse or designee of the incident.

Training

Before any school district employee may be responsible for the storage or administration of epinephrine auto-injectors under this policy, the employee must successfully complete a training course approved by the Pennsylvania Department of Health.

Refresher training shall be completed every two (2) years, and a hands-on demonstration and review of this policy and any accompanying procedures shall be completed annually.

Evidence of such training has been completed and shall be placed in the employee's personnel file. A list of school district employees who successfully complete such training shall be maintained, updated and kept in the school nurse's office and the school district administration office.

Indemnification

The school district shall indemnify and hold harmless any employee who administers an epinephrine auto-injector in good faith to a student experiencing anaphylaxis, if all of these conditions apply:

1. The employee did not act with the intent to harm or with reckless indifference to a substantial risk or harm in administering the epinephrine auto-injector to the student.
2. The employee successfully completed the training required by this policy.
3. The employee promptly sought additional medical assistance before or immediately after administering the epinephrine auto-injector.
4. The employee administered the epinephrine auto-injector pursuant to this policy, and the student's individualized plan, if applicable.

Possession of Over-the-Counter Medications Prohibited

Over-the-counter (OTC) medications and supplements such as cough drops, pain relievers, chapstick, antihistamines, topical treatments (i.e. hydrocortisone cream and acne medications) and other OTC items are prohibited at school.

Health Examinations/Screenings (Moniteau School District Policy 209)

In compliance with the School Code, the Board shall require that district students submit to health and dental examinations in order:

1. To protect the school community from the spread of communicable disease.
2. To ensure that the student's participation in health, safety and physical education courses meets his/her individual needs.
3. To ensure that the learning potential of each student is not lessened by a remediable physical disability.

Each student shall receive a comprehensive health examination upon original entry, in sixth grade, and in eleventh grade, prior to participation in any sports, and prior to the issuance of a farm or domestic service permit unless the child has been given a scheduled or special medical examination within the preceding four (4) months conducted by the school physician and/or school nurse practitioner.

A fee may be assessed for this school performed physical one (1) time per school year for the purpose of participation in any interscholastic sport.

No student shall be eligible to participate in any interscholastic sport unless s/he has been examined by the licensed school physician or personal physician of medicine or osteopathic medicine, a certified school nurse practitioner, or a physician assistant before his/her first sports season of that academic year, and the physician, certified school nurse practitioner, or physician assistant has signed the Pennsylvania Interscholastic Athletic Association's Physician's Certificate, which is called the Comprehensive Initial Pre-Participation Physical Evaluation (CIPPE). The examination for fall sports shall not be given earlier than June 1st and shall be effective, regardless of when performed during a school year, until the next May 31st. Any student, prior to participation in the next sports season in the same school year, must complete and turn in to that student's principal the PIAA Recertification by Parent/Guardian form. The Principal, or Principal's designee, of that student's school must review the Supplemental Health History of that student and make a determination as to whether that student should be re-evaluated and re-certified by an authorized medical examiner.

Each student shall receive a comprehensive dental examination upon original entry, in third grade, and in seventh grade, conducted by the school dentist.

A private health and/or dental examination conducted at the parents'/guardians' request and expense will be accepted in lieu of the school examination.

The school nurse or medical technician shall administer to each student vision tests, hearing tests, tuberculosis tests, other tests deemed advisable, and height and weight measurements, at intervals established by the Advisory Health Board. Height and weight measurements shall be used to calculate the student's weight-for-height ratio.

The individual records of health examinations shall be maintained as a confidential record, subject to statute and Board policy.

A student who presents a statement signed by the parent/guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial menace to the health of others.

Where it appears to school health officials or teachers that a student deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be informed; and a recommendation shall be made that the parent/guardian consult a private physician or dentist. The parent/guardian shall be required to report to the school the action taken subsequent to such notification. When the parent/guardian informs the school of financial inability to provide an examination, the school shall advise him/her of the availability of public assistance. Where no action is taken, the school may conduct further examinations.

Parents/Guardians of students who are to receive physical and dental examinations or screenings shall be notified. The notice shall include the date and location of the examination or screening and notice that the parent/guardian may attend or may have the examination or screening conducted privately at the parent's/guardian's expense. Such statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs.

The Superintendent or designee shall instruct all staff members to continually observe students for conditions that indicate health problems or disability and to promptly report such conditions to the school nurse.

The Superintendent or designee shall request an adequate health record from the transferring school for each student transferring into the district.

The Superintendent or designee shall ensure that notice is provided to all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).

Immunizations and Communicable Diseases (Moniteau School District Policy 203)

Authority

In order to safeguard the school community from the spread of certain communicable diseases, the Board requires that guidance and orders from state and local health officials, established Board policy and administrative regulations, and Board-approved health and safety plans be followed by students, parents/guardians and district staff.

Definitions

Certificate of Immunization- the official form furnished by the Pennsylvania Department of Health. The certificate is filled out by the parent/guardian or health care provider and signed by the health care provider, public health official or school nurse or a designee. The certificate is given to the school as proof of full immunization. The school maintains the certificate as the official school immunization record or stores the details of the record in a computer database.

Medical Certificate- the official form furnished by the Pennsylvania Department of Health setting out the immunization plan for a student who is not fully immunized, filled out and signed by a physician, certified registered nurse practitioner or physician assistant, or by a public health official when the immunization is provided by the Department of Health or a local health department, and given to a school as proof that the student is scheduled to complete the required immunizations.

Guidelines

Immunization

All students shall be immunized against specific diseases in accordance with state law and regulations, unless specifically exempt for religious or medical reasons.

A certificate of immunization shall be maintained as part of the health record for each student, as required by the Pennsylvania Department of Health.

A student shall be exempt from immunization requirements whose parent/guardian objects in writing to such immunization on religious grounds or whose physician certifies that the student's physical condition contraindicates immunization.

A student who has not been immunized in accordance with state regulations shall not be admitted to or permitted to attend district schools, unless exempted for medical or religious reasons, provisionally admitted by the Superintendent or designee after beginning a multiple dose vaccine series and submitting proof of immunization or a medical certificate on or before the fifth school day of attendance, or in accordance with programs or guidance established by the PA Department of Health.

Homeless students who have not been immunized or are unable to provide immunization records due to being homeless shall be admitted in accordance with the provisions of applicable law and regulations.

Foster care students and students transferring into a school within the Commonwealth shall be admitted in accordance with law and regulations, and shall have thirty (30) days to provide proof of immunization, a medical certificate detailing the plan to complete a multiple dose vaccine series or to satisfy the requirements for an exemption.

Monitoring of immunization requirements shall be the responsibility of the Superintendent or designee and the building principal and the school nurse.

Students attending child care group settings located in a school, a pre-kindergarten program or an early intervention program operated by the district shall be immunized in accordance with the Advisory Committee on Immunization Practices (ACIP) standards.

The Superintendent or designee shall:

1. Ensure that parents/guardians are being informed prior to a student's admission to school, or a grade requiring additional immunizations, of the requirements for immunization, the requisite proof of immunization, exemption available for religious or medical reasons, and means by which such exemptions may be claimed.
2. Designate school personnel to review student medical certificates in accordance with law and regulations to ensure compliance with full immunization requirements.
3. Annually review state standards for immunization and direct the responsible district personnel accordingly.
4. Investigate and recommend to the Board district-sponsored programs of immunization that may be warranted to safeguard the health of the school community. Such program shall be subject to Board approval and may be conducted in cooperation with local health agencies.

The Superintendent or designee shall report immunization data electronically to the PA Department of Health by December 31 of each year. If the district is unable to complete the report electronically, the Superintendent or designee shall report the immunization data on the required form to the PA Department of Health by December 15.

Communicable Diseases

The Board directs that students who have been diagnosed by a physician or are suspected of having a disease by the school nurse shall be excluded from school for the period indicated by regulations of the PA Department of Health or guidance from state or local health officials for specified diseases and infectious conditions.

Parents/Guardians shall be notified of this policy at the beginning of the school year, and that during the school year it may be necessary for a student to be excluded from school due to communicable disease. Parents/Guardians of a student needing to be excluded shall be notified and required to come to school or have a designated emergency contact come to school to transport the student home or to an appropriate place of care. Students may return to school when the criteria for readmission following a communicable disease, as set forth in law, regulations or guidance from state or local health officials, have been met.

The Board directs school staff to request emergency contact information from parents/guardians of students at the beginning of each school year and request that it be updated as necessary during the school year.

The school nurse shall report the presence of suspected communicable diseases to the appropriate local health authority, as required by the PA Department of Health.

The Superintendent or designee shall direct that health guidelines, Board-approved health and safety plans, and universal precautions designed to minimize the transmission of communicable diseases be implemented in district schools.

Instruction regarding prevention of communicable and life-threatening diseases shall be provided by the schools in the educational program for all levels, in accordance with state regulations.

Parents/Guardians shall be informed of and be provided opportunities during school hours to review all curriculum materials used in instruction relative to communicable and life-threatening diseases, in accordance with Board policy.

Health Records

A comprehensive health record shall be maintained for each student enrolled in the district. The record shall include the results of required tests, measurements, screenings, regular and special examinations, and medical questionnaires.

All health records shall be confidential, and their contents shall be divulged only when necessary for the health of the student or to a physician at the written request of the parent/guardian. The district may disclose information from health records to appropriate parties in connection with an emergency when necessary to protect the health and safety of the student or other individuals, in accordance with applicable law and Board policy.

HIV Infection (Moniteau School District Policy 203.1)

The Board is committed to providing a safe, healthy environment for its students and employees. The purpose of this policy shall be to safeguard the health and well-being of students and staff while protecting the rights of the individual.

This policy is based on current evidence that HIV Infection is not normally transmissible by infected individuals within the school setting, except as noted in this policy.

AIDS - Acquired Immune Deficiency Syndrome.

HIV Infection - refers to the disease caused by the HIV or human immunodeficiency virus.

Infected students - refers to students diagnosed as having HIV Infection, including those who are asymptomatic. This policy shall apply to all students in all programs conducted by the school district. The Board directs that the established school rules relative to illnesses and other diseases among students shall also apply to infected students.

The Board shall not require routine screening tests for HIV Infection in the school setting, nor will such tests be a condition for school attendance.

The Superintendent or designee shall be responsible for developing and releasing all information concerning HIV Infection and infected students.

All district employees shall strive to maintain a respectful school climate and to prohibit physical or verbal harassment of any individual or group, including infected students.

Building principals shall notify students, parents/guardians and employees about current Board policies concerning HIV Infection and shall provide reasonable opportunities to discuss the policy and related concerns.

Attendance

Infected students have the same right to attend school and receive services as other students and shall be subject to the same policies and rules. HIV Infection shall not factor into decisions concerning class assignments, privileges or participation in any school-sponsored activity. School authorities shall determine the educational placement of infected students on a case-by-case basis by following policies and procedures established for students with chronic health problems and students with disabilities.

When an infected student's parents/guardians voluntarily disclose information regarding the student's condition, the district employee who receives the information shall obtain the written consent of the parents/guardians to disclose the information to members of the Screening Team.

A Screening Team comprised of the coordinating administrator, school nurse, district physician, student's parents/guardians, attending physician and appropriate local health official shall evaluate the infected student's educational placement. Placement decisions shall be based on the student's need for accommodations or services.

First consideration must be given to maintaining the infected student in a regular assignment. Any decision for an alternative placement must be supported by specific facts and data.

An infected student, who is unable to attend school, as determined by a medical examination, shall be considered for homebound instruction or an alternative placement.

An infected student may be excused from school attendance if the parent/guardian seeks such excusal based on the advice of medical or psychological experts treating the student. An infected student's placement shall be reassessed if there is a change in the student's need for accommodations or services.

Confidentiality

District employees who have knowledge of an infected student's condition shall not disclose any information without prior written consent of the student's parents/guardians, consistent with the requirements of the Pennsylvania Confidentiality of HIV-Related Information Act. All health records, notes and other documents referring to an infected student's condition shall be secured and kept confidential.

Infection Control

All employees shall be required to consistently follow infection control/universal precautions in all settings and at all times, including playgrounds and school buses. Employees shall notify the school nurse of all incidents of exposure to bodily fluids and when a student's health condition or behavior presents a reasonable risk of transmitting an infection.

The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.

Staff Development

When appropriate, the district shall provide opportunities for employees to participate in in-service education on HIV Infection. Designated district employees may receive additional, specialized training appropriate to their positions and responsibilities.

Prevention Education

The goals of HIV Infection prevention education shall be to promote healthy living and discourage the behaviors that put people at risk of acquiring HIV Infection. Prevention education shall be taught in Health Education classes, be appropriate to students' developmental maturity, and include accurate information about reducing the risk of HIV Infection.

Prior to HIV Infection instruction in the schools, the district shall inform parents/guardians that curriculum outlines and materials used in the instruction shall be available for review.

A student shall be excused from HIV Infection education when the instruction conflicts with the religious beliefs or principles of the student or parents/guardians, upon the written request of the parents/guardians.

Health Education

In the spring of each school year, the school nurse conducts "Grow Up" Talks for fifth grade girls and sixth grade boys. These lessons teach about bodily changes due to puberty and personal hygiene. The school nurse may be contacted for an opportunity to review the content of the girls' lesson or the boys' lesson. Parental permission for student participation is required.

STUDENT CONDUCT

Student Discipline (Moniteau School District Policy 218)

The Board finds that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment.

Corporal punishment – a form of physical discipline intended to cause pain and fear, in which a student is spanked, paddled or hit on any part of the body with a hand or instrument.

The Moniteau School District does not condone the use of corporal punishment.

The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the school district during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities.

The Board shall adopt a Conduct and Discipline Code to govern student discipline, and students shall not be subject to disciplinary action because of race, gender, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Board policies and the Conduct and Discipline Code governing student discipline.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would violate the Conduct and Discipline Code if:

1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement made on school property to complete a transaction outside of school that would violate the Conduct and Discipline Code.
5. The conduct involves the theft or vandalism of school property.

Any student disciplined by a district employee shall have the right to notice of the infraction. Suspensions and expulsions shall be carried out in accordance with Board policy.

Corporal Punishment

The Board prohibits the use of corporal punishment to discipline students for violations of Board policies and district rules or regulations.

Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property.

The Superintendent or designee shall ensure that reasonable and necessary rules and regulations are developed to implement Board policy governing student conduct.

The Superintendent or designee shall publish and distribute to all staff, students and parents/guardians the rules and regulations for student behavior contained in the Conduct and Discipline Code, the sanctions that may be imposed for violations of those rules, and a listing of students' rights and responsibilities. A copy of the Conduct and Discipline Code shall be available in each school library and school office.

The building principal shall have the authority to assign discipline to students, subject to Board policies, district rules and regulations and to the student's due process right to notice, hearing, and appeal.

Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this Board, and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

Acceptable Use of Computer Technology (Moniteau School District Policy 815)

The Board supports use of the Internet and other computer networks in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the school district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

Telecommunications is a system that allows users access to a wide variety of information from electronic networks found on local, state, national and international databases. Examples include Internet, e-mail, discussion groups and bulletin boards. These accounts are intended for the sole use of educators and other authorized users.

Harmful to minors shall mean any picture, image, graphic image, file, or other visual or written depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion.
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals.
3. Lacks serious literary, artistic, political, or scientific value as to minors.

The electronic information available to students and staff does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet.

The district reserves the right to log network use and to monitor file server space utilization by district users, including, but not limited to, e-mail messages and accounts, user files located on local or network drives, and Internet content access while respecting the privacy rights of both district users and outside users.

The Board establishes that use of the district network and other computing resources is a privilege, not a right; inappropriate, unauthorized and illegal use will result in cancellation of those privileges and appropriate disciplinary action. District network administrators have the right to deny, revoke, or suspend specific use. Students may only access the Internet after reading the Acceptable Use Policy of Computer Technology in their Student/Parent Handbook.

The Board shall establish a list of materials, in addition to those stated in law, that are inappropriate for access by minors. All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged students. Every user must take responsibility for his/her use of the computer network and Internet and stay away from these sites. If a student finds that other users are visiting offensive or harmful sites, s/he should report such use to his/her supervising teacher.

The district shall make every effort to ensure that this resource is used responsibly by students, staff and community members.

The school district will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

Students and staff have the responsibility to respect and protect the rights of every other user in the district and on the Internet. The building administrator and/or the Director of Technology shall have the authority to determine what inappropriate use is; his/her decision shall be final.

The Superintendent or designee shall be responsible for implementing technology and procedures to determine whether the district's computers are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedure shall include but not be limited to:

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board.
2. Maintaining and securing a usage log.
3. Monitoring online activities of minors.

Network accounts shall be used only by the authorized owner of the account for its approved purpose. All communications and information accessible via the network should be assumed to be private property and shall not be disclosed. Network users shall respect the privacy of other users on the system.

Individual computing classrooms or areas may impose printing restrictions on any or all users in that area.

Prohibitions

Students and staff are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Any violation of the use of the district computing resources should be reported to the teacher, the principal, and the Director of Technology. Specifically, the following uses are prohibited:

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Nonwork or nonschool-related work, including personal entertainment or private activities.
4. Product advertisement or political lobbying.
5. Hate mail, harassment, discriminatory remarks, and offensive or inflammatory communication.
6. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
7. Access to or printing of obscene or pornographic material or child pornography, inappropriate text files, or files dangerous to the integrity of the local area network is prohibited.
8. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
9. Inappropriate language or profanity.
10. Transmission of material likely to be offensive or objectionable to recipients.
11. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
12. Impersonation of another user, anonymity, and pseudonyms.
13. Fraudulent copying, communications, or modification of materials in violation of copyright laws.
14. Loading or using of unauthorized games, applications, programs, files, or other electronic media without the expressed written consent of the Director of Technology.
15. Disruption of the work of other users.
16. Destruction, modification, abuse or unauthorized access to network hardware, software and files.
17. Quoting of personal communications in a public forum without the original author's prior consent.
18. Malicious use of the network to harass other users or infiltrate a computer or computing system is prohibited.
19. Altering a network or computing resource, device, peripheral, file, or folder names.
20. Copying application, folders, or files unless it is directly related to curriculum projects and it follows all other established policies and guidelines.
21. Distributing or altering network or computing resource passwords.
22. Users may not use any network or computing resource to gain unauthorized access to other networks or computing resources.
23. Users may not violate any software or other licensing agreements.
24. Installing, previewing, or copying software to the network or any computer.

Security

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another student's or employee's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Consequences for Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts. Illegal use of the network; intentional deletion or damage to files of data belonging to others; copyright violations; and theft of services will be reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy. Loss of access and other disciplinary actions shall be consequences for inappropriate use.

Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, other networks, or district software and hardware; this includes but is not limited to uploading or creating computer viruses.

The violations contained within this policy are not all inclusive, only representative and illustrative. A user who commits an act of misconduct which is not listed may also be subject to disciplinary action.

After administrative investigation, disciplinary consequences will be determined by the levels of progressive discipline. Administrators may use any or all of the following suggested intervention strategies and disciplinary action.

Minimum Actions –

1. Administrator/Teacher/Student conference.
2. Administrator/Teacher/Student verbal and/or written reprimand.

Additional Actions As Deemed Appropriate –

1. Administrator/Parental contact.
2. Referrals and conferences involving various support staff or agencies.
3. Behavioral contracts.
4. Required serving a minimum of one (1) day suspension from using all district computer equipment.
5. Confiscation of inappropriate items.
6. Restitution/Restoration, including any professional services required.
7. Denial of participation in class activities.
8. Banned from access to the Internet for a specified number of days.
9. Banned from using all computer equipment, networks, or Internet.
10. In-School Suspension
11. Out-Of-School Suspension
12. Expulsion
13. Other intervention strategies as needed.
14. Subject to criminal prosecution under state and federal laws.

Copyright

The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines.

Safety

To the greatest extent possible, users of the network will be protected from harassment and unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall report such immediately to a teacher or administrator. Network users shall not reveal personal information such as home address or telephone number to other users on the network, including chat rooms, e-mail, Internet, etc.

Users shall not use their real last name or any other information which might allow a person to locate the user without first obtaining the permission of a supervising teacher. Users shall not arrange a face-to-face meeting with someone they met on the computer network or Internet. If someone attempts to arrange a meeting with a user as a result of an Internet contact, the user shall report the communication immediately to a supervising teacher.

Any district computer/server utilized by students and staff shall be equipped with Internet blocking/filtering software.

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
5. Restriction of minors' access to materials harmful to them.

Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent/guardian. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. Only a member of the school administration may authorize the release of student information.

Active Restriction Measures

The district, either by itself or in combination with an Internet Service Provider (ISP), will utilize filtering software or other technologies to prevent students from accessing visual depictions that are obscene, child pornography, or harmful to minors. The district will also monitor the online activities of users, through direct observation and/or technological means, to ensure that users are not accessing such depictions or any other material that is inappropriate for minors. Internet filtering software or other technology-based protection systems may be disabled by the Technology Coordinator or his/her designee, as necessary, for purposes of valid research or other educational projects being conducted by a user.

Warranties/Indemnification

The district makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. The district shall not be responsible for any claims, losses, damages or costs, including fees, of any kind suffered, directly or indirectly, by any user or his/her parent/guardian arising out of the use of its computer networks or the Internet under this policy. By signing this policy, the user is taking full responsibility for his/her use, and the user who is eighteen (18) or older or, in the case of a user under eighteen (18), the parent/guardian agree to indemnify and hold the district, administrators, professional employees, and staff harmless from any and all loss, costs, claims or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent/guardian agrees to cooperate with the district in the event of the district initiating an investigation of a user's access to the computer network and the Internet.

Updates

Users, or the user's parents/guardians, may be asked to provide new or additional registration and account information or to sign a new policy. The policy must be signed if the user wishes to continue to receive service. If after users have provided account information, some or all of the information changes, users must notify the building principal.

Child Internet Protection Act

The Moniteau School District will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. In STEM or Library Specials classes, K-6 students are required to complete internet safety lessons. Student computer access will not be granted until receipt of signed acceptable use policy.

Hazing (Moniteau School District Policy 247)

Purpose

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

Definitions

Hazing occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:

1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Aggravated hazing occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:

1. The person acts with reckless indifference to the health and safety of the student; or
2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

Organizational hazing occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.

Any activity, as described above, shall be deemed a violation of this policy regardless of whether:

1. The consent of the student was sought or obtained, or
2. The conduct was sanctioned or approved by the school or organization.

Student activity or organization means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the district, whose members are primarily students or alumni of the organization.

For purposes of this policy, bodily injury shall mean impairment of physical condition or substantial pain.

For purposes of this policy, serious bodily injury shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

Authority

The Board prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.

No student, parent/guardian, coach, sponsor, volunteer or district employee shall engage in, condone or ignore any form of hazing.

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

Title IX Sexual Harassment and Other Discrimination

Every report of alleged hazing 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 hazing 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 hazing.

Delegation of Responsibility

Students, parents/guardians, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal or designee.

Guidelines

In addition to posting this policy on the district's publicly accessible website, the district shall inform students, parents/guardians, sponsors, volunteers and district employees of the district's policy prohibiting hazing, including district rules, penalties for violations of the policy, and the program established by the district for enforcement of the policy by means of: publication in handbooks, posting of notice/signs.

This policy, along with other applicable district policies, procedures and Codes of Conduct, shall be provided to all school athletic coaches and all sponsors and volunteers affiliated with a student activity or organization, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in a student activity or organization together with a notice that they are expected to read and abide by the policies, procedures and Codes of Conduct.

Complaint Procedure

A student who believes that s/he has been subject to hazing is encouraged to promptly report the incident 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 hazing shall be provided to the building principal or designee, who shall promptly notify the Superintendent or designee of the allegations and determine who shall conduct the investigation. Allegations of hazing shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of hazing brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be hazing under this policy but merits review and possible action under other Board policies.

Interim Measures/Police

Upon receipt of a complaint of hazing, the building principal or designee, in consultation with the Superintendent or designee, shall determine what, if any interim measures should be put in place to protect students from further hazing, bullying, discrimination or retaliatory conduct related to the alleged incident and report. Such interim measures may include, but not be limited to, the suspension of an adult who is involved, the separation of alleged victims and perpetrators, and the determination of what the complaining student needs or wants through questioning.

Those receiving the initial report and conducting or overseeing the investigation will assess whether the complaint, if proven, would constitute hazing, aggravated hazing or organizational hazing and shall report it to the police consistent with district practice and, as appropriate, consult with legal counsel about whether to report the matter to the police at every stage of the proceeding. The decision to report a matter to the police should not involve an analysis by district personnel of whether safe harbor provisions might apply to the person being reported, but information on the facts can be shared with the police in this regard.

Referral to Law Enforcement and Safe Schools Reporting Requirements –

For purposes of reporting hazing incidents to law enforcement in accordance with Safe Schools Act reporting, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents, as defined in the Safe Schools Act, committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The Superintendent or designee shall notify the parent/guardian of any student directly involved in a defined incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.

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 hazing or participation in an investigation of allegations of hazing is prohibited and shall be subject to disciplinary action.

Consequences for Violations

Safe Harbor –

An individual needing medical attention or seeking medical attention for another shall not be subject to criminal prosecution if the individual complies with the requirements under law, subject to the limitations set forth in law.

Students –

If the investigation results in a substantiated finding of hazing, the investigator shall recommend appropriate disciplinary action up to and including expulsion, as circumstances warrant, in accordance with the Code of Student Conduct. The student may also be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity or organization. The fact of whether a student qualified for and received safe harbor under a criminal investigation shall be considered in assigning discipline.

Nonstudent Violators/Organizational Hazing -

If the investigation results in a substantiated finding that a coach, sponsor, or volunteer affiliated with the student activity or organization engaged in, condoned or ignored any violation of this policy, the coach, sponsor, or volunteer shall be disciplined in accordance with Board policy and

applicable laws and regulations. Discipline could include, but is not limited to, dismissal from the position as coach, sponsor, or volunteer, and/or dismissal from district employment.

If an organization is found to have engaged in organizational hazing, it shall be subject to the imposition of fines and other appropriate penalties. Penalties may include rescission of permission for that organization to operate on school property or to otherwise operate under the sanction or recognition of the district.

Criminal Prosecution –

Any person or organization that causes or participates in hazing may also be subject to criminal prosecution.



Dassa McKinney Elementary School

Moniteau School District

391 Hooker Road, West Sunbury, PA 16061
724-637-2321 FAX: 724-637-3877

Dear Parents / Guardians,

We are proud to continue our School-Wide Positive Behavior Support Program (SWPB) for the 2025-2026 school year. As part of this program, we are teaching the students what behaviors are expected during the course of the school day. The Four Bee's were established by the staff to help create a positive school environment for all students.

The Four Bee's:

- BE SAFE
- BE RESPECTFUL
- BE RESPONSIBLE
- BE PRODUCTIVE

The School-Wide Positive Behavior team has worked with all staff members to create expectations for students in all areas of our building. These expectations are posted throughout the building to remind students what is expected of them. Near the beginning of school, we will have an assembly highlighting these expectations so students are aware of what each action looks like. When Primary (grades K-3) students are observed following the 4 Bee's, they will gain the opportunity to receive a bee slip. Students spend their bee slips at our School Store. Additionally, two students from each primary homeroom will be selected quarterly to be entered into a random raffle for a grand prize for being great role models. Intermediate students (grades 4-6) will earn prizes from the Warrior Wins Wagon and be entered into the grand prize drawing at the end of each quarter based on their nomination to the Warrior Wins Board.

In order for this program to be successful, students must know the expectations and understand the consequences for disruptive behaviors. The consequences are fair and consistent for all students. Our goal is to intervene before the behavior becomes a problem. Our staff will encourage and guide students to consider the 4 Bee's as they spend time reflecting upon poor decisions and/or negative behaviors. In situations in which these behaviors become repetitive, we may ask for your support at home. We encourage you to use the 4 Bee's as well to help guide your discussion.

We thank you in advance for supporting this program and our efforts to improve the educational experiences of all children at Dassa McKinney Elementary School.

Sincerely,

Mr. Kevin M. Boariu
Principal

Mrs. Nicole A. Fox
Assistant Principal



Dassa McKinney's "Four Bee's"

Classroom Expectations

BE SAFE	<ul style="list-style-type: none">● Keep hands and feet to yourself● Stay in assigned area at all times● Use inside voices
BE RESPECTFUL	<ul style="list-style-type: none">● Keep hands and feet to yourself● Value others opinions● Follow directions from teacher
BE RESPONSIBLE	<ul style="list-style-type: none">● Complete assigned work● Turn in homework
BE PRODUCTIVE	<ul style="list-style-type: none">● Complete all work on time● Try your best



Dassa McKinney's "Four Bee's"

Arrival/Dismissal Expectations

BE SAFE	<ul style="list-style-type: none">• Walk on the sidewalk• Use quiet voice in the hallway• Walk in the hallway
BE RESPECTFUL	<ul style="list-style-type: none">• Respect others area• Keep hands and feet to self
BE RESPONSIBLE	<ul style="list-style-type: none">• Follow directions of adults• Report those not following rules
BE PRODUCTIVE	<ul style="list-style-type: none">• Take shortest route to classroom



Dassa McKinney's "Four Bee's"

Hallway Expectations

BE SAFE	<ul style="list-style-type: none">● Walk on the right side of the hallway● Go straight to where you are going● Keep hands and feet to self
BE RESPECTFUL	<ul style="list-style-type: none">● Use inside voices● Keep hands and feet to self
BE RESPONSIBLE	<ul style="list-style-type: none">● Follow directions of adults● Go straight to where you are going
BE PRODUCTIVE	<ul style="list-style-type: none">● Take shortest route to classroom



Dassa McKinney's "Four Bee's"

Bathroom Expectations

BE SAFE	<ul style="list-style-type: none">● Use toilet and sink appropriately● Get permission
BE RESPECTFUL	<ul style="list-style-type: none">● Leave no trace behind● Keep hands and feet to self● Respect others privacy
BE RESPONSIBLE	<ul style="list-style-type: none">● Leave no trace behind● Flush, wash, leave● Tell adult about any problems
BE PRODUCTIVE	<ul style="list-style-type: none">● Leave no trace behind● Use time effectively



Dassa McKinney's "Four Bee's"

Playground Expectations

BE SAFE	<ul style="list-style-type: none">● Dress for the weather● Use equipment correctly
BE RESPECTFUL	<ul style="list-style-type: none">● Do not interrupt others in the middle of play● Keep hands and feet to self
BE RESPONSIBLE	<ul style="list-style-type: none">● Follow directions of adults● Take care of the equipment● Share the equipment
BE PRODUCTIVE	<ul style="list-style-type: none">● Enjoy your time of play● Make new friends



Dassa McKinney's "Four Bee's"

Cafeteria Expectations

BE SAFE	<ul style="list-style-type: none">● Keep hands and feet to self● Stay at the designated table
BE RESPECTFUL	<ul style="list-style-type: none">● Talk in an appropriate voice● Keep hands and feet to self
BE RESPONSIBLE	<ul style="list-style-type: none">● Follow directions of adults● Quiet while in line● Remember all utensils● Leave your area clean● Eat politely
BE PRODUCTIVE	<ul style="list-style-type: none">● Respect cafeteria monitors● Finish food in a timely manner● Remain quiet when entering and leaving



Dassa McKinney's "Four Bee's"

Bus Expectations

BE SAFE	<ul style="list-style-type: none">● Bottom to bottom, back to back● Keep hands and feet to self
BE RESPECTFUL	<ul style="list-style-type: none">● Keep hands and feet to self● Value your space as well as others● Follow directions from the bus driver
BE RESPONSIBLE	<ul style="list-style-type: none">● Engage in activity that is safe and responsible
BE PRODUCTIVE	<ul style="list-style-type: none">● Create a positive environment on the bus



Dassa McKinney's "Four Bee's"

Online Learning Expectations

BE SAFE	<ul style="list-style-type: none">● Only use school approved websites● Do not share your network password● Use equipment correctly while only completing tasks assigned by the teacher
BE RESPECTFUL	<ul style="list-style-type: none">● Be considerate of other people● Listen to others when they are talking● Mute your microphone until it is your turn to speak
BE RESPONSIBLE	<ul style="list-style-type: none">● Be careful with your Chromebook● Make sure your Chromebook is charged and ready for use● Complete assigned work
BE PRODUCTIVE	<ul style="list-style-type: none">● Submit all work on time● Try your best

After School Detention

At the discretion of the principal, a student may be assigned to after school detention when the student has been involved in an offense of a serious nature or has had habitual behavioral problems. After school detention is held on Mondays through Thursdays from 3:45 pm until 5:15 pm.

It is the responsibility of the parent/guardian to make arrangements for his or her child's transportation home. The child's parent/guardian or their designee needs to be at the main entrance of the school by 5:10 pm. If the parent/guardian is unable to be at school for the child and arranges for another person to take the child home, a letter must be on file in the school office signed by the parent/guardian granting permission. The child is responsible to bring work for this time. If the child does not have work to do, the assigned teacher will provide work on the child's grade level. The child's parent or guardian will be given three (3) days notice prior to the date the student will serve detention after school, unless the 3 day notice is waived by the parent. In the event the parent/guardian refuses to cooperate with the disciplinary action, the child will be given a one (1) day out-of-school suspension in adherence with present school policy and state and federal regulations. As with any disciplinary action at school it is recommended that the teacher and the parent/guardian communicate ways to resolve recurring problems.

Arson

1. Students shall not intentionally and/or recklessly place another person in danger of death or bodily injury by starting a fire or causing an explosion.
2. Students shall not intentionally and/or recklessly cause or attempt to cause damage or destruction to property by starting a fire or causing an explosion.
3. Students shall not conspire to intentionally and/or recklessly cause or attempt to cause damage or destruction to property by starting a fire or causing an explosion.
4. Students who are guilty of the above infractions will be subject to disciplinary action. Referral to Civil Authorities for charges under the Pennsylvania Criminal Code shall be made when deemed necessary by school officials.

Bomb Threat

Any student who is found to have issued a bomb threat that places the Moniteau School District premises or personnel in danger of death or bodily injury shall be subject to disciplinary action. Referral to Civil Authorities for charges under the Pennsylvania Criminal Code and Federal Codes shall be made when deemed necessary by the Moniteau School District authorities. Because this offense causes disruption for and possible danger to the Moniteau School District administration, staff, and students, a student found guilty of this offense will be issued an immediate 10 day out-of-school suspension and a recommendation for expulsion will be made to the Board of School Directors.

Bullying/Cyber Bullying (Moniteau School District Policy 249)

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. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

Bullying, as defined in this policy, includes cyber bullying.

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.

Authority

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. Students are encouraged to use the district's report form, available from the building principal, or to put their 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 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 Board policies.

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 and discriminatory harassment 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 Compliance Officer and 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.

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 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 three (3) years and recommend necessary revisions to the Board.

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

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.

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.

Education

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

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. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

Cheating

Plagiarism, cheating or any form of academic dishonesty will not be tolerated. Academic dishonesty can include homework, tests, projects, and computer use to name a few. Students who are caught cheating on tests or other schoolwork will receive a zero in the grade book for that particular work in addition to disciplinary actions. The teacher will inform the parent/guardian of the offense.

Chewing Gum

Chewing gum is not permitted in school, on the school bus or at other school activities. The student will be asked to dispose of the gum. Additional incidents will result in disciplinary action such as detention and/or suspension.

Drink and Container Regulations

Energy drinks are not permitted in school or on the school bus due to the high caffeine content. Glass bottles are not permitted at school or on the bus. Transparent plastic water bottles are preferred. Powder additives such as flavoring are not permitted. For safety reasons, reusable water bottles should be empty and remain in the students backpack during the bus trip.

No student is permitted to enter the school building with an open container that is filled with a beverage, such as soda pop, fruit juice, ice tea, milk, coffee, etc. during regular school hours.

A student is permitted to house a closed or sealed container in his/her lunchbox or book bag if the closed or sealed container is to be consumed at lunch.

At the elementary level, students are permitted to enter the building with a water bottle that is to be used in class as deemed appropriate by the classroom teacher. Student water bottles must have a closable lid. Mugs with a lid including a bare straw hole are prohibited. The ability to carry an open beverage container throughout the day is a privilege that can be revoked by administration if abused. Students entering Kindergarten during the 2025-2026 school year are prohibited from carrying in metal water bottles and all containers must include a sealable lid to prevent spills.

Controlled Substances/Paraphernalia (Moniteau School District Policy 227)

Purpose

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. Through the use of an up-to-date curriculum, classroom activities, community support and resources, a strong and consistent administrative and faculty effort, and rehabilitative and disciplinary procedures, the district will work to educate, prevent, and intervene in the use and abuse of all controlled substances by students.

The goals of this policy are to:

1. Educate and heighten the awareness of the entire school community about use, abuse and dependency of controlled substances.
2. Make interventions through the process of early identification.
3. Make appropriate referrals for treatment when necessary.
4. Develop a support system for students returning from treatment.

This policy will be implemented through the cooperative efforts of faculty and administration, school personnel, students, parents/guardians and community.

The guidelines incorporated in this policy have been formulated for the effective enforcement of this policy in a fair and consistent manner. Recognizing that chemical use and abuse may be indicative of the disease process of chemical dependency, every effort will be made to offer the student the help and assistance s/he would receive for any other illness. Early identification and referral of a student evidencing a problem with chemical abuse or dependency will be the primary goal. Disciplinary procedures will be administered with the best interests of the student and the student body in mind. Due consideration has been given the legal rights and responsibilities of the school administration, staff, students, and parents/guardians. The School Board reserves the right to authorize the use of any measures deemed necessary to control substance use.

Definitions

For purposes of this policy, controlled substances shall include all:

1. Controlled substances prohibited by federal and state law.
2. Look-alike drugs are non controlled substances that have a stimulant or depressant effect on human beings and/or substantially resemble a controlled substance in appearance.
3. Alcoholic or malt beverages include any intoxicating liquor, coolers (beer or wine), wine, or brewed or malt beverage regulated under the Liquor Code of the Commonwealth of Pennsylvania, as amended.
4. Anabolic steroids.
5. Drug paraphernalia includes any and all items constructed, manufactured or modified for the purpose of drug use. This may include, but is not limited to, bongos, pipes, clips, etc.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

For purposes of this policy, under the influence shall include any consumption or ingestion of controlled substances by a student.

Core Team - a multidisciplinary team composed of teachers, staff, administrators, nursing and guidance personnel. This team will be trained to understand and work on the issues of adolescent substance use, abuse and dependency and will play a primary role in the identification and referral process of students coming to their attention through the procedures outlined in this policy.

Student Contract Procedure - any written agreement between a student and school personnel which is intended to help the student improve some aspect of his/her performance.

Possession - possess or hold without any attempt to distribute any alcohol, look- alike drugs or mood-altering substances determined to be illegal or as defined in this policy.

Distributing - deliver, sell, pass, share, or give any controlled substance, as defined by this policy, from one person to another or to aid therein.

Drug Paraphernalia - any utensil or item which in the school's judgment can be associated with the use of controlled substances. Examples include but are not limited to roach clips, pipes and bowls.

Authority

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities.

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would violate the Code of Student Conduct if:

1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement to complete a transaction outside of school that would violate the Code of Student Conduct.
5. The conduct involves the theft or vandalism of school property.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to identify and control substance abuse in the schools which:

1. Establish procedures to deal with students suspected of using, possessing, being under the influence, or distributing controlled substances in school, up to and including expulsion and referral for prosecution.
2. Disseminate to students, parents/guardians and staff the Board policy and administrative regulations governing student abuse of controlled substances.

Incidents of possession, use and sale of controlled substances by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year.

Guidelines

In all cases involving students and controlled substances, the need to protect the school community from undue harm and exposure to drugs shall be recognized.

No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

A student in violation of this policy shall be subjected to discipline and referral to the Student Assistance Program in accordance with School Board policy and procedure. The student in violation of this policy will be referred to the School Board for expulsion.

Anabolic Steroids

The Board prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.

Students shall be made aware of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution.

The following minimum penalties are prescribed for any student athlete found in violation of the prohibited use of anabolic steroids:

1. For a first violation, suspension from school athletics for the remainder of the season.
2. For a second violation, suspension from school athletics for the remainder of the season and for the following season.
3. For a third violation, permanent suspension from school athletics.

No student shall be eligible to resume participation in school athletics unless a medical determination has been submitted, verifying that no residual evidence of steroids exists.

Searches

All searches shall be conducted in accordance with Board policy. If a student is suspected of possession of illegal materials on his/her person or among personal possessions, the student shall be referred to the principal or assistant principal. If the administrator has reasonable suspicion(s), s/he will confront the student privately and ask the student to consent to a search. If the student refuses, the parents/guardians shall be called immediately. The parents/guardians and/or police shall be contacted to report the findings. A search without consent must be reasonably related to the seriousness and/or nature of the alleged infraction and not excessively intrusive in light of the age and sex of the student. If it is reasonably suspected that a student has illegal material in his/her automobile on school property, school personnel may conduct a search of the car. School personnel shall also contact the parents/guardians and/or the police to advise them of the findings or of the circumstances which led to their belief of the possession of illegal materials if it is not possible to conduct the search.

Reasonable Suspicion/Testing

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal has reasonable suspicion that a student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

Reasonable Suspicion- Drug Testing of Individual Students (Moniteau School District Policy 227 Attachment)

If based on observable behavior or symptoms, a school employee has a reasonable suspicion that a student is under the influence of a controlled substance, the employee will report the matter to the building principal and the student will be escorted to the school nurse's office for an examination that may include checking the student for abnormal vital signs.

If based on the student's observable behavior, medical symptoms, vital signs of other factors, school administrators have a reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

If the student is required to submit to drug or alcohol testing, the testing will be done in the following manner:

1. The administration will attempt to contact the student's parent/guardian before the student is tested.
2. Testing will be done by a medical professional or clinic with appropriate testing facilities approved by the district. The parent/guardian of the student may exercise the right to choose a different medical professional or clinic to administer the test within the time limit set by the district. If the parent/guardian exercises the right to choose another medical professional or clinic, the parent/guardian will pay for the costs of the testing.
3. The testing will be conducted in a reasonable manner using a method that takes into account the factors of the student's age, sex, and the degree of intrusiveness involved in collecting a sample for testing.

4. Disclosure of drug testing results will be limited to the student, the student's parent/guardian, and appropriate district administrators for the purpose of providing counseling or taking appropriate disciplinary action.

Disobedience

Disobedience is defined as the refusal or neglect to obey any school district employee. This includes all administrators, teachers, paraprofessionals, office staff, custodial or cafeteria staff, monitors, bus drivers or substitutes for the positions. Consequences for this infraction can include, but are not limited to, after school detention or suspension at the discretion of the principals.

Disrespect

Disrespect is defined as rudeness and/or offensive behavior in word or in action shown to any school district employee. Consequences for this infraction can include, but are not limited to, after school detention or suspension at the discretion of the principals.

Disruption

Any behavior that adversely affects the orderly operation of the campus, school, or classroom (including study halls and cafeteria) will not be tolerated. Consequences for such action will range from warning to suspension depending upon severity. Law enforcement officials may be contacted.

Dress and Grooming (Moniteau School District Policy 221)

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard. The Board may require students to wear standard dress or uniforms, which may be required district-wide or by individual schools.

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student. The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

The Superintendent or designee shall ensure that all rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.

Staff members shall be instructed to demonstrate, by example, positive attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.

Dress Guidelines (Elementary)

All students are to be appropriately dressed and groomed. Each student must wear clothing that is not disruptive to the educational process or pose a threat to safety or health. The following guidelines pertain to both male and female students:

1. Shorts and skirts must fall below fingertip length near mid-thigh when standing in normal position with arms at sides. Girls wearing skirts/dresses have been a concern at recess, in P.E. and during assemblies. A pair of shorts to wear under the dress/skirt is suggested. No short shorts or volleyball shorts. Spandex or skin-tight shorts must be covered by a long t-shirt.

2. Clothing, stickers and materials having abusive, racial, violent, rude, obscene language/pictures and/or language/pictures referring to drugs, tobacco, alcohol, sex or cults may not be worn in school.
3. Clothing that reveals the body immodestly or reveals undergarments is prohibited. Examples of this type of clothing include, but are not limited to: bare midriff outfits, pajamas, swimsuits, muscle shirts, mesh shirts, cut-off shirts, tube tops, halter tops, see-through blouses, spaghetti strap shirts and razor back shirts.
4. All shirts must meet the following criteria: shirts must be able to be tucked in, must remain tucked in when arms are raised as an indication that midriff will not be revealed, and must be three fingers in width, covering the back and shoulders, when it comes to tank top straps.
5. Pants should be worn at the natural waistline and must not drag the ground or be excessively large. There should be no writing or prints on the seat of the pants. Clothing may not contain significant holes, rips and/or tears above the index finger tips. Leggings may be worn under long shirts, as long as, the tunic is fingertip length when standing at normal position with arms at sides.
6. Hats, scarves, gloves and sunglasses are to be worn only outside of the building unless with special permission. Bandanas or any other head coverings are prohibited. (Hats, scarves, or bandanas can only be worn if they represent a verified religious practice or they are health related.) Hoods on hooded sweatshirts must be kept down while indoors.
7. For physical education classes, students are required to wear tennis shoes. Comfortable pants and shirts are advised. Girls are permitted to wear shorts underneath dresses.
8. Shoes must be well fitting and stable. Unstable high heels, toy shoes designed for playing dress-up, bedroom slippers, shoes with metal cleats or shoes with wheels cannot be worn to school. It is suggested that flip-flops and dress shoes not be worn at recess.
9. Jewelry must be worn as intended. It should not be excessive or distracting. Spiked jewelry presents a safety hazard and is not permitted.
10. Any type of body art/excessive make-up/tattoos/hair dye must adhere to the school regulations pertaining to attire. Full face paint is not permitted.
11. Chains hanging from pants or other articles of clothing, along with animal collars, are not allowed.
12. Jackets or coats are not permitted to be worn during school hours.
13. For reasons of health and safety, additional restrictions may be required for students participating in certain activities or classes. These restrictions will be determined by the person in charge of the activity or class and reviewed by the building principal.
14. Any other clothing or personal item that may be determined to be a disruption/distraction in class/school will be handled on an individual basis. Realizing the fact that fashions continually change, the school principal has the discretion to be the final authority in all issues regarding student attire.

The teacher will send a Dress Code/ Inappropriate Item Reminder Form home with a student wearing inappropriate attire in an attempt to inform the child's parent/guardian. If a student continues to wear inappropriate clothing after a verbal warning from the teacher and parent notification, the student will be referred to the office. The principal or building head will notify the parent/guardian by phone or letter if necessary. Students will be given an opportunity to correct inappropriate dress code violations (i.e. turning an offensive t-shirt inside out). If it is something that the student is unable to correct at school, a parent or guardian will be contacted to bring appropriate clothing to school. Further infractions of the Dress Code will be punished by detention and /or suspension depending on the circumstances.

Fighting

Fighting in school, on school property, on the bus, or during extra-curricular activities will be punished at the discretion of the principals. Law enforcement officials may be contacted and be involved in the investigation or the situation may be handled by the School Police Officers. Possible consequences are as follows:

First Offense- three-day suspension from school

Second Offense- five-day suspension from school and police may be contacted

Third Offense- ten-day suspension from school and police may be contacted

Fourth Offense- A board hearing will be scheduled with the superintendent's office for expulsion from school.

Food/Drink

Consumption of food takes place at breakfast and lunch in the school cafeteria and in the classrooms. Students in grades 1 through 6 eat a Grab and Go breakfast in their classrooms. Open food or drink or items requiring refrigeration are not to be taken from the cafeteria except for during meals in the classroom. Eating and drinking are not permitted on the school bus. Candy, lollipops and gum are also not allowed on the school bus.

Incendiary Devices

A student shall not possess and/or use an incendiary object to place another person in danger of death or bodily injury. A student shall not possess and/or use an incendiary object to attempt to cause damage or destruction to property.

Insubordination

Students have an obligation to comply with reasonable requests from school officials. Any student's behavior that undermines the authority of school officials in the normal, daily functioning of the educational process will not be tolerated; in addition, any student's behavior that shows disrespect toward school authorities or faculty members or staff members will not be tolerated.

Insubordination will not be tolerated:

- On the school premises.
- On the school premises at any time when the school is being used by a school sponsored group, non-curricular related student group, and/or private non-school person(s) group.
- Off school premises at any school activity, function, or event.
- Off school premises involving violations or possible violations of the Pennsylvania Criminal Code, and/or when such conduct or conditions may directly, and/or immediately result in adverse effects on the educational process, when there is a reasonable need to preserve overall school discipline, when there is a reasonable need to preserve respect for teachers and other school employees, and/or when there is reasonableness in the effect including danger to health, safety, or morals of students within the school system.

Students who are insubordinate will be subject to disciplinary action taken by the school authorities.

In-School Suspension

In-School Suspension is the disciplinary action of removing a student from his/her regular school activities, including after-school activities. It differs from detention in that it is the next step toward out-of-school suspension. Only the school principal or designee can assign in-school suspension. The parent or guardian will be informed in writing of the incident and the consequences. In-School Suspension can be assigned for repeated or serious infractions of the school discipline code at the discretion of the administration.

Language

Profanity and the use of vulgar language, drawings, photographs and gestures will not be permitted in school, on the bus and/or at extracurricular events. Students will be assigned detention and/or suspension depending on the severity of the situation.

Levels of Discipline

It is the goal of Dassa McKinney Elementary School's administrative team to enforce rules for the safety and success of our students, with an eye towards correcting inappropriate behavior rather than "punishing" children. When school rules are not followed, students may be sent to see a principal for disciplinary reasons.

When a student violates school rules, appropriate discipline will be utilized. The administration will evaluate any disciplinary referral to determine the appropriate consequence with consideration for: student age, disabilities, past record, and cooperation. The behavior/consequence guide below provides an outline of consequences for common behaviors. For any suspension longer than three (3) days, parents will be notified of their right to an informal hearing with the building principal.

Level of Discipline	Examples	Possible Disciplinary Action
Level I: Misbehavior that impedes learning or school operations. These misbehaviors are generally addressed by our faculty and staff.	Disruption, lying, failure to follow directions, inappropriate language, unsafe movement in the halls, bus conduct, dress code violations, etc.	Verbal/written warning, loss of privilege (lunch, recess, activities), parent contact from the teacher
Level II: Misbehavior that occurs repeatedly or presents a risk to the safety, operation, and learning environment in the school. These misbehaviors require intervention by the school administration.	Repeated Level I misconduct, obscene gestures or language, disrespect or defiance, bullying behavior, stealing, lying, cheating, technology violations, bus conduct, bringing inappropriate items	Loss of privileges, bus suspension, after school detention, parent contact with a building principal
Level III: Misbehavior that could endanger the safety of others or severely disrupt the learning environment of the school. These misbehaviors require intervention by the administration.	Intimidation, severe bullying, physical aggression/fighting, threats, vandalism, exposure, inappropriate displays of affection, theft, leaving an assigned area, insubordination, failure to serve Level I/II consequences	Loss of privileges, after school detention, in-school suspension, out-of-school suspension, bus suspension, parent conference with a building principal

<p>Level IV: Misbehavior and actions which result in violence or pose a threat to the welfare of others. These acts will require the intervention of the administration. This level of misbehaviors could result in immediate removal of the student from school.</p>	<p>Terroristic threats, assaults on other students/adults, violations of district bullying, weapons, drug, or alcohol policies.</p>	<p>Confiscation, in-school suspension, out-of-school suspension, indefinite bus suspension, parent conference with a building principal and superintendent, expulsion proceedings, referral to outside agencies or law enforcement</p>
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Progressive Discipline (Grades 4-6)

Students who demonstrate a pattern of behaviors that warrant referral to the office at lower levels may receive Level III or IV consequences for those repeated behaviors. Students in Grades 4-6 who participate in school activities including Starfish, Student Council, etc. will have their privilege of participating in the activity suspended for the remainder of the year for any office discipline referral.

Nondiscrimination in School and Classroom Practices (Moniteau School District Policy 103)

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.

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 or 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.

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.

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 incident 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 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.

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 actions specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspension, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable.

Discipline/Placment 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.

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.

Retaliation

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

1. Repoting or making a formal complaintor 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 mocker, 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 of 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.

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.

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonable 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:

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.

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

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:
 - 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 cohabitation 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.
 - 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.
 - 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:
 - 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.

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

Contact the Superintendent's Office to learn the current Title IX Compliance Officer. The Compliance Officer/ Title IX Coordinator can be contacted at:

Address: Title IX Compliance Officer
1810 West Sunbury Road
West Sunbury, PA 16061
Email: TitleIX@moniteau.org
Phone Number: 724-637-2117 ext. 1128

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.
6. Student Evaluation- Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Report/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, investigators(s), decision-makers(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 or 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:

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.

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.

REPORT FORM FOR COMPLAINTS OF DISCRIMINATION

Complainant: _____

Home Address: _____

Home Phone: _____

School Building: _____

Date of Alleged Incident(s): _____

Alleged discrimination was based on: _____

Name of person(s) you believe violated the district's nondiscrimination policy:

If the alleged discrimination was directed against another person, identify the other person:

Describe the incident as clearly as possible, including any verbal statements (i.e. threats, derogatory remarks, demands, etc.) and any actions or activities. Attach additional pages if necessary:

When and where incident occurred: _____

List any witnesses who were present: _____

This complaint is based on my honest belief that _____ has discriminated against me or another person. I certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant's Signature

Date

Received By

Date

Electronic Devices (Moniteau School District Policy 237)

The Board recognizes that the use of technology is an essential element of the 21st century of education and adopts this policy as a means of establishing guidelines for the use of personal technology. The use of personal technology resources are permitted as a means of enhancing learning opportunities while minimizing disruptions to and maintain a safe educational environment. The use of technology is permitted by the Board at the discretion of Administration and the classroom teacher.

Delegation of Responsibility:

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district electronic policy by publishing such policy in the student handbook, newsletter, posted notices and other efficient methods. The Superintendent or designee may promulgate procedures regarding the implementation of this policy, including the development of a Bring Your Own Device Policy (BYOD) Responsible Use Agreement, having terms consistent with this policy, for signature by students and parents as a condition to the use of Personal Technology Devices.

The Board permits the use of Personal Technology Devices during the school day for educational uses only if permitted by the teacher or if required or authorized by the student's individualized educational program (IEP) and only if used in a manner that does not create a disruption or annoyance to others.

Students using Personal Technology Devices to access the Internet during the school day must use the District's wireless network. The use of private (3G/4G) network access on school grounds is prohibited. Users may not disable, override, or circumvent District technology filters and protection measures. While using the District wireless network, students are subject to the terms of the District's Communications Network Policy (Policy 815) and acceptable use guidelines. Personal Technology Devices may not be used at any time for the recording or capturing of pictures, audio or video in locker rooms, restrooms, or nurse's office. The Board prohibits audio or video recording of any type of cell phone, tablet PDA or any other electronic devices by students or staff during the school day, on District property or while engaged in a school sponsored activity. Recording using District owned devices may only occur under written approval by a District Administrator or Building Principal.

Personal Technology Devices may not be used for the taking, storing, disseminating, transferring, viewing or sharing of obscene pornographic or lewd images, photographs or messages, whether by electronic data transfer or other means including but not limited to texting and emailing.

Students bringing personal technology devices onto school grounds, on a school bus, or vehicle while attending school-related events, do so at their own risk of loss or such devices. The school district shall not be liable for the loss or damage to any Personal Technology Device brought by a student, on a school bus or vehicle or while attending school related events.

Violations of this policy by a student shall result in disciplinary action such as confiscation and loss of privileges, detention, suspension and referral to the School Board for expulsion.

Electronic mail (email) will be provided to every student/staff in the District. These accounts are District owned accounts and are for educational purposes only. The email account issued to the student/staff will be the only email account allowed to be accessed on the District's wireless network.

With a multitude of wireless devices available, the District will guarantee that all devices will work on the BYOD network and will take no responsibility for devices that are not compatible.

All devices must be registered with the Technology Department prior to accessing the network. Students/staff may have up to three devices registered at any given time.

Exceptions:

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior approval of the building principal or designee, or when use is provided for in a student's individualized education program (IEP).

Student Use of District Devices

Moniteau School District offers one-to-one (1:1) technology to all students in the district. Students are issued a Chromebook to be used in school on a daily basis. Students will use this device in accordance with Moniteau School District's Acceptable Use of Computer Technology Policy.

Students have the following responsibilities:

- S/he is required to sign and follow the Acceptable Use Policy which is in effect before, during and after school.
- S/he will only use the Chromebook as an educational tool.
- S/he is responsible for the care of the issued Chromebook whether using it in or out of school.
- S/he is responsible for ensuring the Chromebook is charged and ready for use in school.
- S/he will only use software that is permitted to be installed and/or run on the Chromebook.
- S/he will not loan/borrow the Chromebook to/from other students.
- S/he will not share usernames and passwords with others.
- S/he will not remove the asset tag and label from the Chromebook.
- S/he will notify the teacher immediately if the device is damaged.
- S/he is responsible for the full replacement cost if the device or charger is lost or stolen.
- S/he will turn in the Chromebook at the end of the school year.

If there is vandalism or hacking that damages or disables the Chromebook in any way, the student will lose access to the Chromebook and an alternative plan for access will be substituted. The Moniteau School District has the right to monitor Chromebook use and/or block access to applications and websites. There should be no expectation of privacy of files stored on the Chromebook or browser history. In addition, teachers have the ability to monitor student use of the internet at all times.

Please be advised that parents and families will be fined for damage to Moniteau School District Property. See the list of costs for Chromebook repair or replacement on the District's technology website at www.moniteau.org/Technology.

Families are able to buy an optional accidental insurance plan to help protect their child's Chromebook. Sign up at: <https://securranty.com/moniteau>.

Elementary Procedures for Electronic Devices

Students may possess cell phones, smart watches, or other electronic devices for use before and after school, but their use during the school day (8:35 a.m. to either 3:30 if child is picked up or the time your child gets off at his/her bus stop) is only permitted for instructional purposes with approval by the teacher, bus driver or building principal. If a student rides the bus home from school, their cell

phone or electronic device must remain off until the child gets to their designated stop. Use is interpreted as using any cell phone function or feature, not just sending or receiving telephone calls. Cell phones and all other personal electronic devices must be turned off upon entering the school building and may not be turned on again until the student leaves the building at the end of the school day. Personal electronic devices must also be housed in a student's bookbag during the regular school day where they are out of sight. The student bears total responsibility for safeguarding this and any other device in his/her possession.

Students shall not use audio listening devices (CD players, MP3 players, Ipods, etc.), Smart watches, tablets, handheld electronic games, digital cameras, or other such devices during the instructional school day unless they have permission from a staff member to do so as part of a classroom activity. At the elementary level, the Administration discourages students from possessing electronic devices on the school bus. If a problem arises with the inappropriate use of electronic devices on a school bus at the elementary level, the Administration reserves the right to address the issue and administer appropriate discipline.

Electronic Device Consequences at the Elementary Level

Progressive Consequences for noncompliance regarding electronic devices:

1st Offense - The student will have the electronic device taken for the remainder of the day. Student will meet with an administrator to make sure they are aware and understand the electronics policy. A call will be made to parents to make them aware of noncompliance. The student's parent may also be required to pick up the electronic device at the end of the day or at another arranged time.

2nd Offense - If a student is caught with an electronic device a second time, he/she will have the electronic device taken from them and parents will have to pick-up the electronic device at an arranged time. The student may also lose their recess for a period not to exceed 5 days.

3rd Offense - The student will be assigned a night of after-school-detention and the student's parent will be required to pick up the electronic device at the end of the day or at another arranged time.

4th Offense - Consequences will be determined by the Elementary Administration.

Off School Property without Permission

Runaways are defined as students who leave school property without permission. An emergency response procedure is followed if a child is reported missing from school. School personnel are not permitted to pursue students off school property. The principal or his/her designee will contact the Pennsylvania State Police and report the missing child.

Restrooms

Proper behavior in the school restrooms is important. Students are to use student restrooms, while adults use staff restrooms. Teachers of the opposite sex will not enter a restroom unless there is an emergency. At the discretion of the principals, children who misbehave may be assigned detention.

Safety

An unsafe act is defined as anything that will cause danger to another person or the person committing the act. Students who commit unsafe acts will receive consequences determined by the

principal or his designee depending on the severity of the incident. The parents/guardians are notified and advised of circumstances. Certain items are considered safety hazards and cannot be brought to school, for example, laser pointers, lighters, ammunition, aerosols such as body spray, etc. These are the kinds of objects that could cause injury to another child. Also, items such as these can be appealing to children and may end up in the hands of someone who will use them incorrectly. Parents are asked to make sure they are aware of the contents of their child's book bag and to stress that any object that could cause injury may not be brought to school.

Searches (Moniteau School District Policy 226)

The Board acknowledges the need for safe storage of books, clothing, school materials and personal property and may provide lockers for storage purposes.

It shall be the policy of the Board that all lockers are and shall remain the property of the school district. As such, students shall have only a limited expectation of privacy in their lockers.

No student may use a locker as a depository for a substance or object that is prohibited by law, Board policy or district rules, or constitutes 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 locker at any time, based on reasonable suspicion, for the purpose of determining whether the locker 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 lockers when the district has a compelling interest in protecting and preserving the health, safety or welfare of the school population.

Students, parents/guardians and staff shall be notified at least annually or more often if deemed appropriate by administration, concerning the contents of this policy and district procedures.

The Superintendent or designee shall develop procedures to implement this policy. The principal or designee shall be present whenever a student locker is inspected based on reasonable suspicion.

The principal shall open a student's locker for inspection on the request of a 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 locker 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 a student's locker in violation of law, Board policy or school rules.

School officials are authorized to search a student's personal possessions or motor vehicle parked 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.

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

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.

Scissors

As adult-sized scissors could be used as a weapon, they are not permitted at school. Only child sized safety scissors are permitted.

Selling

Students are only permitted to sell items related to school clubs or organizations.

Tobacco / Nicotine Use (Moniteau School District Policy 222)

Purpose

The Board recognizes that the use of tobacco and vaping products , including electronic cigarettes, present a health and safety hazard that can have serious consequences for users, nonusers and the safety and environment of the schools. The purpose of this policy is to prohibit student possession, use, purchase and sale of tobacco and vaping products.

Definition

For purposes of this policy, tobacco product encompasses not only tobacco but also vaping products including electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with state law, shall be defined to include the following:

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption , whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
 - a. Tobacco, whether in its natural or synthetic form; or
 - b. Nicotine whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.
5. Any lookalike or imitation tobacco product.

The term tobacco product does not include the following:

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled.
NOTE: This exception shall be governed by Board policy relating to Medications.
2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act.
NOTE: Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall be governed by Board policy relating to Controlled Substances/Paraphernalia.

Possession shall mean that the student has any tobacco/nicotine product on his/her person; housed in a locker or book bag, knap sack, pocketbook, purse, etc.; or in a vehicle that is on school property or in a vehicle that is district owned/operated.

Authority

The Board prohibits possession, use, purchase or sale of tobacco products, regardless of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.

The school district may initiate prosecution of a student who possesses or uses tobacco/nicotine products in violation of this policy.

The Board considers any student acting or thought to be acting as a lookout for students participating in the visible use or possession of tobacco/nicotine or any prohibited products, to be in violation of this policy.

The Board authorizes the confiscation and disposal of tobacco products prohibited by this policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.

Delegation of Responsibility

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

The Superintendent or designee shall notify students, parents/guardians and staff about the Board's tobacco and vaping products policy by publishing information in student handbooks, school calendars, parental newsletters, posted notices in each school building, on the district website or by other efficient methods.

Reporting

Parental Report-

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use, purchase or sale of a tobacco product, immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

Annual School Safety and Security Incidents Report-

The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco products by students to the PA Department of Education on the required form.

Law Enforcement Incident Report-

The Superintendent or designee may report incidents of possession, use or sale of tobacco products by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.

Guidelines

A student who violates this policy shall be subject to prosecution initiated by the district and, if convicted, shall be required to pay a fine for the benefit of the district, plus court costs. In lieu of the imposition of a fine, the court may admit the student to an adjudication alternative.

Tampering with devices installed to detect use of tobacco products shall be deemed a violation of this policy and subject to disciplinary action.

Suspension and Expulsion (Moniteau School District Policy 233)

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The District, as approved by the Board, shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations. The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student.

It is recommended that students suspended from school be accompanied by a parent/guardian to the school and meet with either the principal or assistant principal before re-entry to school.

Exclusion from School - Suspension

The principal or person in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days, and shall immediately notify the parent/guardian and the Superintendent in writing when the student is suspended. No student may be suspended without notice of the reasons for which s/he is suspended and an opportunity to be heard on his/her own behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten-school day period. When a suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an informal hearing with a designated school official. Such hearing shall take place as soon as possible after the suspension, and the district shall offer to hold it within the first five (5) days of the suspension. Informal hearings under this provision shall be conducted by a building principal.

Purpose Of Informal Hearing

The purpose of the informal hearing is to permit the student to explain the circumstances surrounding the event leading to the suspension, to show why the student should not be suspended, and to discuss ways to avoid future offenses.

Due Process Requirements For Informal Hearing

1. The student and parent/guardian shall be given written notice of the reasons for the suspension.
2. The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
3. The student may question any witnesses present at the informal hearing.
4. The student may speak and produce witnesses who may speak at the informal hearing.
5. The school district shall offer to hold the informal hearing within five (5) days of the suspension.

Exclusion From Class - In-School Suspension

No student may receive an in-school suspension without notice of the reasons for which s/he is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school. Should the in-school suspension exceed ten (10) consecutive school days, the student and parent/guardian shall be offered an informal hearing with the building principal. Such hearing shall take place prior to the eleventh day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions.

The district shall provide for the student's education during the period of in-school suspension.

Expulsion

Expulsion is exclusion from school by the Board for a period exceeding ten (10) consecutive school days. The Board may permanently expel from the district rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before the Board, a duly authorized committee of the Board, or a qualified hearing examiner appointed by the Board, and upon action taken by the Board after the hearing.

Expulsion Hearings

A formal hearing shall be required in all expulsion actions, unless waived by the parent/guardian. The formal hearing shall observe the due process requirements of:

1. Notification of the charges in writing by certified mail to the student's parent/guardian.
2. At least three (3) days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when s/he demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parents/guardian's expense and parent/guardian may attend the hearing.

5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
7. The right to testify and present witnesses on the student's behalf.
8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
9. The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:
 - a. The need for laboratory reports from law enforcement agencies.
 - b. Evaluations or other court or administrative proceedings are pending due to a student's invoking his/her rights under the Individuals with Disabilities Education Act (IDEA)
 - c. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Adjudication

A written adjudication shall be issued after the Board has acted to expel a student. The adjudication may include additional conditions or sanctions.

Attendance/School Work During Suspension And Prior To Expulsion

Students serving an out-of-school suspension are given an opportunity to make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines. Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension. If it is not possible to hold the formal hearing within the first ten (10) school days, the school district may exclude such a student from class for up to five (5) additional – fifteen (15) total – school days if, after an informal hearing, it is determined that the student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others. Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

Attendance/School Work After Expulsion

Students who are under seventeen (18) years of age are still subject to compulsory school attendance even though expelled and shall be provided an education. The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education. The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.

Students With Disabilities

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies. The Superintendent or designee shall develop administrative regulations to implement this policy which include:

1. Publication of a Code of Student Conduct, in accordance with Board policy on student discipline.
2. Procedures that ensure due process when a student is being deprived of the right to attend school.
3. Regulations regarding student records which require that records of disciplinary suspension be maintained in accordance with Board policy on student records.
4. The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the Board. Such students may be designated by code.
5. Any student who has been expelled may apply for readmission to school upon such conditions as may be imposed by the Board.

Terroristic Threats/Acts (Moniteau School District Policy 218.2)

The Board recognizes the danger that terroristic threats and acts by student's present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such a threat or act.

Terroristic threat – shall mean a threat to commit violence communicated with the intent to terrorize another; to cause evacuation of a building; or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience.

Terroristic act – shall mean an offense against property or involving danger to another person.

The Board prohibits any district student from communicating terroristic threats or committing terroristic acts directed at any student, employee, Board member, community member or school building.

The Board directs the Superintendent to react promptly and appropriately to information and knowledge concerning a possible or actual terroristic threat or act.

The Superintendent or designee shall be responsible for developing administrative regulations to implement this policy.

Staff members and students shall be responsible for informing the building principal regarding any information or knowledge relevant to a possible or actual terroristic threat or act.

The building principal shall immediately inform the Superintendent after receiving a report of such a threat or act. When an administrator has evidence that a student has made a terroristic threat or committed a terroristic act, the following guidelines shall be applied:

1. The building principal may immediately suspend the student.
2. The building principal will make an effort to contact the parent/guardian.
3. The building principal shall promptly report the incident to the Superintendent.
4. Based on further investigation, the Superintendent may report the student to law enforcement officials.
5. The building principal shall inform any person directly referenced or affected by a terroristic threat.
6. The Superintendent may recommend expulsion of the student to the Board.

If a student is expelled for making terroristic threats or committing terroristic acts, the Board may require, prior to readmission, that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

In the case of a student with disabilities, the district shall take all steps necessary to comply with the Individual with Disabilities Education Act and follow Board policy.

Theft

Theft is defined as the taking of another person's property or taking of public property without permission of the owner or person responsible for the property. This infraction will be punished by detention and/or suspension if the situation warrants it. A student will also be responsible for restitution of the property.

Threat Assessment (Moniteau School District Policy 236.1)

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.

Authority

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint individuals to a district threat assessment team and individuals to a threat assessment team at each school building in the district.

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education; school administration; and members of the Student Assistance Program team.

The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

Guidelines

Training

The Superintendent or designee shall ensure that threat assessment team members are provided individual and/or group training annually on:

Responsibilities of threat assessment team members.

1. Process of identifying, reporting, assessing, responding to and intervening with threats.
2. Identifying and avoiding racial, cultural or disability bias.
3. Confidentiality requirements under state and federal laws and regulations, and Board policies.
4. Student Assistance Program process.
5. Youth suicide awareness, prevention and response.
6. Trauma-informed approach.
7. Safe2Say Something procedures.
8. Multi-tiered systems of support.
9. Positive Behavioral Intervention and Support.

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.

Information for Students, Parents/Guardians and Staff

The district shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Harassment.
2. Bullying/Cyberbullying.
3. Suicide Awareness, Prevention and Response.
4. Hazing.
5. Dating Violence.

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation or community agencies to

request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.

5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team or others.

The threat assessment team shall establish and implement procedures, in accordance with the district's memorandum of understanding with each law enforcement agency having jurisdiction over school property, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:

1. A referral to the Student Assistance Program.
2. A referral to the appropriate law enforcement agency.
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.

School Safety and Security Incident Reporting –

For reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco products; or conduct that constitutes an offense listed in the school safety and security provisions of School Code.

When a reported threat also meets the definition of an incident, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:

1. Student health records.
2. Prior school disciplinary records.
3. Records related to adjudication under applicable law and regulations.
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.

5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.

Toys

Students in grades K -3 may bring toys to school for recess at the teacher's discretion. The teacher and school district are not responsible for damaged, misplaced, lost or stolen items. Toys are not allowed to be taken out in class or on the bus.

Students in grades 4-6 are permitted to bring footballs, basketballs, or soccer balls to school to play at recess placed in plastic bags such as grocery bags. Toys are not allowed to be taken out on the bus or in the school. If a child brings a personal item to school his or her name should be written on it

with a permanent marker. The teacher and school district are not responsible for damaged, misplaced, lost or stolen items.

Unlawful Harassment (Moniteau School District Policy 248)

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.

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. 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.

Neither reprisals nor retaliation shall occur as a result of good faith charges of harassment.

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:

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:

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.

In order to maintain an educational environment that discourages and prohibits unlawful harassment, the Board designates the Superintendent or a non-biased third party as the district's Compliance Officer.

The Superintendent shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, 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 staff member shall be responsible to maintain an educational environment free from all forms 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:

Inform the student or third party of the right to file a complaint and the complaint procedure.

1. Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
2. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
3. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

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. If the Superintendent is the subject of a complaint, the student, third party or employee shall report the incident directly to the Board.

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.

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. The findings of the investigation 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.

Vandalism

Vandalism is the damage, defacement or destruction of the property of others; which shall include school district, private and public property. Vandalism upon school grounds, to school property or to the property of others while upon school grounds, at school- sponsored activities, at school bus stops or on school buses or other vehicles, will be punishable by detention and/or suspension from school. The student may be required to clean and repair the damage. This can include the washing, sanding (with sandpaper), mopping, painting, or scraping of walls, floors, mirrors, windows, desks and other surfaces. The student will be required to pay restitution if the property is damaged or destroyed. If the Administration deems it appropriate, the matter may be referred to the Board of Directors for additional disciplinary proceedings which may include expulsion from school or the filing of criminal and/or civil legal proceedings.

Violence

Violence is defined as an attack upon another person either verbally or physically. This includes other students, teachers, and/or school employees. Violence, depending on the seriousness of the offense, will be punishable at the discretion of the principals.

Weapons (Moniteau School District Policy 218.1)

Purpose

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Definitions

Weapon - the term shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and/or any other tool, instrument or implement capable of inflicting serious bodily injury. A weapon will also include any weapons of terrorism including, but not limited to, biohazards and materials constructed and used to imitate biohazards (i.e. Anthrax, ammonia, etc.).

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker or assigned storage area; or under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

Authority

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to or from school or a school-sponsored activity, or while the student is coming to or from school.

The Board shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law.

The Superintendent may recommend modifications or such expulsion requirement on a case-by-case basis.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

Delegation of Responsibility

The Superintendent or designee shall react promptly to information and knowledge concerning possession of a weapon. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the district's emergency preparedness plan.

When the behavior of a student in possession of a weapon 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.

Guidelines

The Superintendent or designee shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school sponsored activity to the local law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local law

enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents involving possession of a weapon to the Office of Safe Schools on the required form.

The building principal shall annually inform staff, students and parents/guardians about the Board policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

Weapons under the control of law enforcement personnel are permitted.

An exception to this policy may be made by the Superintendent, who shall prescribe special conditions or administrative regulations to be followed.

In accordance with federal law, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.

Transfer Students

When the school district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.

FOOD SERVICE

Food Service

The mission of the Moniteau School District Food & Nutrition Department is to serve nutritious, high quality food choices to our customers: the children, staff, parents and guests of our school district.

Refer to District Policy 808 and the Student Meal Account Procedures.

Every student in the Moniteau School District has a pre-paid personal account that must be used when purchasing a la carte items from the Food Service Department. The account is accessed using the student identification number. The students are responsible for their identification number and are not to give it to other students for use.

When the student's account is low, it is the parents/guardians/students responsibility to deposit money into the account. Deposits to student's accounts will be accepted by cash, check, or online at www.schoolcafe.com (a convenience fee does apply to online payments). A parent/guardian may view their student's account activity online at www.schoolcafe.com. There is no charge to view the student's meal account information. A student will not be permitted to purchase a la carte items (extras) if their meal account has reached a negative balance. Please sign up for email notification of your child's low account balance at the schoolcafe website.

Breakfast

Breakfast is provided to those students who wish to participate. Breakfast is served from 8:35 am to 9:00 am. The students need to report to their homerooms and hang up their coats before going to breakfast. Kindergarten will go to the cafeteria with their teachers to get breakfast at 9:05 a.m. First through sixth graders get a "Grab and Go" style breakfast from breakfast carts located near their classrooms.

Lunch

Lunch is served from 11:00 am until 1:10 pm.

Cafeteria Prices

Moniteau School District now participates in the NSLP (National School Lunch Program) CEP (Community Eligibility Provision). This means that every student in the entire district will receive 1 breakfast and 1 lunch at no cost per school day.

Your student may purchase extra food or snacks if they have money in their student account. A la carte prices are posted in the cafeteria.

Cafeteria Discipline Procedure

The cafeteria is a thirty-minute time each day for student lunch. Once a student leaves the serving area he or she is not permitted to re-enter that area. Students should not be continually moving from one table to another. Children are permitted to talk freely during lunch, as long as the conversation is appropriate. If excessive noise occurs, students will be requested to be quiet. Additionally, students are not permitted to throw food or other objects in the cafeteria. Students are expected to stay seated, bottom to the bottom of the chair, with feet on the floor. The students need to be respectful of the cafeteria staff and cooperate with their instructions. Students who fail to meet these expectations may be referred to the office. Lunch detention is defined as lunch in either the

office or corner of the cafeteria as decided by the cafeteria monitor and/or principal for one or more days. The student is not permitted to buy snacks on the day of a lunch detention.

Student Wellness (Moniteau School District Policy 246)

Purpose

The Moniteau School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

Authority

The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

Delegation of Responsibility

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee shall annually report to the Board on the district's compliance with law and policies related to school wellness. The report may include:

1. Assessment of school environment regarding student wellness issues.
2. Evaluation of food services program.
3. Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
4. Listing of activities and programs conducted to promote nutrition and physical activity.
5. Recommendations for policy and/or program revisions.
6. Suggestions for improvement in specific areas.
7. Feedback received from district staff, students, parents/guardians, community members and the Wellness Committee.

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as

part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:

1. The extent to which each district school is in compliance with law and policies related to school wellness.
2. The extent to which this policy compares to model wellness policies.
3. A description of the progress made by the district in attaining the goals of this policy.

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.

The district shall annually inform and update the public, including parents/guardians, students and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.

Guidelines

Recordkeeping

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:

1. The written School Wellness policy.
2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.
3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.
4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.

Wellness Committee

The district shall appoint a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.

Advisory Health Council

An Advisory Health Council may be established by the Superintendent to study student health issues and to assist in organizing follow-up programs.

The Advisory Health Council may examine related research, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues.

The Advisory Health Council may make policy recommendations to the Board related to other health issues necessary to promote student wellness.

The Advisory Health Council may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.

The Advisory Health Council shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.

Individuals who conduct student medical and dental examinations shall submit to the Advisory Health Council annual reports and later reports on the remedial work accomplished during the year, as required by law.

Nutrition Education

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.

Nutrition education in the district shall teach, model, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

Nutrition education lessons and activities shall be age-appropriate.

Nutrition curriculum shall teach behavior-focused skills, which may include menu planning, reading nutrition labels and media awareness.

School food service and nutrition education classes shall cooperate to create a learning laboratory.

Nutrition education shall be integrated into other subjects such as math, science, language arts and social sciences to complement but not replace academic standards based on nutrition education.

Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.

The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. The district shall develop standards for such training and professional development.

Nutrition education shall extend beyond the school environment by engaging and involving families and the community.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

District schools shall promote nutrition through the implementation of Farm to School activities, where possible. Activities may include, but not be limited to, the initiation/maintenance of school gardens, taste-testing of local products in the cafeteria and classroom, classroom education about local agriculture and nutrition, field trips to local farms and incorporation of local foods into school meal programs.

District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

District food service personnel shall review and implement research-based, behavioral economics techniques in the cafeteria to encourage consumption of more whole grains, fruits, vegetables and legumes, and to decrease plate waste.

Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

Consistent nutrition messages shall be demonstrated by avoiding use of unhealthy food items in classroom lesson plans and school staff avoiding eating less healthy food items in front of students.

District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

Physical Activity

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

District schools shall try to contribute to the effort to provide students opportunities to accumulate at least sixty (60) minutes of age-appropriate physical activity daily, as recommended by the Centers for Disease Control and Prevention. Opportunities offered at school will augment physical activity outside the school environment, such as outdoor play at home, sports, etc.

Students shall participate daily in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness or performance benefits.

Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs; during lunch, clubs, intramurals and interscholastic athletics, may be provided to meet the needs and interests of all students, in addition to planned physical education.

A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

Extended periods of student inactivity, two (2) hours or more, shall be discouraged.

District schools shall partner with parents/guardians and community members and organizations, such as YMCAs, Boys & Girls Clubs, local and state parks, hospitals, etc., to institute programs that support lifelong physical activity.

Physical activity shall not be used or withheld as a form of punishment.

Students and their families shall be encouraged to utilize district-owned physical activity facilities, such as playgrounds and fields, outside school hours in accordance with established district rules.

Physical Education

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.

Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.

A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program.

Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.

A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.

Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

Physical education shall be taught by certified health and physical education teachers.

Appropriate professional development shall be provided for physical education staff.

Physical activity shall not be used or withheld solely as a form of punishment.

Other School Based Activities

Safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.

District schools shall provide adequate space, as defined by the district, for eating and serving school meals.

Students shall be provided a clean and safe meal environment.

Students shall be provided adequate time to eat: suggested ten (10) minutes sit down time for breakfast; suggested twenty (20) minutes sit down time for lunch.

District schools shall implement alternative service models to increase school breakfast participation where possible, such as breakfast served in the classroom, “grab & go breakfast” and breakfast after first period to reinforce the positive educational, behavioral and health impacts of a healthy breakfast.

Meal periods shall be scheduled at appropriate hours, as required by federal regulations and as defined by the district.

Students shall have access to hand washing or sanitizing before meals and snacks.

Access to the food service operation shall be limited to authorized staff.

Nutrition content of school meals shall be available to students and parents/guardians.

Students and parents/guardians may be involved in menu selections through various means, such as taste testing and surveys.

To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.

The district shall provide appropriate training to all staff on the components of the School Wellness policy.

Goals of the School Wellness policy shall be considered in planning all school based activities.

Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.

Administrators, teachers, food service personnel, students, parents/guardians and community members shall be encouraged to serve as positive role models through district programs, communications and outreach efforts.

The district shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.

The district shall maintain a healthy school environment to optimize conditions for learning and minimize potential health risks to students, in accordance with the district’s school environmental health program and applicable laws and regulations.

Nutrition Guidelines for All Foods/Beverages at School

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards under the School Meals Initiative.

Competitive Foods

Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.

Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.

For purposes of this policy, school campus means any area of property under the jurisdiction of the school that students may access during the school day.

For purposes of this policy, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.

Fundraiser Exemptions –

Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative regulations.

The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. Exempt fundraisers are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.

The district shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption.

Non-Sold Competitive Foods –

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. Rewards and Incentives:
 - a. Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc.).

2. Classroom Parties and Celebrations:

- a. Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.
- b. Classroom parties shall offer a minimal amount of foods containing added sugar as the primary ingredient (e.g., cupcakes, cookies) and will encourage the following:
 - i. Fresh fruits/vegetables; and
 - ii. Water, 100 percent juice, 100 percent juice diluted with water, low-fat milk or nonfat milk.
- c. When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.
- d. Food celebrations shall not occur until thirty (30) minutes after the end of the last lunch period.
- e. Food and beverages shall be pre-packed or made in a commercial kitchen and contain an ingredient label.

3. Shared Classroom Snacks:

1. Shared classroom snacks are not permitted in the district schools
2. Other.

The district shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods.

Marketing/ Contracting –

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.

Management of Food Allergies in District Schools

The district shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

Safe Routes To School

The district may provide opportunities for walking inside the schools and on the track to maintain a walking program.

Due to safety issues, the district cannot allow walking to or from school.

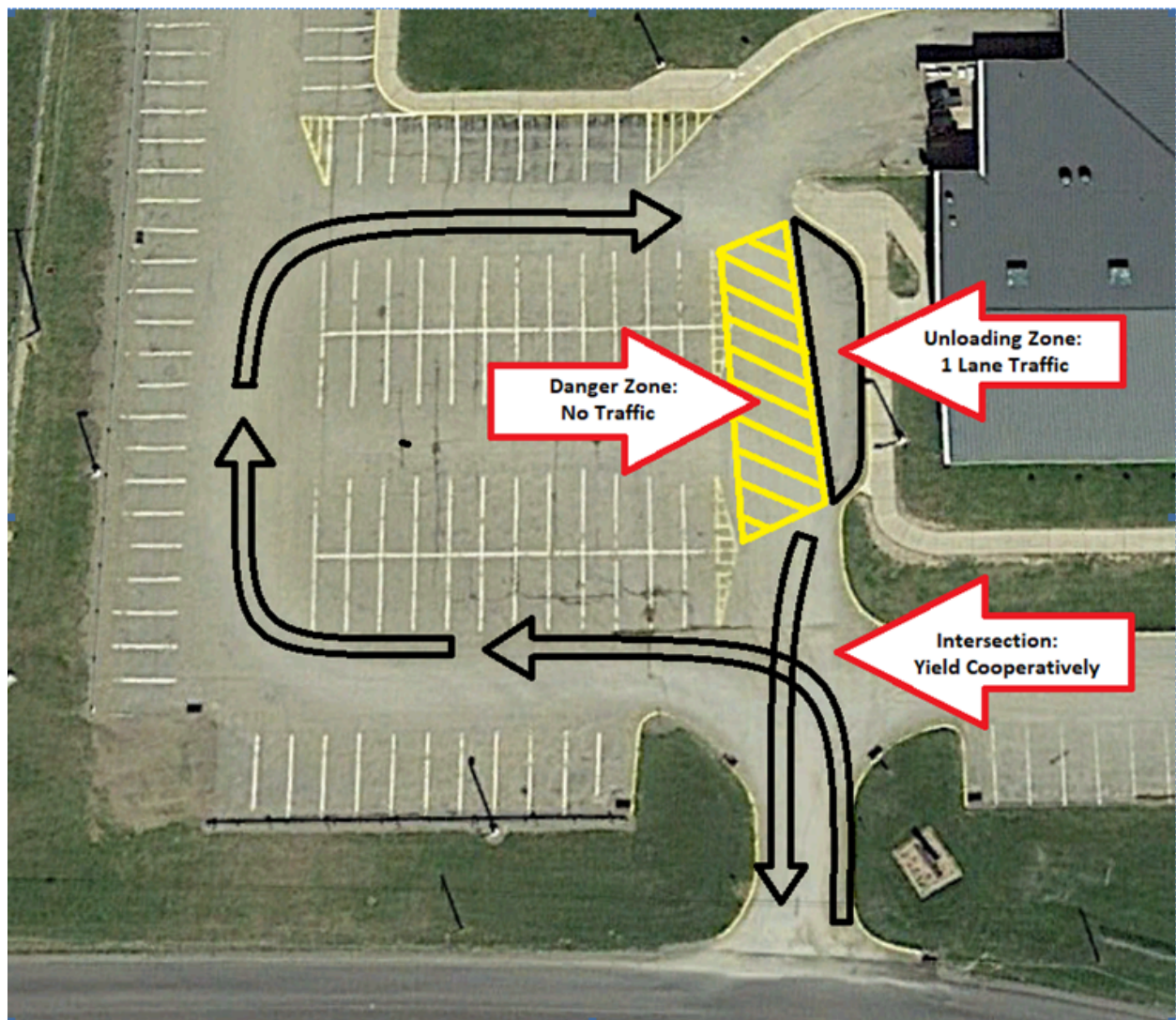
OTHER SCHOOL INFORMATION

Arrival and Afternoon Dismissal Procedures

To ensure school safety and security, the following procedures are in place for students that are transported in vehicles driven by parents/guardians:

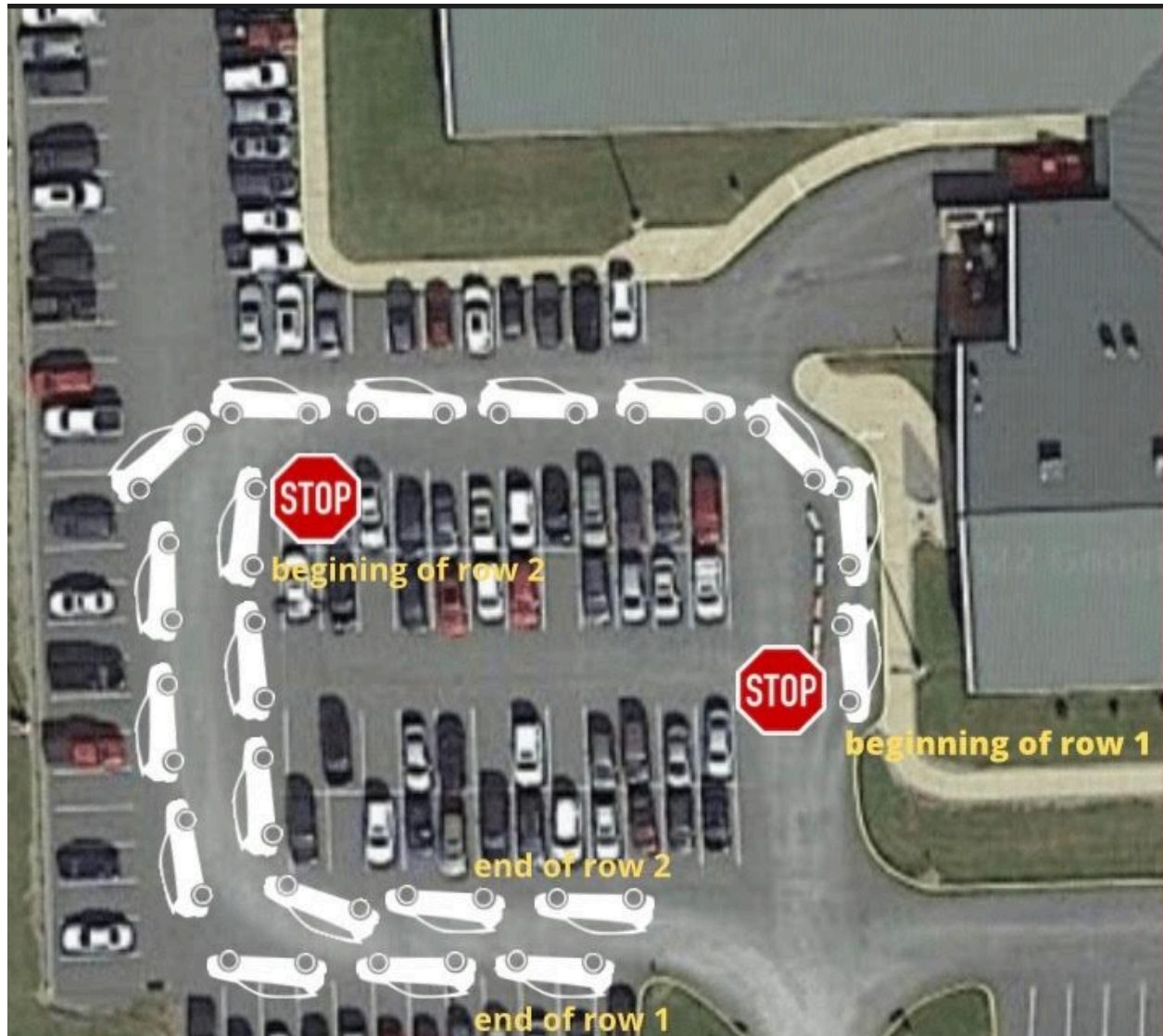
A.M. Drop Off Procedure

Between 8:35 and 8:55; parents and small buses drop off students at the curb in front of the cafeteria entrance. While unloading, traffic must remain in one lane in front of the cafeteria. After your child has safely entered the cafeteria, please exit the parking lot carefully. This route keeps traffic off of Hooker Road but creates an intersection of traffic entering and exiting the parking lot. Drivers must use courtesy and yield to each other at this intersection. If you would like to visit the office or are signing out your child early, please feel free to use any of our visitor parking spaces.



P.M. Pick Up Procedure

Between 3:30 and 3:45 p.m., parents will remain in their vehicles during afternoon pick-up time. Staff members will be present at the curb, as well as inside the cafeteria. Parents will sign their children out with the curbside staff member. At this time, students will exit the school and report directly to their parents' car. The most important procedure is to line up as displayed in the picture above, leaving minimal space between your vehicles. This will keep the line in the parking lot *and from blocking traffic on Hooker Road.*



Building Use

If a community member needs the use of the school for any reason before or after regular school hours they need to complete, in detail, the Request for Building Use form fourteen days prior to the activity. This form is available in each school's office and on the district's website.

Field Trip Policy (Moniteau School District Policy 121)

The purpose of field trips is to afford a first-hand educational experience not available in the classroom. The board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important component of the instructional program of the schools. Properly planned and executed field trips can:

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate academic learning to the reality of the world outside of school.
4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.
5. Afford students the opportunity to study real things and real processes in their actual environment.

For purposes of this policy, a field trip shall be defined as any trip by students away from school premises that is an integral part of approved planned instruction, is conducted as a first-hand educational experience not available in the classroom, and is supervised by a teacher or district employee.

Any trip to participate in an activity away from the school premises, except the trips taken by students to the Butler County Area Vocational-Technical School, to school buildings within the district, and to special education sites, are considered a field trip.

The Board shall approve all field trips. The Board shall approve all overnight field trips. In all cases, Board approval must be sought in sufficient time for adequate planning and preparation.

Students on field trips remain under the supervision and responsibility of this Board and are subject to its rules and regulations.

The Board does not endorse, support nor assume responsibility in any way for any district staff member who takes students on trips not approved by the Board or Superintendent. No staff member may solicit district students for such trips within district facilities or on district grounds without Board permission.

The Superintendent or designee shall develop administrative regulations for the operation of field trips, including procedures for the administration of medication on field trips by nonmedical staff.

Field trips shall be subject to availability of district resources. Field trips shall be governed by guidelines which ensure that:

1. The safety and well-being of students will be protected at all times.
2. Permission of the parent/guardian is sought and obtained before any student may participate.

All educational field trips must relate to a specific curriculum area, class, or planned instruction. The request must indicate its relation to the approved curriculum, class, or planned instruction. Field trips that do not meet the curriculum requirement may be considered for approval by the Board on a case-by-case basis.

Teachers, sponsors, and chaperones must understand that field trips that include students, whether taken during the day or overnight, are extensions of the classroom. Behavior by the adults, both professional personnel and chaperones, must be equal to or above that expected of students in the classroom. Adults must abide by the district policies and regulations that govern the Moniteau School District, and such policies and regulations are specified in student/parent handbooks, and

Board policy. Specifically, adults must abide by the Drug and Alcohol Policy and by the Possession/Use of Tobacco and Tobacco Products Policy.

Written information will be prepared and distributed by the Administration to all students and parents/guardians. This information will detail costs, itinerary, information required to be supplied to sponsors and teachers, emergency numbers of the parents/guardians, emergency numbers that parents/guardians may call, and any other information necessary for the safety and welfare of the students.

The administration and/or trip sponsors, prior to the field trip, must conduct a parent/guardian meeting for overnight or out-of-state field trips.

The minimum number of chaperones needed for the trip will be determined by the school district and will be specified in the field trip disseminated information. An individual, who is not approved by the Board and/or administration, may not attend or participate in the field trip.

Provisions for students who are not attending the field trip will be made by the administration, and non-participation of a student must be indicated on the request form.

Participation in a field trip is a privilege, and field trips are not guaranteed to students. Students must adhere to the school district's attendance policy and discipline policy in order to participate in the taking of school district field trips. Students, who have in excess of 10 days of parental excused absence and/or in excess of 10 days of unexcused absence, will not be permitted to participate on field trips. The principal will have authority to determine a student's field trip eligibility in regard to violations of the school district's attendance and discipline policies.

The supervision requirements are as follows:

1. Clearly written instructions shall be given to field trip chaperones in advance of the trip. These instructions shall be reviewed with the chaperones prior to the field trip.
2. The day of the field trip, a general meeting will be held, upon arrival, to reinforce what is expected of the participants and how the professional staff members and chaperones can be contacted in the event of an emergency.
3. All accommodations/transportation on the field trip will be the same for students as well as adults. The school district is responsible for arranging all accommodations and all means of transportation.
4. Chaperones will be housed with the students, and the school district arranges the housing of chaperones and students. Professional staff will be housed in the same area as the chaperones and students. Once again, the school district is responsible for arranging the housing of the professional staff members.
5. Only adults approved by the Board as official chaperones may attend a field trip. Act 34 and 151 clearances are required for all chaperones attending school district field trips.

The Board grants the Superintendent the authority to assign administrators to accompany teachers, students, and chaperones on field trips.

The minimum number of chaperones needed for the trip will be determined by the district and will be specified in the field trip disseminated information. An individual, who is not approved by the Board and/or administration, may not attend or participate in the field trip. In regard to the Gettysburg field trip, which is a sixth grade field trip, one (1) Civil War re-enactor per bus will be

permitted to attend the trip and ride on school district-provided transportation. The re-enactors will also be provided with overnight accommodations to be paid for with field trip funds.

Professional staff and chaperones will be housed with the students; the district shall make all housing arrangements.

Student Behavior

Students will be expected to behave on field trips and follow the school rules. Students that have discipline problems, refuse to complete assignments, and are behind in their work, can be excluded from participation on the trip by the principal. The following procedures will be followed to exclude a child from the school field trip:

Step 1 - Warning

Any student receiving a third discipline referral from the principal or his/her designee for a disciplinary problem in school, on the bus or during school related activities will include a first warning for loss of class field trip.

Step 2 - Probation

A fourth discipline referral will also serve as a probation notice indicating that a fifth discipline incident will result in the loss of class field trips.

Step 3 - Loss of Trip

A fifth discipline referral will result in the student not being permitted to go on class field trips.

Please note if the consequence of a behavior incident results in a suspension of three or more days, a student will automatically be placed on probation. Depending on the severity of the incident, and at the discretion of the principal, the student may not be permitted to attend the field trip. A student can be placed on any of the above steps at the discretion of the principal for unsafe or other actions that are deemed unacceptable for the health/safety of students and staff. In some cases the child's parent or guardian will be requested to attend the field trip to supervise his/her child. No relatives other than the legal parent or guardian can chaperone a trip unless special circumstances apply.

Fire/Safety Drills

Fire drills and safety drills are held in accordance with state law. A sign is placed in each room in the building to inform the students of the quickest route out of the building. Students should avoid panic by moving quickly and quietly from the school. Students must follow the instructions of the teachers and/or administration. All parents/guardians/visitors are expected to follow school procedure in the event of a fire drill/alarm or safety drill.

Flag Salute and Pledge of Allegiance

It is the responsibility of every citizen to show proper respect for his/her country and its flag. In regard to the flag salute and Pledge of Allegiance, students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of personal belief or religious conviction. Students who choose to refrain from such participation shall respect the rights and interests of their classmates who do wish to participate.

Lost and Found

A lost and found is maintained at the school. It is suggested that the children's names be permanently marked on the inside of garments. This includes lunch boxes and other personal items. All unclaimed items will be donated to a charitable organization.

Parking

Upper Parking Lot

Parking will be prohibited in this lot as it will be utilized for bus arrivals and dismissal and playground activities.

Lower Parking Lot

Parking in this lot is for visitors, staff and teachers.

Handicapped Parking

There are reserved spots directly across from the main entrance. Please note, only cars with handicap identification are permitted to park in these spaces.

Parties

Teachers can schedule three (3) school parties (Halloween, Christmas, Valentine's Day) a year. Other similar types of activities need to be approved in advance by the principal. Individual birthday parties for children are not permitted; however, if the teacher approves, a child may bring in a treat, which meets the Smart Snacks in School nutrition standards outlined in our Student Wellness Policy, for the entire class. Food and beverages shall be pre-packed or made in a commercial kitchen and contain an ingredient label. The parent/guardian must make prior arrangements with the teacher. Under no circumstances are teachers permitted to give out children's addresses and telephone numbers to other parents/guardians. Any balloons or flowers sent to school will not be sent to the student in their classroom. Parents will be responsible to pick up any such item at the office due to safety reasons on the bus.

Party Invitations

Unless all children in the child's homeroom are invited to a birthday or other kind of party, invitations are not to be passed out in school.

Posting/Displays

All/any signs; posters or advertisements must have administrative approval (stamped) prior to being displayed in the school. The posting of these are restricted to the bulletin boards (or designated areas) in the school. Exceptions to this will be granted for special circumstances (student government elections, spirit banners, etc.).

Public Attendance at School Events (Moniteau School District Policy 904)

Purpose

The Board welcomes the public at activities and events sponsored by the school district, but the Board also acknowledges its duty to maintain order and preserve school facilities and health and safety during such events. This policy establishes conditions, restrictions and procedures to regulate public attendance and conduct at school and school-sponsored events.

Definition

State Law defines the term tobacco product to broadly encompass not only tobacco but also vaping products including the product marketed as Juul and other electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with the law, shall be defined to include the following:

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.

2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
 - a. Tobacco, whether in its natural or synthetic form; or
 - b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term tobacco product does not include the following:

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled.
2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. Federal law requires the district to maintain a drug-free environment, at which marijuana of any kind is prohibited.

Authority

The Board has the authority to prohibit at a school event the attendance of any individual whose conduct may constitute a disruption. The Superintendent or designee and building principal may limit attendance to designated areas or may limit the number of attendees to school events when necessary to protect the health and safety of students, staff and the public, in accordance with Board-approved health and safety plans and guidance from state and local officials.

The Board prohibits gambling and the possession and use of controlled substances prohibited by the state or federal law, alcoholic beverages and weapons on school premises.

Attendees shall be informed of the district's health and safety rules through announcements and posting of appropriate signage. Health and safety rules must be followed prior to entry and while attendees are in school buildings and on school property, in accordance with Board policy, district procedures, the Board-approved health and safety plans and guidance from state and local officials.

Tobacco and Vaping Products

The Board prohibits use of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, by any persons at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; or on property owned, leased or controlled by the district.

This policy does not prohibit possession of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, by members of the public or legal age at school or school-sponsored activities.

The board deems it to be a violation of this policy for an individual in attendance at school or a school-sponsored activity to furnish a tobacco or vaping product, including the product marketed as Juul or any other e-cigarette, to a minor.

Delegation of Responsibility

A schedule of fees for attendance at school events shall be prepared by the Superintendent or designee and adopted by the Board.

The Superintendent shall ensure that this policy is posted on a district's publicly accessible website.

Reports

Office for Safe Schools Report-

The Superintendent shall annually, by July 31, report all incidents of prohibited possession, use or sale of tobacco and vaping products, including Juuls and other e-cigarettes, by any person on school property to the Office of Safe Schools on the required form.

Law Enforcement Incident Report-

In accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies, the Superintendent or designee may report to the school police, School Resource Officer (SRO) or to the local police department that has jurisdiction over the school's property, the use or sale of tobacco or vaping products, including Juuls and other e-cigarettes, by any person in a school building; on a school bus or other vehicles that are owned, leased or controlled by the school district; or on any property owned leased or controlled by the school district.

Tobacco Use

The Board prohibits use of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, by any persons at any time in a school building, on buses, or other vehicles that are owned, leased or controlled by the school district; or on property owned, leased or controlled by the school district.

The district shall annually notify staff, parents/guardians and members of the public about the district's tobacco use policy by publishing such in handbooks, newsletters, posted notices, and other efficient methods.

Guidelines

Free/Discounted Admittance

Senior citizens, age sixty-two (62) and older, may request a Senior Citizen Pass from the high school office by completing the appropriate application. This pass will admit the holder to district-sponsored home athletic events without charge. Reduced admission fees to other school-sponsored activities will be at the discretion of the sponsoring organization. A district photo-identification badge will entitle district personnel to free admission to district-sponsored activities will be at the discretion of the sponsoring organization. Current and former Board members may use their district photo identification card to entitle them to free admission to all district-sponsored events.

Recess

Recess is defined as time taken during the day for non-instructional class activities. Recess can consist of outside play, a walk around the building on school grounds, a class movie, room games, or quiet room activities as directed by the teacher. Recess time is based on time constraints and the weather. Recess should not be longer than 20 minutes. Teachers can exclude students who have not followed class rules, or have failed to complete assignments. The teacher may assign the child to another teacher's class to be supervised.

Registration

When the parent or guardian registers any new student in school, he/she first must report to the district office and meet with the Registrar to complete all forms that are needed to enter the child in

school. A completed immunization history, Safe School Act Affidavit, emergency card, registration, proof of residency and transportation forms must all be completed before the child may begin school.

Restitution

Children are responsible for textbooks, chromebooks and materials provided by the school or bus company. If a book, chromebook or other school item is lost, damaged or determined unusable by the principal, the family will be charged the replacement cost for the item. This also applies to items the child has damaged or stolen from others at school or on the school bus. Restitution must be paid in full by the end of the school year or the parent/guardian may be sent to collection.

When damages to non-school property (i.e. student's personal property or parent's personal property") occur as the result of another student's actions, the school will attempt to mediate restitution between the two families. If the school administration is unsuccessful in the attempted mediation, we will advise parents to seek outside legal advice.

Retention Policy (Moniteau School District Policy 215)

The Board recognizes that the emotional, social, physical and educational development of students will vary and that students should be placed in the educational setting most appropriate to their needs. The district will establish and maintain high standards for each grade and monitor student achievement in a continuous and systematic manner.

The Board establishes that each student shall be moved forward in a continuous pattern of achievement and development that corresponds with the student's development, the system of grade levels, and attainment of the academic standards established for each grade.

A student shall be promoted when s/he has successfully completed the curriculum requirements and has achieved the academic standards established for the present level, based on the professional judgment of the teachers and the results of assessments. A student shall earn the right to advance to the next grade by demonstrating mastery of the required skills and knowledge. The student shall also demonstrate the degree of social, emotional, and physical maturation necessary for a successful learning experience.

The Superintendent or designee shall develop administrative regulations for promotion and retention of students which assure that every effort will be made to remediate the student's difficulties before the student is retained.

The decision-making will be a team effort involving the building principal, teacher(s), and other staff who have a working knowledge of the student. Most importantly, the student's parents/guardians must be part of the process from the beginning. The process will begin when the student begins to experience difficulties in his/her work in class. His/her teacher(s) should begin to make parental contact through telephone conversations, written communications, and conferences to apprise them of the problems the student is encountering.

The teacher(s) has the option of referring the child to the Instructional Support Team (IST) process if steps taken are not showing results. Since this process involves the parent/guardian and creates a plan for the individual student, it will allow communications to be known by all members who will be part of any decisions regarding the child's placement.

No later than February of the current school term the building principal will send a memo to all teachers entitled Tentative Retentions. This form requests all pertinent information concerning the child's school year to date.

Guidelines

The decision to promote, retain or place must adhere to the following:

1. The child's parents/guardians must be informed in writing prior to the final report card going home.
2. There will be no more than (1) retention imposed in grades K-3 and no more than one (1) retention imposed in grades 4-6. There will be no more than one (1) retention imposed in grades 7-8.
3. If a child is in either of the above situations, s/he will be placed in the next grade. This is not a promotion. Moving the child to the next grade serves in the best interest of the child.
4. In grades 1-3 a child will be retained for a failing grade on the district grading scale in Reading or Mathematics. Failure in either of the two (2) subjects will result in retention in the present grade.
5. In grades 4-6 a student will be retained if s/he receives a failing grade as indicated on the district-approved grading scale in either Reading or Mathematics and one (1) other subject.
6. In grades 7-8 a student will be retained if s/he receives a failing grade in two (2) of the five (5) subjects listed below:
 - a. Reading
 - b. Mathematics
 - c. Science
 - d. Language Arts
 - e. Social Studies

Parents/Guardians may request retention of their child. This request must be in writing and comply with Board policy.

Safety Drills

Students will periodically practice emergency exiting procedures at school. Fire, evacuation, lock down and other drills will be conducted during this school year. It will be of great help if all families practice emergency evacuations at home and reinforce the importance of these drills with each child.

SAFE2SAY SOMETHING Procedure

In accordance with law, the district has established procedures for receiving, assessing and responding to reports received from the Safe2Say Something anonymous reporting program of the Pennsylvania Office of the Attorney General. These procedures establish a framework within which district administrators and staff will operate and coordinate with the county emergency dispatch center and local law enforcement agencies.

Safe2Say Something reports may be submitted by any individual, including students, parents/guardians, staff and others as a secure and anonymous report about unsafe, potentially harmful, dangerous, violent or criminal activities in a school entity or threat of such activities in a school entity through one of the following methods for a K-12 Pennsylvania school: A twenty-four (24) hours a day, seven (7) days a week telephone hotline maintained by the Office of the Attorney General's Safe2Say Something Crisis Center; A Safe2Say Something program secure website; or A Safe2Say Something software program application, or "app" accessed through a mobile electronic device.

Safe School Affidavit

Before any child is permitted to attend school, a safe school affidavit form must be completed by the parent/guardian. The person who signs this form must be the legal parent/guardian of the child. The signature tells the school that the child has not been suspended or expelled from another district for offenses involving a weapon, alcohol, drugs, willful infliction of injury to another person or for acts of violence on school property. The form must be notarized. Parents/guardians may use the services at the administration office in the C. Foster McGarvey Office at Moniteau High School. The entry to the administrative office is the door to the left of the entrance to the high school gymnasium.

School Photo

All students are required to have their school photo taken for the purpose of school safety and student identification. These photos will be stored and managed by Moniteau School District's student management software system.

Student Accident Insurance (Moniteau School District Policy 211)

The Board recognizes the need for insurance coverage for unforeseen accidents which may occur to students in the course of attendance at school or student participation in the athletic and other extracurricular programs of the schools.

The Board will provide parents the opportunity to purchase insurance coverage, at no cost to the Board, for injury resulting from accidents sustained by students.

All students representing the school in any extracurricular function must be covered by an insurance policy through their parents or be a policyholder of school insurance. In the case of varsity football, the basic school insurance is not adequate and the special football insurance must be purchased. In any case, the coverage must be adequate or valid for the activity.

The Business Manager shall prepare specifications, secure suitable coverage from qualified insurance carriers for recommendation and Board consideration, and notify all students and parents of students who may be eligible for insurance.

Student Complaint (Moniteau School District Policy 219)

The Board recognizes that students have the right to request redress of complaints. In addition, the Board believes that the inculcation of respect for established procedures is an important part of the educational process. Accordingly, individual and group complaints shall be recognized, and appropriate appeal procedures shall be provided.

For purposes of this policy, a student complaint shall be one that arises from actions that directly affect the student's participation in an approved educational program.

The Board and its employees will recognize the complaints of students, provided that such complaints are submitted according to the guidelines established by Board policy.

The student should first make the complaint known to the staff member most closely involved or, if none is identifiable, a building administrator, or a guidance counselor; and all shall attempt to resolve the issue informally and directly.

For complaints that must move beyond the first step, the student shall prepare a written statement of his/her complaint which shall set forth:

1. Specific nature of the complaint and a brief statement of relevant facts.
2. Manner and extent to which the student believes s/he has been adversely affected.
3. Relief sought by the student.
4. Reasons why the student feels entitled to the relief sought.

The complaint may then be submitted, in turn, to the Superintendent and/or the Board, with a suitable period of time allowed at each level for hearing of the complaint and preparation of a response.

At each level the student shall be afforded the opportunity to be here personally by the school authority. At each step the school authority hearing the complaint may call in the student's parent/guardian.

The student may seek the help of a parent/guardian at any step.

Video Surveillance

While on School District property and vehicles, all persons are subject to audio and visual surveillance. Video evidence may be used or viewed by District administration, School Police Officers or law enforcement officials to address school disciplinary and safety concerns.

Website

The school district's website is www.moniteau.org. The website provides information regarding school activities and other relevant information. All information pertaining to the school will be posted on the website.