



McGUFFEY HIGH SCHOOL

2024-2025

STUDENT HANDBOOK

www.mcguffey.k12.pa.us
[@McGuffeyHS](#)

FOREWARD

The purpose of this handbook is to acquaint students and their parents with the policies, procedures, and programs offered by McGuffey High School. The student handbook is intended to be an informative guide rather than a comprehensive listing of all rules and regulations.

The success of McGuffey High School is determined by every student, parent, teacher, and administrator working together to make educational accomplishment an attainable goal for every student and family. It is my hope that every student of McGuffey High School will become actively involved in our many programs and activities, and that they will strive to achieve to the best of their abilities throughout the year.

Have a great year in 2024-2025.

Mr. Mark J. Bonus
Principal

Mr. Timothy Joyce
Assistant Principal

District Personnel

Dr. Andrew Oberg	McGuffey School District Superintendent
Mr. Mark J. Bonus	McGuffey High School Principal
Mr. Timothy Joyce	McGuffey High School Assistant Principal
Mr. Dan Sivak	Director of Special Services
Mrs. Gina Williamson	McGuffey High/Middle School Nurse
Mrs. Heather O'Connor	McGuffey School District Food Service Director
Mrs. Angela MacBeth	High School Counselor (Students A-K)
Mrs. Rita Ross	High School Counselor (Students L-Z)
Mr. Roger Szuminsky	McGuffey School District Chief of Police
Mr. Ed Dalton	McGuffey School District Director of Athletics
Ms. Kelly Painter	Attendance Officer/Transition Coordinator

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McGuffey High School Alma Mater

David Castora, Cindy Knox Munnell, Cheryl Mounts Anderson

*Alma Mater McGuffey High
Guide and friend of our youthful days.
We, thy sons of the years gone by,
Our loyal voices raise,
The hours that we spend with the golden key,
That opens wisdom's door,
Shall e'er in mem'ry treasured be
Tho' we roam the whole world o'er.
Then onward ever old Alma Mater,
O'er our hearts bound in friendship tie,
Onward ever dear Alma Mater,
All hail, McGuffey High!*



Official McGuffey High School Mascot

COLORS AND NICKNAME

McGuffey High School colors are navy blue and gold. "**Highlanders**" has been adopted as the official school nickname.

VISION STATEMENT

We will ensure that all students reach their greatest potential.

MISSION STATEMENT

Better today than yesterday, McGuffey will TEACH (Together, Excellence, Achievement, Community, Hope).

THE SHARED VALUES OF MCGUFFEY HIGH SCHOOL

Education is a shared responsibility, requiring the commitment, trust, and participation of staff, students, family, and community.

- All children and adults can learn. All learners have potential that can be developed.
 - Rates of learning vary.
- All learners have unique skills and talents. Individual interests should be identified and nurtured.
 - Having a growth mindset enhances learning.
- School climate contributes to learning, which occurs best in an environment of mutual respect.
 - Learning experiences must encourage and teach skills with a collaborative attitude.
 - The schools serve as a community hub.
- Ongoing professional learning of school district staff is essential.

DISTRICT CALENDAR 2024-2025

FIRST DAY OF SCHOOL

Thursday, August 22, 2024

PARENT – TEACHER CONFERENCE DAY

Monday, October 14, 2024 12:00 - 7:00 PM

INSERVICE DAYS

August 19-21, October 14, November 27 (Early Dismissal), January 3, April 16

HOLIDAYS

September 2.....Labor Day
November 28 – December 2.....Thanksgiving Holiday
December 23 – January 2.....Winter Break
April 16 – April 18.....Spring Break
May 26Memorial Day

GRADE PERIOD ENDS	REPORT CARDS ISSUED
October 25th	November 1st
January 15th	January 22nd
March 24th	March 21st
May 29th	May 29th

LAST DAY OF SCHOOL

May 29, 2025

ORDER OF MAKE-UP DAYS

1. January 20, 2025
2. February 17, 2025

McGuffey High School Open House

September 25, 2024 / 6:30 - 8:00 PM

****Calendar subject to change with school cancellations**

McGuffey High School / 2024-2025 Onsite Bell Schedule

Minutes			Minutes		
49	7:55 - 8:44	Period 1	49	7:55 - 8:44	Period 1
42	8:47 - 9:29	Period 2	42	8:47 - 9:29	Period 2
42	9:32 - 10:14	Period 3	42	9:32 - 10:14	Period 3
42	10:17 - 10:59	Period 4	42	10:17 - 10:59	Period 4
42	11:02 - 11:44	Period 5/6	42	11:02 - 11:44	Period 5/6
42	11:47 - 12:29	Period 7/8	42	11:47 - 12:29	Period 7/8
42	12:32 - 1:14	Period 9/10	30 (LUNCH)	12:32 - 1:02	Period 9
30 (LUNCH)	1:17 - 1:47	Period 11	42	1:05 - 1:47	Period 10/11
42	1:50 - 2:32	Period 12	42	1:50 - 2:32	Period 12
30	2:35 - 3:05	Period 13	30	2:35 - 3:05	Period 13

McGuffey High School / 2024-2025 Online Bell Schedule

PERIOD	TIME	MINUTES
PERIOD 1	8:48 - 9:23	35
PERIOD 2	9:26 - 10:01	35
PERIOD 3	10:04 - 10:39	35
PERIOD 4	10:42 - 11:17	35
PERIOD 5/6	11:20 - 11:55	35
PERIOD 7/8	11:58 - 12:33	35
PERIOD 9 (LUNCH)	12:36 - 1:06	30
PERIOD 9/10	12:36 - 1:11	35
PERIOD 10/11	1:09 - 1:44	35
PERIOD 11 (LUNCH)	1:14 - 1:44	30
PERIOD 12	1:47 - 2:22	35
PERIOD 13	2:25 - 3:15	50

I. ACADEMICS

(A) Academic Requirements for Graduation

1. Twenty-Six Credits or Fifteen and a Half Credits and Completion of WACTC Program.
2. Successfully completed a Culminating Graduation Project (CGP).
3. The meeting of all state requirements issued by the Pennsylvania Department of Education as necessary for students to graduate from high school in the Commonwealth of Pennsylvania. Beginning with the Class of 2023 student performance on Keystone Exams, PSAT, NOCTI/NIMS, SAT, ACT, and/or Advanced Placement Exams will be used as factors in state graduation requirements in all Pennsylvania schools.

Credit Requirements/Course Requirements – Non CTE Students

4	credits of English (English 9, 10, 11, 12)
4	credits of Mathematics (Algebra and Geometry)
4	credits of Science (Biology)
4	credits of Social Studies (Civics/Law and US History)
2	credits of Physical Education
1	credits of Information Systems
1	credit of Arts and Humanities
.5	credit of Health
<u>5.5</u>	<u>credits of Electives</u>
26	Credits Total

Credit Requirements/Course Requirements - CTE Students

4	credits of English (English 9, 10, 11, 12)
3	credits of Mathematics (Algebra and Geometry)
3	credits of Science (Biology)
2.5	credits of Social Studies (Civics/Law and US History)
.5	credit of Health
1.5	credits of Physical Education
<u>1</u>	<u>credit of Arts and Humanities or Information Systems or a combination of both</u>
15.5	Credits Total + Credits awarded by completion of a CTE Program at WACTC.

Typical CTE Student Course of Studies

Course schedule may be modified to accommodate graduation requirements.

<u>Freshman Year</u>	<u>Sophomore Year</u>	<u>Junior Year</u>	<u>Senior Year</u>
English	English	English	English
Math	Math	Math	Science
Science	Science	US History	Social Studies
Social Studies	WACTC Program	WACTC Program	Physical Education
Health			WACTC Program
Physical Education			
Arts and Humanities			
Information Systems			

(B) Culminating Graduation Project (CGP)

As part of its Strategic Plan, the McGuffey School District has adopted the High School Culminating Graduation Project (CGP) as a formal requirement for graduation. The purpose of the project is to provide a comprehensive program that will educate the whole person and prepare him/her to lead a productive life as a member of society. All students will complete a CGP that will illustrate how the various disciplines are interrelated and will show that a student can develop, organize, produce, analyze, and evaluate information. Each student will be responsible for a presenting their CGP according to the prescribed requirements during their Junior or Senior on a date designated by the district. Please refer to the Culminating Graduation Project information available on the high school website for instructions on the completion of this project.

(C) Additional Graduation Requirements:

All academic obligations must be met, including the successful completion of the Culminating Graduation Project.

All financial obligations must be met.

Commencement attendance is mandatory.

(D) Calculation process for purposes of class rank.

Final course grades will be used to determine the class rankings of all students.

Class rankings are generated at the end of each school year for 9th, 10th, 11th and 12th grade students.

A student's quality point average (QPA) is determined by dividing the total number of quality points by the number of attempted credit units.

(E) Grading Policies

Letter grades will be determined according to the following percentages (unrounded):

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

59% - Below = F

The following letter grade values (quality points) will be utilized in high school courses:

Standard Courses

A = 4

B = 3

C = 2

D = 1

F = 0

AP and Honors Courses in Grades 11 & 12

A = 5

B = 4

C = 2

D = 1

F = 0

Full Year Courses

Final course grades will be determined by adding the four term percentages together to obtain a total course percentage, then dividing that percentage by the number of terms (four). The resulting percentage will then utilize the grading scale listed above to determine the final grade for the course.

All full year core courses (Social Studies, Math, English, Science) for grades 9-12 may include one end of semester exam for each semester. Each exam will count as a grade on the second or fourth term. The value of each semester exam will not exceed that of a major exam for that grading period. If the course requires either of these exams, the teacher will inform students at the beginning of the school year.

Semester Courses

Final course grades will be determined by adding the two term percentages together to obtain a total course percentage, and then dividing that percentage by the number of terms (two). The resulting percentage will then utilize the grading scale listed above to determine the final grade for the course.

All semester core courses (Social Studies, Math, English, Science) for grades 9-12 may include an end of semester exam. The end of semester exam will count as a grade on the second or fourth term. The value of the end of semester exam will not exceed that of a major exam for that grading period. If a course requires this exam, the teacher will inform students at the beginning of the course.

Incomplete grades

A student, whose report card is marked "I", incomplete, has not completed the necessary assignments or assessments to receive a grade in that course for the nine-week grading period. All incomplete work must be made up within two (2) weeks after report cards have been issued. Any "I" grade which is not remedied within this two (2) week period will result in a student being given a zero (0) for those specific assignments or assessments. Exceptions can be made at the discretion of the principal in cases of extended illness. No incomplete grade (I) will be issued during the final grading period.

Withdrawal grades (W)

Recorded as the final grade, as a result of proper withdrawal procedures.

Pass / Fail grades (P/F)

Based on selected courses

Grading procedures may also include the following:

Class Participation
Homework Assignments
Cooperation and Effort
Attendance
Shop Activities/Projects Completed

Repeating courses

A course which is repeated after having once been completed with a passing grade, appears twice on the student's record. The original grade shall be disregarded, and the grade earned when the class is repeated shall be used in determining the grade point average. The original grade will not be deleted from the student's record.

(F) Progress Reports

Progress reports are intended to give both students and parents feedback on academic performance at the midpoint of each term. They will be issued to the student on the 25th day of each grading period. The progress report contains prescribed comments chosen by the teacher that are general in nature, if a parent requires any additional information they should communicate directly with the teacher by email and/or phone. It will be the student's responsibility to deliver the progress report to the parent/guardian.

Parents have access to student academic performance in all courses at all times by accessing the parent portal on PowerSchool.

(G) Non-Athletic Extracurricular Activity and Club Eligibility Policy

McGuffey School District expects all students to achieve high academic standards. To fulfill this goal, the academic achievement of students is a critical factor in permitting the students to be eligible to participate in an extracurricular activity and/or club. Students will be required to meet academic guidelines to be able to participate in such activities.

1. Student eligibility will be monitored on a nine-week basis.
2. A student may not fail more than one (1) subject during a nine-week period to be eligible to participate in any extracurricular activity and/or club. If the student does not meet these requirements, the student is ineligible to participate for the first twenty (20) school days after the distribution of report cards. The student will be required to complete an eligibility checklist on the 20th day of ineligibility. If the student is declared eligible the student will become eligible the day after the 20th day. If the student is declared ineligible, the student will be ineligible on a weekly basis until deemed eligible or the distribution of the next report card.
3. A student may not fail more than one subject (as determined by their final course grades) to be eligible to participate at the beginning of the next school year. If a student does not meet these requirements, the student will be ineligible to participate in any extracurricular activity and/or club for the first twenty (20) school days of the next school year. The student will be required to complete an eligibility checklist on the 20th day of ineligibility. If the student is declared eligible the student will become eligible the day after the 20th day. If the student is declared ineligible, the student will be ineligible on a weekly basis until deemed eligible or the distribution of the next report card.

4. Extracurricular activities and clubs include, but are not limited to the following:

- Student Activities
- Assemblies (non-curricular)
- Clubs
- Dances
- Field Trips (non-curricular)
- Homecoming Activities
- Off-season athletic conditioning programs
- Plays (non-curricular)
- Prom Activities
- Weightlifting

(H) Honor Rolls and Honor Graduates

Honor Rolls for the high school are prepared and posted at the close of each term.

The Honor Roll is divided into two distinct levels: High Honors and Honors.

Honor Rolls are determined by the quality point average as follows:

High Honors: 4.000 or above

Honors: 3.500 to 3.999

A failing mark in any subject area will result in not being placed on the Honor Roll.

Any mark below a C will result in not being placed on the High Honor Roll.

A student must be in good standing to be eligible for this recognition.

The following letter grade values (quality points) will be used to determine Grade Point Averages and Honor Roll eligibility:

A = 4

B = 3

C = 2

D = 1

F = 0

The only deviation from the above values occur in grades earned in **Advanced Placement and Honors courses in Grades 11 and 12** where quality points are earned as follows:

A = 5

B = 4

C = 2

D = 1

F = 0

Honor Graduates

A student is graduated from McGuffey High School with honors upon the attainment of achievements mentioned in "Graduation Obligations" and has earned a 3.5 quality point average.

The 3.5 quality point average is based on all final grades in courses taken for high school credit.

(I) General Program Information

The curricular offerings of the McGuffey High School are:

Honors and Academic Curriculum

A course of studies that have been developed to prepare the student for post-secondary education. This curriculum includes English, Social Studies, Mathematics, and Science on a yearly basis.

Agriculture Education Curricula

The **General Agriculture Program** course of studies emphasizes two major areas of concentration (Animal Science/Plant Science). The **Agricultural Mechanization Program** course of studies focuses on agricultural construction/technology, agricultural mechanics, and welding.

Career and Technical Curriculum

The Engineering Technologies Program includes a course of studies based on automated systems, electronics, manufacturing systems, and engineering graphics.

These programs are operated in conjunction with the Western Area Career and Technology Center and Penn Commercial*

Automotive Mechanics	Carpentry	Welding
Collision Repair Technology	Networking	Cosmetology*
Culinary Arts	Electrical Occupations	Emergency/Protective Services
Health Assistant	Heating/Ventilation/Air Conditioning	Machine Shop
Masonry	Automation/Robotics Engineering Technology	Sports Medicine

(J) Pennsylvania Youth Apprenticeship Program

The Pennsylvania Youth Apprenticeship Program is a comprehensive educational and training program available to students who have completed tenth grade. The program is designed for the student to receive their academic course requirements and technical training at Western Area Career and Technology Center and on the job site. The technical training is provided in the area of manufacturing service and repair with specific instruction in Drafting, Engineering Related Technology, Machine Shop, and Welding.

(K) CTC Programming

A vocational-technical program is in operation in conjunction with the Western Area Career and Technology Center (WACTC) and Penn Commercial. Students attending WACTC/Penn Commercial will be required to meet the academic standards as set forth by McGuffey School District. All 9th grade students must earn 2.0 GPA based on their final grades in order to be scheduled to attend WACTC/Penn Commercial the following year.

(L) Tutoring Program

Students in need of help with their studies may obtain a student tutor from the National Honor Society. Arrangements for this help can be made through a high school Guidance Counselor.

(M) Scheduling Procedures

1. Students are required to be registered for a minimum of 7.0 credits (each year) of academic course work.
2. Students who do not pass the designated Pennsylvania Keystone Assessments in Algebra I, Literature, and Biology given to ninth, tenth, and eleventh grade students may be scheduled into a Math Prep, Reading Prep, and/or Science Prep course the following year.
3. During the first five school days of the year, a student may initiate a schedule change(s) in a core subject. A core subject is an English, Social Studies, Math, or Science class taken to meet graduation requirements. Courses that are dropped during this period of time will not appear on the student's permanent record.
4. After the first five school days and during the first nine weeks of the school year, all courses that are dropped will be assigned a W/F for the final grade. This grade will appear on the student's transcript and will be factored in to his/her cumulative grade point average as an F.
5. After the first nine weeks of the school year, all dropped courses will be assigned an F for the final grade. This grade will appear on the student's transcript and will be factored in to his/her cumulative grade point average.
6. During the first five school days of each semester, a student may only add offered courses in place of study halls. Course offerings may be limited based on student enrollment and scheduling requirements.
7. All classes are subject to cancellation based on student enrollment.
8. No requests for class period changes, teacher changes, or lunches will be accepted.
9. Incoming ninth grade students will not be scheduled for more than 7.0 credits unless parental permission is obtained by the Guidance Office.
10. Only students who fail to score Advanced/Proficient on the Keystone Assessments may be scheduled into remediation courses.

(N) Guidance Program

The mission of the McGuffey School District school counseling department is to provide a comprehensive counseling program addressing the academic career and personal/social development of all students. In partnership with other educators, parents, or guardians and the community, professional school counselors facilitate the support system to ensure all students in the McGuffey School District have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

The program addresses the needs of all students within the:

Academic Development Domain

Career Development Domain

Personal/Social Development Domain

There are two guidance counselors available at the senior high school.

Students with their last name from A-K are assigned to Mrs. MacBeth.

Students with their last name from L-Z are assigned to Mrs. Ross.

(O) College Bound Athletes

All prospective student-athletes intending to enroll in an NCAA Division I or II institution for the first time must visit www.ncaaclearinghouse.net to obtain information and complete the NCAA Initial-Eligibility form. SAT and/or ACT scores will no longer be accepted on an official high school transcript. **Applicants must use code #9999 when registering for the SAT's and/or ACT's.** This will enable testing scores to be sent directly to the NCAA Clearinghouse.

(P) PowerSchool Access

PowerSchool is McGuffey School District's student information system. This web application allows parents and students to access important information regarding an individual student's progress through a parent and student portal. Each parent and student can access information with a secure login. For more information about how to access the parent and student portals visit the McGuffey School District website at www.mcguffey.k12.pa.us and click on the Parent or Student tab.

(Q) Testing Calendar 2024-2025

During the year, various tests are offered or required for students depending on grade level. These are listed according to the month and are subject to change.

September

- American College Testing Program (ACT) Grade 11 or 12**

October

- American College Testing Program (ACT) Grade 11 or 12**
- Scholastic Aptitude Test Grade (SAT) 11 or 12**
- Preliminary Scholastic Aptitude Test/National Merit Scholastic Qualifying Test (PSAT/NMSQT) Grades 11**
- Pre-NOCTI (General Agricultural, Engineering Technologies, Agricultural Mechanization)

November

- Scholastic Aptitude Test Grade (SAT) 11 or 12**
- Armed Services Vocational Aptitude Battery (ASVAB)

December

- American College Testing Program (ACT) Grade 11 or 12**
- Scholastic Aptitude Test Grade (SAT) 11 or 12**
- Pennsylvania Keystone Exams (Algebra 1, Biology, and Literature)

January

- Pennsylvania Keystone Exams (Algebra 1, Biology, and Literature)

February

- American College Testing Program (ACT) Grade 11 or 12**

March

- Scholastic Aptitude Test Grade (SAT) 11 or 12**
- PSAT 10 – Grade 10

April

- American College Testing Program (ACT) Grade 11 or 12**
- NOCTI Grade 12 (General Agricultural, Engineering Technologies, Agricultural Mechanization)

May

- Advanced Placement Tests (AP) Participation based on course enrollment
- National Institute for Metalworking Skills (NIMS) Grade 12
- Pennsylvania Keystone Exams (Algebra 1, Biology, and Literature)
- Scholastic Aptitude Test Grade (SAT) 11 or 12**

June

- American College Testing Program (ACT) Grade 11 or 12**
- Scholastic Aptitude Test Grade (SAT) 11 or 12**

July

- American College Testing Program (ACT) Grade 11 or 12**

August

- Scholastic Aptitude Test Grade (SAT) 11 or 12**

**See your guidance counselor for registration information and testing dates.

II. ATTENDANCE

The Pennsylvania Public School Code requires compulsory attendance by all children of compulsory school age. The educational program of the district is predicated upon continuous development and progression of learning skills, concepts and knowledge. Regular student attendance and interaction within the instructional process are essential. Students cannot be educated or provided with support and assistance if they are absent from school.

The district shares the responsibility of requiring regular school attendance with parents thereby enabling students to develop a good work-attendance ethic in order to provide a smooth transition from high school to higher education and/or employment.

To foster good student attendance, assure the opportunity for continuity of instruction, and to develop responsible social behavior, these policies have been established and aligned to the Pennsylvania School Code.

(A) Definitions

Compulsory School Age – the period of a student’s life from the time the student’s person in parental relation elects to have the student enter school between the ages of 6 and 18. 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 – is 6 or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.

Truant – Incurring 3 or more school days of unexcused absences during the current school year by a student subject to the compulsory school code.

Person in Parental Relation –

- (1) Custodial biological or adoptive parent
- (2) Noncustodial biological or adoptive parent
- (3) Guardian of the person or student
- (4) Person with whom a student lives and who is acting in a parental role of a student

School-based/Community-based Attendance Improvement Plan – a program designed to improve school attendance by identifying and addressing the underlying reasons for a student’s absence

Unexcused absence - is an absence of a pupil who has not brought in an excuse within 3 days of the absence or has turned in an excuse with an unlawful reason.

Acceptable reasons for student absence include:

1. Illness
2. Required court attendance
3. Family emergencies, including funerals
4. Prearranged medical appointments
5. Authorized school activities
6. Approved educational trips
7. Quarantine
8. Other urgent reasons that apply to the child himself/herself

*Any student with an unexcused absence will not be permitted to make up or receive credit for any assessments, class work, or homework that was to be completed during any day they had an unexcused absence.

Unlawful absence - is an absence of a pupil under the age of eighteen for one of the following reasons:

1. Absence through parental neglect
2. Illegally employed
3. Truancy
4. Excuse with an unlawful reason

*Any student with an unlawful absence will not be permitted to make up or receive credit for any assessments, class work, or homework that was to be completed during the days they were unlawfully absent.

(B) Attendance Standards (Grades 9 - 12)

A. Student Attendance Requirements:

1. Regular attendance is mandated by the Commonwealth of Pennsylvania and the McGuffey School District is legally responsible for the enforcement of these state mandates.
2. A student subject to compulsory school attendance is considered truant after incurring three (3) or more unexcused absences during the current school year.
3. A maximum of ten (10) lawful absences shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require a medical excuse or the absence will be considered unexcused.
4. Family Educational Trips will be considered an excused absence if the procedures are followed as prescribed.
5. The number of college visits permitted before being counted as an illegal absence is as follows: Grade 12 students are permitted three per school year. Grade 11 students are permitted two per school year. Grade 10 and 9 students are permitted zero per school year.
6. Students who are making plans to visit post-secondary institutions, armed services, possible job situations, etc. during school hours are to contact the Attendance Officer prior to attending these institutions or functions.
7. Students arriving after 11:30 AM will be counted as absent for 1/2 day.
8. Students leaving before 11:30 AM will be counted 1/2 day absent.
9. Students must have excuses turned in within three days, signed by a parent or guardian, or it will be an unexcused absence.
10. No make-up work will be permitted for an unlawful / unexcused absence.

B. Notification to Parent

1. When a student has incurred three (3) unexcused absences, the school will notify in writing the parent/guardian within ten (10) days of the student's third unexcused absence.
2. If a student continues to incur unexcused absences after the school has issued a notice, the school may offer a school attendance improvement conference to the student and parent/guardian.
3. When a student has accumulated five or more absences, the school shall notify in writing the parent/guardian that all absences beyond ten (10) cumulative days shall require a medical excuse.

(C) Excuses

When a student is absent or tardy to school, they are to bring a written and signed excuse from the parent or guardian or an email from the email address from the parent/guardian on file within three days of the absence. This excuse is to be turned in to the high school office.

If the student does not bring in an excuse for an absence or tardy by the third day, the absence or tardy will be marked "unexcused".

(D) Early Dismissals

1. All requests for early dismissals from school must be presented to the high school office.
2. Students must present a medical slip or note signed by a parent/guardian in order to be dismissed early. The note must include; name, the reason for leaving school, time of early dismissal, phone number, parent /guardian signature, and how the student will be transported from school.
3. All students leaving school for an early dismissal must be signed out in the high school office. All early dismissals requests must be confirmed by school personnel by phone prior to the student leaving school.
4. Students will not be permitted to leave school with another student or adult unless they are members of the same family.
5. No student will be excused early to report to work.
6. Students are responsible for completing any missed course work due to an excused early dismissal.
7. Early dismissals for medical appointments and mandated court appearances will be considered an excused early dismissal once the required documentation has been turned into the attendance office. Medical slips can be faxed to the attendance office at (724) 948-3344.
8. All early dismissals after the five require a medical certificate of appointment in order for the student to be granted further early dismissals from school.

9. If a student leaves school on an early dismissal that is not approved by school personnel, it will be considered an unexcused early dismissal and they will receive no make-up privileges for any assessments, class work, or homework missed.
10. An excused early dismissal due to illness may be granted by the school nurse. Parental contact will be required prior to the student leaving school.

(E) Excessive Absenteeism

The daily absenteeism and tardiness of students will be monitored by the Attendance Officer and Assistant Principal.

A maximum of ten (10) lawful absences will be permitted during a school year. All absences beyond ten (10) cumulative days will require a medical excuse or the absence will be considered unexcused. Students who accumulate ten (10) or more consecutive absences without legal excuse, may be removed from enrollment at McGuffey High School.

In cases of suspected truancy, a contact will be made on the first day of absence. If the student is absent three or more consecutive days, the Attendance Officer is to be notified. If contact with the home discloses that the child will be absent for an extended period of time (ten school days or longer), information will be given to the parent or guardian relative to homebound instruction.

When the student's absenteeism exceeds ten (10) days, a letter will be sent by the Attendance Officer to notify the parent(s) or guardian(s). At this time, the guidance counselor will be also be informed and will meet with the student regarding his or her absenteeism.

(F) Unlawful and Unexcused Absences

After three days of unlawful/unexcused absence, parents will receive a "Notice of Unlawful Absence," informing them that any further "unlawful/unexcused" absence constitutes a second offense which requires prosecution before the District Magistrate. This could result in a fine as prescribed in Sections 1327 and 1333 of the School Laws of Pennsylvania as a violation of the Compulsory Attendance Law of Pennsylvania. If a pattern of unlawful/unexcused absences continues after appearance before and findings by the District Magistrate, the Attendance Officer may elect to refer the case to child welfare authority.

(G) Tardiness to School

1. Any student arriving after 7:55 a.m. to Period 1 is considered tardy to school.
2. Students arriving after 8:05 a.m. must sign in at the high school office and obtain a tardy slip before going to their appropriate class.
3. Each student will be permitted four tardies per nine weeks.
4. All students who are tardy due to medical appointments must return a medical slip to the office in order for it to be considered an excused tardy, if the medical slip is not returned within three days the tardy will be considered unexcused.
5. All excuses/medical slips must be submitted within three days of the unexcused tardy to school.
6. Beginning with the fifth and subsequent tardies, per nine-week grading period, students will be subject to disciplinary action according to the following guidelines:

Fifth Tardy - Student Conference and parent notification

Sixth Tardy - ISS and parent notification.

Seventh Tardy - ISS and the loss of parking privileges for the remainder of the current term.

Eighth Tardy - Student will be placed on bad standing for a two-week period.

Ninth Tardy - A citation for truancy will be filled with the District Magistrate and consequences will repeat starting at the consequence for the fifth tardy.

(H) Tardiness to Class

Any unexcused tardy of ten (10) minutes or more from a class shall be considered an illegal absence from class and they will receive no make-up privileges for any assessments, classwork, or homework missed.

(I) Leaving School Without Permission

Any student who leaves the building without permission is subject to disciplinary action including; loss of driving privileges, in-school suspension, bad standing, or suspension.

(J) Work Release

Senior students who are legally employed may apply for work release. Scheduling changes for this situation will follow the procedures listed in the section of this handbook titled Scheduling Procedures. Students desiring work release must obtain and complete an application from the Attendance Officer. The employer, parent(s) or guardian, the student, the student's guidance counselor, and a high school administrator must sign the release form.

Completed applications must be returned to the Home/School Visitor. Failure to comply with McGuffey School policies may result in the administration revoking work release privileges.

In order to be granted work release, the following conditions must be met:

- (1) Students must have passing grades in all courses on their report cards to continue to qualify for work release.
- (2) Employment will be verified by the Attendance Officer periodically.
- (3) Students must sign in and out of the attendance office daily.
- (4) Students must notify the Attendance Officer if employment is terminated.
- (5) Students will be rescheduled for a full day of school if employment is terminated.

(K) Truancy

Truancy from school will result in disciplinary action. Habitual truancy may be resolved by referring such cases to an appropriate social agency and/or a citation issued for truancy with the District Magistrate.

(L) Blackboard Connect System

McGuffey High School integrates the Blackboard Connect System with daily student attendance. Parents/guardians will receive an automated telephone call at 9:15 a.m. when their son/daughter is absent from school. The message is intended to provide parents/guardians with absence information on the day of the occurrence. Any questions about student attendance can be directed to the Attendance Office or High School Office at (724) 948-3328.

(M) Family Educational Trip

All parents/guardians and students must be aware of the published school calendar and make arrangements for their vacations in accordance with time provided by that calendar. When unusual circumstances force a family to plan a vacation during the school year, those days missed will be counted as an excused absence only if the following criteria are met.

1. A Family Educational Trip Form obtained from the office should be completed and returned to the Superintendent one week prior to the trip. Neglecting to gain prior approval for the educational trip will result in the recording of unexcused daily absences for those days.
2. Approval will be based upon:
 - (a) All costs and liability will be assumed by the parents;
 - (b) The supervision of the student being the responsibility of the parent or legal guardian.
 - (c) Continuity of an appropriate education of the child being assured.
3. The student will forward the Family Educational Trip Form to the appropriate building principal who will develop, along with the student's teachers, the necessary assignments.
4. Upon return from the approved Family Educational Trip it is the responsibility of the student to turn in or make up all required educational assignments.
5. Failure of the student to make up work missed will result in the teacher recording no academic credit for the work assigned.
6. A student will be permitted to take one educational trip per school year, not to exceed ten school days with their parent/guardian.
7. All requirements concerning interstate travel and quarantine will follow guidance from the Pennsylvania Department of Health and/or the Pennsylvania Department of Education.

(N) Change of Address

All changes of address should be promptly reported to the high school office. Any changes to be made on your district enrollment form should also be promptly reported.

(O) Homebound Instruction

Homebound instruction is available to any student who is expected to be absent for a period of ten or more days due to medical incapacitation. The parent/guardian may request such instruction by contacting the Attendance Officer. The parent/guardian and a physician or psychiatrist must properly complete the request forms. This request must be approved by the McGuffey Board of Education.

(P) Visitors

No student may bring visitors to school without prior administrative permission. All visitors need to sign in at the high school office upon arrival to campus.

Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204
Status	Active

Legal

1. 22 PA Code 11.41
2. 22 PA Code 11.23
3. 22 PA Code 11.25
4. 22 PA Code 12.1
5. 24 P.S. 1327
6. 24 P.S. 1329
7. 24 P.S. 1330
8. 22 PA Code 11.13
9. 24 P.S. 1326
10. 42 Pa. C.S.A. 6302
11. 24 P.S. 510.2
12. 24 P.S. 1332
13. 24 P.S. 1339
14. 22 PA Code 11.22
15. 22 PA Code 11.28
16. Pol. 113
17. Pol. 115
18. 22 PA Code 11.34
19. 22 PA Code 11.32
20. 22 PA Code 11.5
21. 22 PA Code 11.31
22. 22 PA Code 11.31a
23. 24 P.S. 1327.1
24. Pol. 137
25. 22 PA Code 11.21
26. 22 PA Code 11.26
27. Pol. 253
28. 24 P.S. 1546
29. 24 P.S. 1333
30. 24 P.S. 1333.1
31. 24 P.S. 1333.2
32. Pol. 103.1

33. Pol. 113.3
34. Pol. 114
22 PA Code 11.24
22 PA Code 11.8
24 P.S. 1333.3

Adopted June 28, 2007

Last Revised November 19, 2020

Purpose

The Board recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.[\[1\]](#)

Authority

The Board requires the attendance of all students during the days and hours that school is in session, except that temporary student absences may be excused by authorized district staff in accordance with applicable laws and regulations, Board policy and administrative regulations.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

Definitions

Compulsory school 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 eight (8) years of age, until the student reaches seventeen (17) years of age. Beginning with the academic year 2020-2021, compulsory school age shall mean no later than age six (6) until age eighteen (18). The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.[\[8\]](#)[\[9\]](#)

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.[\[9\]](#)

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.[\[9\]](#)

Person in parental relation shall mean a:[\[9\]](#)

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.[\[10\]](#)

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.^[9]

Delegation of Responsibility

The Superintendent or designee shall annually notify students and persons in parental relation about the district's attendance policy by publishing such policy in student handbooks and newsletters, on the district website and through other efficient communication methods.^{[1][11]}

The Superintendent shall require the signature of the person in parental relation confirming that the policy has been reviewed and that the person in parental relation understands the compulsory school attendance requirements.

The Superintendent or designee, in coordination with the building principal and Home and School Visitor, shall be responsible for the implementation and enforcement of this policy.

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

1. Govern the maintenance of attendance records in accordance with law.^{[12][13]}
2. Detail the process for submission of requests and excuses for student absences.
3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate magisterial district judge.
4. Clarify the district's responsibility for collaboration with nonpublic schools in the enforcement of compulsory school attendance requirements.
5. Ensure that students legally absent have an opportunity to make up work.

Guidelines

Compulsory School Attendance Requirements

All students of compulsory school age who reside in the district shall be subject to the compulsory school attendance requirements.^[5]

A student shall 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; or the student's placement is instruction in the home.^{[2][5][14][15][16][17][18][19][20]}

The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

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.[\[6\]](#)[\[7\]](#)[\[18\]](#)
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[\[5\]](#)[\[19\]](#)
3. Students attending college who are also enrolled part-time in district schools.[\[20\]](#)
4. Students attending a home education program or private tutoring in accordance with law.[\[5\]](#)[\[18\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[\[5\]](#)
6. Students fifteen (15) years of age, as well as students fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.[\[7\]](#)
7. 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) or more hours per week of employment.[\[7\]](#)[\[15\]](#)

Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.[\[3\]](#)[\[6\]](#)
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.[\[6\]](#)
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. Death in family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.[\[1\]](#)[\[6\]](#)
9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.[\[6\]](#)
 - a. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of

the event or funeral.

- b. The student shall furnish the signed excuse to the district prior to being excused from school.

10. Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.[\[25\]](#)

11. Nonschool-sponsored educational tours or trips, if the following conditions are met:[\[6\]](#)[\[26\]](#)

- a. The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.
- b. The student's participation has been approved by the Superintendent or designee.
- c. The adult directing and supervising the tour or trip is acceptable to the person in parental relation and the Superintendent.

12. College or postsecondary institution visit, with prior approval.

13. Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness and foster care.[\[3\]](#)[\[6\]](#)[\[27\]](#)[\[28\]](#)

The district may limit the number and duration of nonschool-sponsored educational tours or trips and college or postsecondary institution visits for which excused absences may be granted to a student during the school year.

Temporary Excusals –

The following students may be temporarily excused from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.[\[5\]](#)[\[14\]](#)[\[18\]](#)
2. Students participating in a religious instruction program, if the following conditions are met:[\[25\]](#)[\[28\]](#)
 - a. The person in parental relation submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
 - b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
 - c. Following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.

3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.[\[18\]](#)

Parental Notice of Absence –

Absences shall be treated as unexcused until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be permanently considered unexcused.

An out-of-school suspension may not be considered an unexcused absence.[\[9\]](#)

Parental Notification –

District staff shall provide prompt notice to the person in parental relation upon each incident of unexcused absence.

Enforcement of Compulsory Attendance Requirements

Student is Truant –

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.[\[29\]](#)

The notice shall:[\[29\]](#)

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.[\[29\]](#)

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.[\[29\]](#)

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.[\[29\]](#)

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.[\[9\]](#)

The following individuals shall be invited to the SAIC:[\[9\]](#)

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.[\[29\]](#)

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.[\[29\]](#)

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.[\[29\]](#)

Student is Habitually Truant –

When a student under fifteen (15) years of age is habitually truant, district staff:[\[30\]](#)

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.[\[30\]](#)

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[\[30\]](#)

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.[\[30\]](#)

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.[\[30\]](#)

Filing a Citation –

A citation shall be filed in the office of the appropriate magisterial district judge whose jurisdiction includes the school in which the student is or should be enrolled, against the student or person in parental relation to the student.[\[31\]](#)

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.[\[31\]](#)

Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[\[16\]](#)[\[32\]](#)[\[33\]](#)[\[34\]](#)

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.[\[16\]](#)[\[32\]](#)[\[34\]](#)

Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.[\[29\]](#)

III. STUDENT CODE OF CONDUCT

McGuffey School District Code of Student Conduct

FOREWORD

Public schools have a compelling responsibility to develop reasonable rules and regulations regarding student conduct. The schools have an institutional responsibility to provide a safe and healthy environment for all students. The climate of the school must provide for the protection of the rights of students to receive an education. Excellence in education occurs when a safe and orderly instructional environment exists. Teachers must be able to teach and students must be able to learn in an environment that is free from disruption. The McGuffey School District Code of Student Conduct is intended to promote a safe and orderly school environment aligned with the District's vision and mission statements.

VISION STATEMENT

We will ensure that all students reach their greatest potential.

MISSION STATEMENT

Better today than yesterday, McGuffey will TEACH (Together, Excellence, Achievement, Community, Hope).

SHARED VALUES

Education is a shared responsibility, requiring the commitment, trust, and participation of staff, students, family, and community.

- All children and adults can learn. All learners have potential that can be developed.
 - Rates of learning vary.
- All learners have unique skills and talents. Individual interests should be identified and nurtured.
 - Having a growth mindset enhances learning.
- School climate contributes to learning, which occurs best in an environment of mutual respect.
 - Learning experiences must encourage and teach skills with a collaborative attitude.
 - The schools serve as a community hub.
- Ongoing professional learning of school district staff is essential.

ELEMENTS OF A POSITIVE LEARNING ENVIRONMENT

The maintenance of a positive learning climate in the schools of the district is dependent upon the provision of a controlled environment free from disruption. To accomplish this objective, four critical elements must exist:

1. The school board and administration must determine the rules and regulations that apply to student conduct, the penalties for violations, and the rights and responsibilities of individuals within the system.
2. School personnel must be knowledgeable of the structure of the system and work diligently to insist upon proper behavior and guide students toward self-discipline.
3. Students must be aware of all rules and regulations and be willing to assume progressively greater responsibility for their behavior.
4. Parents/guardians must be familiar with the rules and regulations and be willing to support the school in the attempt to provide a productive climate for learning.

This Code of Student Conduct is intended to provide a base for this interaction and cooperation of these critical elements.

GENERAL PROVISIONS

Free Education and Attendance (from MSD Policy No. 113, "*Special Education*," Policy No. 201 "*Admission of Students*," Policy No. 204 "*Attendance*," Policy No. 234 "*Pregnant Students*," and Policy No. 103 "*Nondiscrimination in School and Classroom Practices*."

All persons residing within the McGuffey School District between the ages of 5(before September 1st) and 21 are entitled to a free education in the public schools of the district. Parents and guardians of all children between the ages of 8 and 17 are required by the Compulsory Attendance Law to ensure that their children attend school. However, once a student is enrolled, the student must abide by the Compulsory Attendance Laws. A student may not be excluded from school or from extra-curricular activities because of being married or pregnant, unless it can be medically determined that the activity would be harmful to the health and welfare of the individual.

Consistent with the Pennsylvania Human Relations Act (43 P.S. §§ 951-963), 22 PA Code § 4.4c, 12.4 and all other nondiscrimination statutes, no student shall be denied access to a free public education on the basis of a student's race, color, religion, gender, sexual orientation, national origin, or disability. In addition, an eligible student under Chapter 14 or an otherwise qualified student identified under Chapter 15 may not be excluded from school or extracurricular activities because of their identification under those Chapters.

The School Code requires students to be in regular attendance. Upon receipt of satisfactory written evidence explaining the reason for an absence, a principal may excuse an absence. The McGuffey School District requires written documentation to be turned in within three school days after the absence. Failure to turn in a written excuse within three school days results in the absence being marked unexcused, and no credit is given for work due or missed during the absence.

The District will excuse absences for the following reasons:

1. illness,
2. required court attendance,
3. family emergencies, including funerals,
4. prearranged medical appointments,
5. authorized school activities,
6. approved educational trips,
7. other urgent reasons that apply to the child himself/herself.

After appropriate notice, parents or guardians of students under the age of 17 and unlawfully absent for more than three school days may be subject to fines. Students 17 years of age or older who have accumulated more than three unexcused absences may be disciplined. After 10 days of absence, a doctor's excuse may be required. Parents will be notified by letter from the Home and School Visitor.

Educational Environment

The McGuffey School District is committed to maintaining an educational environment free from hazing, harassment and intimidation. All employees and students are to be treated with dignity, respect and courtesy, regardless of race, color, gender, religion, disability, age, national origin or sexual orientation. Unlawful harassment against such protected categories or intimidation shall be defined as any action that is so offensive as to affect the individual's ability to participate or benefit from his/her educational experience. Students who feel they are being harassed should see a teacher, counselor, or an administrator. Students who are found guilty of hazing, unlawful harassment or intimidation shall be subject to appropriate discipline. Any of the above may also violate local, state and/or federal law and may be the basis for exclusion under those provisions.

To the extent the District disciplines a student for verbal expression, the district does not intend to regulate any particular viewpoint or content, that is, free speech, but rather to set a standard to address the appropriateness of the manner in which the message is conveyed and to protect against a reasonable forecast of substantial disruption and/or material interference with the rights of other students or school operations.

STATUTORY AUTHORITY

Public schools are governed by the complex interaction of the U.S. and Pennsylvania Constitutions, federal statutes and regulations, the statutes of the General Assembly of the Commonwealth of Pennsylvania, the regulations of the State Board of Education, adopted policies of the board of school directors, and court decisions. The Board of School Directors of the McGuffey School District has adopted policies that relate to its expectations regarding school climate and pupil conduct. Copies of these policies are available in the district office, and school offices. Administrative authority at the district and building levels flows from these laws and policies.

The general authority of school officials governing student conduct can be found in Section 510 of the School Code that reads in part:

"The board of school directors in any school district may adopt and enforce such reasonable rules and regulations as it may deem necessary and proper, regarding the management of its school affairs and the conduct and deportment of all pupils attending the public schools in the district, during such time as they are under the supervision of the board of school directors and teachers, including the time necessarily spent in coming to and returning from school."

This general authority is extended to administrators and teachers in Section 1317 of the PA School Code. This section gives school personnel in loco parentis (in the place of a parent/guardian) status and reads:

"Every teacher, vice-principal and principal in the public schools shall have the right to exercise the same authority as to conduct and behavior over the pupils attending his/her school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardians, or persons in parental relation to such pupils may exercise over them."

This broad authority is limited by the constitutional rights of students, court decisions, and the regulations of the State Board of Education. Suspension and expulsion of students, the most serious penalties for misbehavior, are also authorized by statute. Section 1318 of the statute provides:

"Every principal or teacher in charge of a public school may temporarily suspend any pupil on account of disobedience or misconduct, and any principal or teacher suspending any pupil shall promptly notify the district superintendent or secretary of the board of school directors. The board may, after a proper hearing, suspend such child for such time as it may determine, or may permanently expel him. Such hearings, suspension, or expulsion may be delegated to a duly authorized committee of the board, or to a duly qualified hearing examiner, who need not be a member of the board, but whose adjudication must be approved by the board."

The length of exclusion from school and the nature of the hearings required are outlined in Sections 12.6 and 12.8 of the State Board regulations.

EXPECTATIONS FOR STUDENT CONDUCT

Student Rights and Responsibilities (from MSD Policy No. 235, “*Student Rights/Surveys*”)

Student responsibilities include regular attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students, administration, and faculty share a responsibility to develop a climate within the school that is conducive to wholesome learning and living. It is the responsibility of each student to respect the rights of teachers, administrators, and all students who are involved in the educational process.

Students should express their ideas and opinions in a respectful manner.

It is the responsibility of the students to:

1. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that until a rule is waived, altered or repealed in writing, it is in effect.
2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
3. Dress and groom to meet standards of safety and health, and not to cause disruption to the educational processes.
4. Assist the school staff in operating a safe school for all students enrolled therein.
5. Comply with federal, state, and local laws and regulations.
6. Exercise proper care when using public facilities and equipment.
7. Attend school daily and be on time at all classes and other school functions.
8. Make up work when absent from school.
9. Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and McGuffey School District authorities.
10. Report accurately and not use indecent or obscene language in student media, on school premises, or during school activities.

Dress Code (from MSD Policy No. 221, “*Dress Code*”)

The Board of School Directors in any school entity may impose limitations on dress and may require pupils to wear standard dress or uniforms. Dress policies may be applicable throughout the school entity or may be applicable to one or more school buildings within the school entity (Section 1317.3 of the School Code).

Aspects of personal appearance require one’s attire to be neat and not create a health or safety hazard or disrupt the educational process. Students have the responsibility to keep themselves, their hair and their clothing clean. For the safety and welfare of students, teachers in specific areas – i.e. labs and physical education classes – may require particular modes of dress. Also, teachers or administrators may require or exclude a more specific type of dress for special events such as field trips, concerts, etc. Consistent with the mission of the school district a student’s dress will always be within reasonable limits of decency, morality, and propriety. Part of the District’s educational mission is to prepare students for eventual employment and to teach that expectations in attire differ between school/work and recreation. Students who require exemptions to the dress code due to religious or medical reasons should see a building administrator who may make exceptions to the dress code.

Appropriate disciplinary measures will be taken with students not complying with the dress code; students will not be permitted to attend class until acceptable adjustments are made to their appearance. Students with dress code violations will be asked to make clothing adjustments. Flagrant or repeated violations of the dress code will result in the assignment of more serious discipline.

The rules that follow are provided to help students comply with appropriate dress during the school hours. The limitations have been described in order to result in uniform enforcement and to minimize subjective determinations.

Dress Code for Students

Clothing must meet the school's standards of safety, decency, and health and must not be overly distracting or immodest. Failure to comply will result in administrative action.

Shoes:

1. Shoes must be worn at all times
2. No sandals will be permitted in shop areas
3. No slippers will be permitted at school.

Shirts/Tops/Coats:

1. Upper body must be covered at all times
2. No tank tops, suggestive T-shirts, bare midriffs, mesh see through shirts, or exposed undergarments, etc. will be permitted.
3. No shirts displaying alcohol, drug, and tobacco products or shirts disruptive to the educational process will be permitted in school.
4. No long coats are to be worn during school hours including (topcoats, trench coats, raincoats, dusters, etc.)

Shorts/Pants:

1. No short shorts, indecent, or unsafe shorts or pants will be permitted.
2. Pants are to be worn so that underclothes are not visible.

Hats/Sunglasses:

1. No student will be permitted to wear a hat or a bandanna while in school.
2. Hats must be kept in the student's locker if brought into school.
3. Sunglasses are not permitted to be worn while in school.

Miscellaneous:

1. No clothing, jewelry, or attire displaying words, symbols, or pictures using profanity or having sexual overtones.
2. Students have the responsibility to keep themselves, their clothes, and hair clean.
Students found consistently unclean can be excluded from school until the problem has been remedied.
3. Administrators have the right to have these individuals checked for cleanliness at their discretion by the school nurse.
so that removal from school could be justified until the individual meets proper health standards.
4. For security purposes, students are not permitted to conceal their identity by wearing any face covering or head covering which includes hoods on a hooded sweatshirt.
5. When face coverings are required, they must meet the design standards for safety and be appropriate for an educational setting.
6. These are only minimum standards. Other conditions may be added to ensure school safety and security.

Bus Conduct (from MSD Policy No. 810, “*Transportation*”)

Proper student conduct on school buses is essential to the health and safety of all students. Persistent misbehavior on the part of any pupil will result in the revocation of the privilege to ride the school bus. Should a student lose the privilege, it becomes the responsibility of the parent or guardian to provide transportation. The driver of the bus has the authority to direct students with regard to bus behavior and to assign seats where appropriate. Behavior infractions will be reported to the appropriate administrator. Misbehavior on the bus that is persistent or serious, poses a threat to the health and safety of others, causes a distraction or undermines the authority of the driver or violates district policies shall be subject to the appropriate consequences as determined by the administrator. To monitor student conduct and to ensure student safety, video cameras may be placed in any bus used by McGuffey School District. Students may be subject to being videotaped on the school bus at any time, including the activity bus and athletic, band, chorus and field trip travel.

Rules for Safe Bus Riding

All rules with regard to behavior on school property also apply to transportation.

1. Be at the bus stop on time at home and at school.
2. Do not stand on the bus while it is in motion. Keep arms and hands inside the bus.
3. Students are to get on or off the bus only at assigned stops. Exceptions to this rule will be honored in a note from school or when being met by parents.
4. Horseplay, fighting, throwing objects on or off the bus, or talking above a normal tone of voice will not be permitted.
5. Profanity, smoking, spitting, playing with matches, or conduct offensive to others will not be tolerated.
6. No eating or drinking while on board the bus will be permitted. Waste materials are to be placed in receptacles at the front of the bus and not on the floor.
7. Do not tamper with any bus equipment. Damages done by malicious mischief will be paid for by the offender(s).
8. Keep objects out of the aisle. Any objects that do not fit comfortably on students lap or under the seat must be transported to or from school by other means.
9. Students must follow all instructions issued by the bus driver.

BEHAVIOR MANAGEMENT

Searches *(from MSD Policy No. 226 “Searches”)*

The Board reserves the right to authorize school authorities to inspect or search a student’s locker or desk at any time for the purpose of determining whether the locker or desk is being improperly used for the storage of illegal items or substances or any materials that pose a threat to the health, safety, order and welfare of school occupants. Students shall have no expectation of privacy with respect to their use of such lockers or desks. No student permission is necessary to enter a locker or desk. Seized materials may be used as evidence against the student in disciplinary and other proceedings.

If it is reasonably suspected that a student has illegal material in his/her locker, in a backpack or purse, or in an automobile on school property, the student shall be notified and given the opportunity to be present while school personnel conduct a search. However, where school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare, or safety of students in the school, student lockers may be searched without prior warning. School personnel will notify the parent, police and superintendent if illegal materials are found. Possession of illegal material in an automobile on school property may result in suspension of parking privileges in addition to other consequences related to the offense.

Off-Site or After-Hours Conduct *(from MSD Policy No. 218, “Student Discipline”)*

Off-site, after-hours hours, and distance learning conduct may subject students to school discipline if the misconduct is connected to the school because the conduct may reasonably be expected to undermine the proper disciplinary authority of the school or school staff, threaten the safety of students or staff, or cause substantial disruption and/or material interference with the rights of other students or school operations.

Factors in determining whether school discipline will be imposed may include whether the conduct caused or is reasonably likely to cause disruption to school programs or the school community; whether school property or equipment was used; and whether school activities, including extracurricular, co-curricular and athletic activities, were involved in the planning, organizing or promoting of the misconduct.

All facilities (including parking lots) used for school events are covered by school policy. The following are examples, but are not limited to: McGuffey High School Stadium and in the parking lots as well as other facilities/parking areas for such events as the prom, etc.

Weapons (from MSD Policy No. 218.1 “*Weapons*”)

The Board prohibits students from possessing, selling or bringing weapons or replicas of weapons into any school district building, onto school property, to any school sponsored activity, or onto any public conveyance providing transportation to school or a school sponsored activity. Violation of the weapons policy is a serious matter and carries a mandatory consideration of expulsion from school for a period of a full year. The Superintendent may recommend modification of the expulsion on a case-by-case basis and shall assure compliance with IDEA. The term weapon shall include, but not be limited to knives of all types, cutting instruments, cutting tools, firearms, shotguns, rifles, guns (including BB and pellet guns), lead pipes, chains, nunchaku sticks, throwing stars, darts, metal knuckles, black jacks, fireworks, explosives (including bullets, firecrackers and M-80s), pepper spray/mace or other chemical agents, and any other tools or instruments capable of inflicting serious bodily harm and replicas of the foregoing.

Hazing (from MSD Policy No. 247, “*Hazing*”)

Students are prohibited from conducting any activities that involve hazing. For purposes of this policy, hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which causes willful destruction or removal of public or private property for the purpose of initiation or admission into, or as a condition for continued membership in, or participation in any student organization or on an athletic team. The term shall include, but not be limited to, any brutality of physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of food, liquor, drug or other substance, or any other forced physical activity which adversely affects physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual, or cause any willful destruction or removal of public or private property. All hazing is considered to be a forced activity regardless of the individual’s willingness to participate.

Unlawful Harassment (from MSD Policy No. 248 “*Unlawful Harassment*”)

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 of categories protected by civil rights laws is not tolerated. Harassment includes, but is not limited to, slurs, jokes, or other verbal, graphic or physical conduct relating to an individual’s race, color, religion, ancestry, sex, national origin, age or handicap/disability that create a hostile environment. The Board encourages students who have been harassed to report promptly such incidents to teachers, counselors, or administrators. Confidentiality of all parties shall be maintained, consistent with the District’s legal and investigative obligations. Neither reprisals nor retaliations shall occur as a result of good faith charges of harassment. The detailed complaint and investigation process is set forth in the Board Policy. If the investigation results in a substantiated charge of harassment, the district shall take prompt corrective action intended to ensure the harassment ceases, to prevent further harassment, and to remediate any harm already done. For a complete definition of “unlawful harassment” refer to the Board Policy.

Bullying (from MSD Policy No. 249 “*Bullying/Cyberbullying*”)

The Board is committed to providing a safe and positive learning environment for all 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 strives to maintain an educational environment free from bullying. The Board prohibits all forms of bullying by district students in school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school. The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee. The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district’s legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying. For a complete definition of “bullying/cyberbullying” refer to the Board Policy.

Door to Door Provision (from MSD Policy No. 218 “Student Discipline”)

Sections 510 and 1317 of the School Code both give school personnel authority as to the conduct and behavior of students “during the time they are in attendance, including the time required in going to and from their homes.” It is important for parents and students to be aware of this provision. The safety of the students of this District is of the highest importance.

Use of Electronic Devices (from MSD Policy No. 237, “*Electronic Devices*”)

The Board adopts this policy in order to maintain an educational environment that is safe and secure for district students and employees. Electronic devices shall include all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, the following: radios, Walkman’s, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants (PDAs), cellular telephones, Blackberries, Smartphones, I-Phones, I-Pads, Tablet Personal Computers, electronic readers with unfiltered connection to the Internet, and personal laptop computers, as well as any new technology developed with similar capabilities. The Board prohibits possession of laser pointers and attachments and telephone paging devices/beepers by students in district building; on district property; on district buses and vehicles; and at school-sponsored activities. McGuffey School District realizes the benefits of certain electronic devices for educational purposes and has established procedures that will allow students to use approved electronic devices in our schools. For further information on using personal electronic devices in school refer to district policy No. 237 and the device registration forms located at the back of the student handbook. The district shall not be liable for the loss, damage or misuse of any electronic device.

Tobacco Use (from MSD Policy No. 222, *"Tobacco Use"*)

Act 145 of the 1996 session of the General Assembly of the Commonwealth of Pennsylvania specifically prohibits the use and/or possession of tobacco by pupils in school buildings and on school buses and on school property owned by, leased by, and under the control of the McGuffey School District. To protect the health of the future citizens and to provide role models for the youth of the district, the McGuffey School District has enacted by resolution a smoke-free environment for all district facilities, and has prohibited smoking by all persons on school property. Portions of this Act and policy are enforceable under civil penalty with a fine plus court costs. The discipline to enforce this Act is outlined under Level III Violations of this document. Under Tobacco use Policy No. 222, the McGuffey School Board prohibits students from possessing and using tobacco at any time in a school building, on a school bus and on school property. The school district shall initiate a suspension and prosecution of a student who violates the Tobacco Use Policy. After an informal hearing, a student convicted of possessing or using tobacco on school property shall be fined.

Vape Detectors

Vape detectors may be present in student restrooms and will be utilized to detect student violations of MSD Policy 222 Tobacco Nicotine Use and MSD Policy 227 Controlled Substances/Paraphernalia.

District Medication Policy (from MSD Policy No. 210, *"Use of Medications"*)

All medication (whether prescribed or non-prescribed), that is brought to school by a parent/guardian/designated adult, must be taken to the nurse's office. If the nurse is not available, the medication is to be taken to the principal's office. Medication may not be kept in the student's locker, purse, or on the student's person, etc. Inhalers may be carried with permission of the nurse and a doctor's written order. Any student who possesses, uses, or distributes any medication (whether prescribed or non-prescribed) is in violation of this policy and is subject to disciplinary action. Any medication (whether prescribed or non-prescribed) must be in the original package in a sealed envelope accompanied by a physician's order and a note from the parent or guardian giving permission for the medication to be taken in school. The note must have the following information: Student name, name of medication, dosage of medication, time medication is to be taken, name of physician prescribing medication, and date medication is to be given, reason for the medication, and the number of pills sent. Medication that is prescribed by a physician and is to be administered in school on a daily basis must be accompanied by a written order from the physician. Any change in the original order (such as a change in dosage or a discontinuation) requires a new written order from the physician. The student is responsible for reporting to the nurse's office at the designated time to take the medication. Non-prescription nutritional or herbal supplements will be administered ONLY with a written authorization from a physician.

Possession/Use of Asthma Inhalers (from MSD Policy No. 210.1, “Possession/Use of Asthma Inhalers”)

The possession/use of asthma inhalers is regulated by a separate policy on asthma inhalers. Before a student may possess or use an asthma inhaler in a school setting, the Board requires a written request from the parent relieving the District and its employees of responsibility and a written statement from the physician setting forth the information prescribed in the Policy. The parents must submit an inhaler self-administer action plan on the form provided by the District. The student is prohibited from sharing the asthma inhaler with other students and must notify the school nurse immediately following each use of an asthma inhaler. Violations of the Policy by a student shall result in immediate confiscation of the asthma inhaler and medication and loss of privileges. For a complete understanding of the rules regarding asthma inhalers, the parents and student should read Board Policy No. 210.1.

Drug Abuse (from MSD Policy No. 227, “Controlled Substances”)

The Board strictly prohibits the use, possession, sale, transfer and intent to sell or transfer of any drug or drug paraphernalia, alcohol or look-alike substances on school property, or at any school-related activities, and during the time spent traveling under the specific circumstance set forth in Policy No. 227. This prohibition will apply to off-campus activity. For the purpose of this section, the following definitions will apply:

Drug/Controlled Substance - A controlled substance is any substance the possession, use or delivery of which is regulated by the Controlled Substance, Drug, Device and Cosmetic Act of the Commonwealth of Pennsylvania, Act of April 14, 1972, found in Purdon’s Pennsylvania Statutes, 35 P.S. sections 780-101 through 780-144.

"Look-Alike" Drug - A "look-alike" drug is a non-controlled substance that has a stimulant or depressant effect on human beings and/or substantially resembles a controlled substance in appearance.

Alcoholic Beverage - An alcoholic beverage is any intoxicating liquor, wine, or brewed or malt beverage regulated under the Liquor Code of the Commonwealth of Pennsylvania, Act of April 12, 1951, P.L. 90, Art. 1, Section 101, Et Seq., as amended.

Distributing - to deliver, sell, pass, give, or share from one person to another, or to aid therein.

Drug paraphernalia - any utensil or item that, in the judgment of an administrator, can be associated with the use of drugs, alcohol, mood-altering, or health endangering substances including but not limited to vaping devices and/or products.

McGuffey School District considers the possession, use, and/or distribution of any of the above substances on school property, transportation, or at school related events as a serious offense. All substances and products will be confiscated by the administration and tested by law enforcement to determine their content. All costs incurred to test substances will be the responsibility of the parent/guardian.

First offense violations of possession, use, and/or distribution of the above substances will result in an Out of School Suspension of up to 10 days following an informal hearing, a referral to law enforcement, participation in the Student Assistance Program and compliance with its recommendations, and placement on Administrative Review or Bad Standing.

Evaluation of the offense by the administration will determine if a referral to the School Board is appropriate for the first offense. Any second offense violations will result in the student being immediately placed on Bad Standing. Possession, use, and/or distribution of a controlled substance and/or the second and subsequent offenses of drug involvement may/will result in a referral to the Board of School Directors with consideration for expulsion. All violations will be referred to law enforcement for their disposition.

None of the provisions of this policy shall be construed to prohibit or regulate student's use, possession or transportation of medication prescribed for the student by a licensed physician. Students using over the counter and prescription medications are required to follow the District Medication Policy No. 210.

Use of Anabolic Steroids

As specified in Sec. 807.3 of Title 35 of the Pennsylvania statutes, 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. The administration may require participation in drug counseling, rehabilitation, testing, or other programs as a condition of reinstatement into a school athletic program. While the administrative staff, coaching staff, advisors and faculty cannot observe students seven days a week/twenty-four hours a day, students are expected to abide by all school regulations. Parents and guardians are obligated and expected to support and enforce these regulations. Any violation brought to the attention of the administration shall be investigated. Students have the right to due process. During the due process proceedings, if the allegations are found to be factual, the associated penalty shall be imposed.

Student Assistance Programs (from MSD Policy No. 236.1, "*Student Assistance Program*")

Student Assistance Programs are in place at the elementary schools, middle school and the high school. The program is called SAP which stands for Student Assistance Program. The major focus of this program is to help students and parents experiencing problems related to educational barriers, drugs, alcohol, and mental health issues to interface with agencies in the community which can provide ongoing counseling assistance. Level IV violations involving substance abuse at the secondary level require the student to participate in and successfully complete the Student Assistance Program assessment and any recommended counseling and/or interventions.

At the elementary schools, SAP teams, and guidance counselors are in place to provide assistance to students and their parents in academic, social, and behavioral areas. A student with a drug-abuse related problem seeking help, if then not in violation of this drug and alcohol abuse policy, shall not be reported as an infraction of the prohibition and shall not be penalized. School personnel from whom the student requests assistance will refer the student to the appropriate counselor, school nurse, or designated member of the Student Assistance Program. Communication will be held confidential, unless immediate treatment appears necessary. If medical treatment appears necessary, the parents will be notified immediately.

Student Driving and Parking

Student driving is a privilege and the following criteria must be met in order to be permitted to drive to school: students must be in good standing academically, behaviorally, and financially, students must possess a valid driver's license, a certificate of ownership, current vehicle registration and liability insurance. Students must complete a parking permit application and submit it to the School Security Office for approval. Once your application has been approved the following parking regulations apply:

1. You will be assigned a numbered parking space which corresponds with the number on your parking permit. You are only permitted to park in your assigned parking space.
2. Your permit must be hung from the rear view mirror. Failure to display parking permit may result in loss of driving privileges.
3. There will be a set number of permits distributed each year. The order of student parking preference is as follows:
Vocational Agricultural Transfer Students and WACTC Co-Op students
Athletes and Marching Band
Senior Workers
Seniors
Junior Workers
Juniors
The student parking preference will be reevaluated periodically by the School Police Officer and permit status may change due to the availability of parking space.
4. To prevent accidents, the school speed limit of fifteen (15) mph must be observed.
5. Students are not permitted in their vehicles during school hours.
6. Students driving must enter the building as soon as their vehicles are parked. Remaining in cars may result in revocation of driving privileges.
7. If a vehicle is used during an illegal absence, the student owning the vehicle may lose his or her driving privileges. The student cannot have any other person drive his or her vehicle on school grounds.
8. Any improper vehicular use will automatically result in revocation of driving privileges.
9. Students are not permitted to have their vehicles on school property before 7:40 a.m. during the school day.
10. Students are not permitted to drive to Western Area Career and Technology Center/Penn Commercial (PC) unless permission is granted from WACTC/PC and the McGuffey High School administration. Suspension and/or loss of driving privileges may result if students do not follow the proper procedures.
11. Driving privileges may be revoked for students receiving in-school suspension, out of school suspension, outstanding financial obligations or repeated tardiness to school.
12. Any student who is placed on bad standing will not be permitted to drive or park on school property.
13. Any violation of the above stipulated regulations or McGuffey Student Code of Conduct may result in a loss of driving/parking privileges.
14. Any student who accumulates seven tardies in one nine week term will lose their parking privileges for the remainder of the term.

Care of School Property (from MSD Policy No. 224, “Care of School Property”)

All school property such as books and supplies should be handled with care. If school property is lost or damaged, its replacement cost may be charged to the student if the damage is determined to have been caused by the negligent or intentional acts of the student. The matter may be referred to the police if the act is willful and damage to property is serious or chronic. Furniture and equipment are expensive items and warrant careful use. The school grounds and equipment will maintain their condition if each individual uses good judgment in using them.

EXTRACURRICULAR ACTIVITIES

(from MSD Policy No, 122, “*Extracurricular Activities*”, No. 123, “*Interscholastic Athletics*”, 122.2, *Non-athletic Extracurricular Activity and Club Eligibility*”)

Students involved in extracurricular activities and interscholastic athletics are expected to follow all rules and regulations contained in the Student Code of Conduct which also regulates student conduct during off campus activities. Parents and students need to be aware that participation in extracurricular activities and interscholastic athletics is a privilege. Student eligibility for extracurricular activities and interscholastic sports are regulated by McGuffey School District Policies 122.2 and 123. Consequences resulting in the exclusion from school shall include a prohibition for participation in or attendance at any school-sponsored activity during the period of the exclusion. The coach or director of the extracurricular activity may, with approval of the principal, also impose special training rules and reasonable dress requirements that are required for participation in the activity.

DISCIPLINARY RESPONSES TO STUDENT MISCONDUCT

Student Discipline (from MSD Policy No 218, “*Student Discipline*”)

The Public School Code gives every teacher, assistant principal and principal the right to exercise the same authority as to the conduct and behavior of students in the school during the time they are in attendance, including the time required in going to and from their homes, as parents, guardians and persons in parental relations may exercise over them. A staff member may use reasonable force without warning when it is essential to quell a disturbance; to obtain possession of weapons or other dangerous objects; for the purpose of self-defense; and for the protection of persons or property. Corporal punishment, which is physically punishing a student for an infraction, is prohibited. The State Board regulations define "corporal punishment" as "a form of physical discipline that is intended to cause pain and fear and in which the student is spanked, paddled or hit on any part of the body with a hand or instrument." To the extent the District disciplines a student for verbal expression, the district does not intend to regulate any particular viewpoint or content, that is, free speech, but rather to set a standard to address the appropriateness of the manner in which the message is conveyed and to protect against a reasonable forecast of substantial disruption and/or material interference with the rights of other students or school operations.

Discipline of Students with Disabilities (from MSD Policy No. 113.1, “*Discipline of Students with Disabilities*”)

Students with disabilities who engage in inappropriate behavior, disruptive activities and/or actions injurious to themselves or others shall be disciplined in accordance with their Individual Education Program (IEP), a behavioral support plan and Board policy in compliance with provisions of the Individuals With Disabilities Education Act (IDEA) and state regulations.

BUILDING RULES AND REGULATIONS

(from MSD Policy No. 218, “Student Discipline”)

Elementary Schools

Because of the organizational structure of the elementary classroom, the teacher is basically responsible for developing a positive climate for learning within the classroom. Individual class rules will be developed by the teacher and communicated to the students at the beginning of the school year and reinforced throughout the year.

Regularly scheduled parent conferences, as well as parent contact in specific cases, are the primary method of discipline with children of elementary school age. The teacher and parent will develop a plan to attempt to eliminate the source of any misconduct.

In cases of recurring misconduct, the teacher will refer the case to the building principal. The building principal will determine the course of action to be followed in each case, consistent with the provisions of this Code. Efforts to modify behavior may include referral to the counselor or the appropriate support staff. Chronic or serious misbehavior will result in office referrals and interventions that may include detention, suspension, alternative education, and expulsion.

Middle School

The management of proper student conduct at the middle school level continues the reliance on parent contact and cooperation begun at the elementary level and begins to place more responsibility on the student to understand and obey duly constituted laws, rules and regulations. This bridge in responsibility is consistent with the growth and development of the middle school preadolescent years; the responsibility for misbehavior increases as the youngster proceeds through the middle school.

Minor misbehavior that impedes orderly classroom procedures will be handled by the individual classroom teacher. Options may include verbal reprimand, special assignment, behavioral contracts, withdrawal of privileges, SAP referral, lunch detention, and parent/guardian contact. Chronic or serious misbehavior will result in office referrals and interventions that may include detention, suspension, alternative education, assignment of “bad standing”, and expulsion.

Senior High School

The senior high school maintains a structured open environment that relies heavily upon the student's awareness of appropriate behavior and a knowledge and recognition of the types of penalties that will be imposed for violations of the Code of Student Conduct. Students must assume responsibility for their behavior at all times. Minor misbehavior that impedes orderly classroom procedures will be handled by the individual classroom teacher. Options may include verbal reprimand, special assignment, behavioral contracts, withdrawal of privileges, SAP referral, and parent contact. Chronic or serious misbehavior will result in office referrals and interventions that may include detention, suspension, alternative education, assignment of “bad standing”, and expulsion.

EXPLANATION OF SEVERAL DISCIPLINARY OPTIONS

(from MSD Policy No. 218, "Student Discipline and MSD Policy No. 233, "Suspension and Expulsion")

Detention is the keeping of students during non-instructional time during school hours and/or before or after school hours for disciplinary purposes. Students involved will have overnight advance notice in order to make transportation arrangements. Disciplinary detention procedures and scheduling will be determined at the building level.

Bad Standing is an action to be used by the administration as a corrective action for disciplinary offenses, truancy, and financial obligations. When a student is so classified, he is suspended from all school activities except those directly connected with the curricula. Under no circumstances may the student participate in or attend any of the school activities. Such activities include: practice for any sport, all athletic activities, marching band, plays, assemblies, color guard, or any groups or organizations. At any time during such standing, the student may not attend assembly programs, proms, meetings of any clubs, or other functions. The student may only attend the regular classes during the school day. Any senior whose bad standing is in effect during the graduation date will not be permitted to participate in the commencement ceremonies.

In-School Suspension is an administrative disciplinary option, which temporarily removes the student from his/her regular class schedule. The student is assigned to a highly structured, restrictive educational setting for a period of one to ten days. The student's educational progress, supervised by a certified teacher, continues within this setting. Credit is given for classroom work completed. In-School Suspension is held during regular school hours.

Exclusion from School

Suspension - suspension is an administrative disciplinary action that is taken when

1. Milder forms of disciplinary action have been ineffective in correcting the student's behavior;
2. The student commits certain violations found within the Level II, III or IV classification; or
3. The student represents an immediate danger to him/herself or to the school community.

During the period of the suspension, the student:

1. May not enter upon school property--at any hour of the day or night, except with prior approval of a school administrator.
2. May not attend or participate in any school-sponsored activity--either curricular or extracurricular.
3. Must complete all assignments to the best of his/her ability. Completed assignments are to be submitted to teachers upon the student's return to school. Zeroes will be given for any work that is not done.

Privileges that were restricted as a result of the suspension are reinstated the morning following the last day of the suspension unless the student is assigned to "bad standing" status.

Suspension is exclusion from school for a period of 1 to 10 consecutive school days. Suspensions can be assigned by the administrator. No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Every effort and means will be utilized in an attempt to notify parents of the student on the day the suspension is imposed. The parents will also be notified in writing with a copy forwarded to the superintendent's office.

When the suspension exceeds three school days, the student and the parents will be given the opportunity for an informal hearing before the building administrator. The purpose of this informal hearing is to enable the student and the parent to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is intended to encourage the student's parents to meet with the administrator to discuss ways to avoid future offenses. The informal hearing also provides an opportunity for the administration to inform the student and parent of any charges that may be filed against the student.

Expulsion (from MSD Policy No. 233, "*Suspension and Expulsion*")

Expulsion is exclusion from school imposed by the Board of School Directors for a period exceeding ten consecutive school days, and may be permanent expulsion from the school district. All expulsions require formal hearing before the board of school directors or a duly authorized committee of the board or a hearing examiner who need not be a member of the Board, but whose adjudication must be approved by the Board.

If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety, or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

Students who are less than 18 years of age are subject to the Compulsory School Attendance Laws even though expelled. The initial responsibility for providing the education rests with the student's parent or guardian through placement in another school or through tutoring or through an alternate educational program approved by the district superintendent.

Within thirty days of the action by the Board of School Directors, the parents or guardian shall submit to the district superintendent written evidence that the required education is being provided or outline the attempts that have been made and the reasons for non-compliance. If the parents or guardians are unable to provide the required education, the district then shall make provision for the student's education. If the district's alternate educational program is not complied with, the district may take action in accordance with Chapter 63 of The Juvenile Act (42 PA. C.S. 6301-6308). A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act.

Formal Hearing (from MSD Policy No. 233, "*Suspension and Expulsion*")

At the formal hearing the following due process requirements are observed:

1. Notification of the charges shall be sent to the student's parents or guardian by certified mail.
2. At least 3 days' notice of the time and place of the hearing. A copy of the expulsion policy, notice that the student may be represented by legal counsel, and the hearing procedures shall be included in the hearing notice.
3. The right to an impartial tribunal.
4. May be represented by counsel, at parents' expense, and may have a parent or guardian attend.
5. The right to be presented with the names of witnesses against the student and copies of the statements and affidavits of those witnesses.
6. The right to request that any such witnesses appear in person and answer questions or be cross examined.
7. The right to testify and present witnesses on his or her own behalf.
8. A written or audio record must be kept of the hearing. The pupil is entitled, at his or her own expense, to a copy.
9. The proceedings must be held within 15 days of the notification of charges, unless an extension is mutually agreed to. A hearing may be delayed for the following reasons: laboratory reports are need from law enforcement agencies; evaluations or other court or administrative proceedings are pending under the Individuals with Disabilities Act; in cases involving sexual assault or serious bodily injury, delay is necessary due to condition or best interests of the victim.
10. The right to a private hearing unless the student or parent requests a public hearing.

Where the student disagrees with the results of the hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a Constitutional issue is involved, the student may file a claim for relief in the appropriate Federal district court. Notice of the right to appeal the results shall be provided with the expulsion decision.

GUIDELINES FOR DISCIPLINARY ACTION: ELEMENTARY, MIDDLE, AND HIGH SCHOOL

Improper conduct that disrupts the normal educational process is classified into four categories: Level I Violations, Level II Violations, Level III Violations, and Level IV Violations. To provide consistency in the application of penalties, a guide to the classifications of misbehavior follows. It should be understood that the information in Levels I through IV is intended to serve as a guide and is subject to modification on a case-by-case basis. Administration will determine the appropriate corresponding disciplinary action.

Misconduct may fit into Level I, II, III or IV violations depending on the seriousness of the offense.

Level I violations are those that are considered to be minor discipline infractions and are routinely handled by the classroom teacher.

Level II violations are of a less serious nature than those outlined in Level III. Level II includes persistent violations within the Level I category as well as violations that are defined as Violations of the Attendance Policies of the Commonwealth of Pennsylvania and the McGuffey School District. Level II violations are handled by an administrator.

Level III violations are those that are serious in nature and may result in discipline that includes an alternative education assignment, suspension and/or expulsion from school. Level III violations are handled by an administrator. Police may be notified depending upon the seriousness of the violation.

Level IV violations are defined as follows:

1. Any acts whose consequences seriously endanger the health or safety of the individual or others in the school.
2. Acts which result in violence to another person or his/her property or the property of the school district. Such acts are usually malicious in their motivation or intention and pose a direct threat to the safety of others in the school.
3. Possession or use of substances banned by school policy.
4. Persistent disregard of school rules.

Level IV violations are handled by an administrator. Police may be involved depending upon the seriousness of the violation.

**GRADES K-12
LEVEL I VIOLATIONS**

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations	Procedures	Disciplinary Options
<ul style="list-style-type: none"> • Running, throwing items, littering • Excessive talking • Minor horseplay • Dress Code violation • Late to class • Possession of an unauthorized electronic device • Cafeteria misbehavior • Hall misbehavior • Inappropriate language • Minor infractions of disrespect • Consumption of food or beverage outside authorized areas • Minor classroom disruption • Bullying 	The classroom teacher or appropriate school personnel will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Warning • Parent contact • Loss of privileges • Change in seating assignment • Referral to Guidance Counselor • Intervention Plan • After school detention • Cafeteria detention • Recess detention

**GRADES K-5
LEVEL II VIOLATIONS**

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations	Procedures	Disciplinary Options
Persistent violations of Level I	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Parent contact • Verbal warning • Guidance Counselor/ESAP referral • Intervention Plan • Cafeteria detention • Recess detention • Loss of privileges • After school detention • In-School Suspension
Illegal absence, full or partial day.	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced
Unexcused or illegal tardiness to school.	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced • Parent contact • Home and School Visitor contact
Truancy, full or partial day – any absence for a student of any age that is either illegal or unexcused and occurs without the consent of the parent or guardian.	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced • Parent contact • Home and School Visitor contact

<ul style="list-style-type: none"> • Chronic classroom disruption • Improper hall behavior • Loitering in lavatories • Minor insubordination/defiance • Dress Code violation • Possession of an unauthorized electronic device • Inappropriate language • Cafeteria misbehavior • Minor theft • Verbal Harassment: first offense • Unauthorized solicitation • Rough horseplay • Misuse of privileges • Misrepresentation of the truth • Misbehavior for a substitute • Incomplete academic work • Bullying 	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s).</p>	<ul style="list-style-type: none"> • Parent contact • Verbal warning • Guidance Counselor/ESAP referral • Intervention Plan • Cafeteria detention • Recess detention • Loss of privileges • After school detention • Change or alter clothing to comply with Dress Code • Restitution for all damage or loss if appropriate. • In-School Suspension
<ul style="list-style-type: none"> • Minor misbehavior on the bus • Loitering on route to school (walkers) 	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s).</p>	<ul style="list-style-type: none"> • Parental contact • Bus Conduct Report • Warning • Assigned seat • Intervention Plan • Cafeteria detention • Recess detention • Loss of privileges • After school detention

GRADES K-5
LEVEL III VIOLATIONS

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations	Procedures	Disciplinary Options
Persistent violations of Level II	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Parent contact • Guidance Counselor/ESAP referral • Intervention Plan • Cafeteria detention • Recess detention • Loss of privileges • After school detention • Suspension (OSS/ISS)
<ul style="list-style-type: none"> • Using profane or obscene language/gestures • Repeated or more serious misbehavior in hall • Repeated or more serious misbehavior in the cafeteria • Loitering in lavatories • Being in an unauthorized area of the building • Chronic disruption to the learning environment • Insubordination, defiance, 	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s).</p>	<ul style="list-style-type: none"> • Parent contact • Guidance Counselor/ESAP referral • Intervention Plan • Cafeteria detention • Recess detention • Loss of privileges • After school detention • Suspension (OSS/ISS)

verbal disrespect (including obscene language and/or gestures) toward any school employee		
<ul style="list-style-type: none"> • Theft • Harassment: including physical, verbal, racial, ethnic, or sexual harassment • Threatening another student • Possession of lighters or other incendiary devices • Leaving school (building and/or grounds) without permission • Disorderly, vicious, or immoral conduct • Extortion • Bullying 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Parent contact • Guidance Counselor/ESAP referral • Police notification • Restitution for all damages or loss if appropriate • Suspension (OSS/ISS)
Hitting, fighting, assaulting, biting	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Parent contact • Intervention Plan • Guidance Counselor/ESAP referral • Cafeteria detention • Recess detention • Loss of privileges • After school detention • Suspension (OSS/ISS) • Police notification
Behavior on the bus that poses a threat to the health and safety of others by causing a distraction or undermining the authority of the driver	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Parent contact • Guidance Counselor/ESAP referral • After school detention • Suspension (OSS/ISS) • One or more days of bus suspension • Police notification
Violation of computer, internet access, filtering policy	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Guidance Counselor/ESAP referral • Denied computer/internet privileges. • After school detention • Suspension (OSS/ISS) • Police notification
Possession or use of tobacco	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Guidance Counselor/ESAP referral • Citation to the District Magistrate for a civil offense. • Suspension (OSS/ISS)
Violation of the District Medication Policy	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Parent contact • Guidance Counselor/ESAP referral • Suspension (OSS/ISS)

GRADES 6-8
LEVEL II VIOLATIONS

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations	Procedures	Disciplinary Options
Illegal absence, full or partial day – (Student is 16 years of age or younger.)	The administrator and/or Home School Visitor will evaluate the violation and determine the appropriate disciplinary options(s).	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced. • No credit will be given for work missed • Withdrawal of privileges • Bad standing • Parent contact
Truancy, full or partial day – any absence for a student of any age that is either illegal or unexcused and occurs without the consent of the parent or guardian.	The administrator and/or Home School Visitor will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Appropriate aspect of state law shall be enforced. • No credit is given for work missed • Detention/ISS • Alternative Education Assignment • Withdrawal of privileges • Bad Standing • Parent Contact
Unexcused or illegal tardiness to school.	The administrator and/or Home School Visitor will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Appropriate aspect of state law shall be enforced. • No credit is given for work missed • Detention/ISS • Alternative Education Assignment • Persistent violations will result withdrawal of privileges • Bad Standing • Parent Contact

<ul style="list-style-type: none"> • Classroom disruption • Improper hall behavior • Loitering in lavatories • Misuse of pass/Late to class • Public display of affection • Failure to report to or remain in an assigned area • Misrepresentation of the truth • Insubordination • Dress code violation • Possession and/or misuse of an electronic device • Inappropriate language, not profanity • Cafeteria misbehavior • Possession of lighters or other incendiary devices • Unauthorized solicitation • Misbehavior for a substitute • Violation of district medication policy • Bullying 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Parent Contact • Verbal warning • Guidance Counselor referral • Behavior contract • Withdrawal of privileges • Detention/ISS • Change or alter clothing to comply with dress code • Bad Standing • Suspension
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<ul style="list-style-type: none"> Minor misbehavior on the bus. 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> Parental Contact Assigned seat Detention/ISS Bus Warning Bus Suspension Bad Standing
<ul style="list-style-type: none"> Repeated Level I Violations 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> Parental Contact Assigned seat Detention/ISS Bus Warning Bus Suspension Bad Standing Suspension

GRADES 6-8
LEVEL III VIOLATIONS

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations	Procedures	Disciplinary Options
<ul style="list-style-type: none"> Persistent Level II violations Using profane or obscene language/gestures Being in an unauthorized area of the building Leaving school grounds without permission Chronic disruption to the learning environment Gambling 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> Parent contact Social skills instruction Guidance Counselor referral Behavior contract Withdraw privileges Detention/ISS Alternative Education Assignment Bad Standing Suspension
<ul style="list-style-type: none"> Possession and misuse of an electronic device Insubordination, defiance, verbal disrespect (including obscene language and/or gestures) toward any school employee Theft Harassment: including verbal, physical, racial, ethnic, or sexual harassment Hazing Threats, verbal or written Extortion Persistent violations of school rules Leaving school (building and/or grounds) without permission Violation of suspension stipulation 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> Parent contact Guidance Counselor referral Alternative Education Assignment Suspension Restitution for all damage or loss if appropriate Police notification and/or citation Detention/ISS Denial of computer and/or Internet privileges Referral to SAP Program Bad Standing

<ul style="list-style-type: none"> • Disorderly, vicious, or immoral conduct • Aiding or abetting in the delinquency of a student • Unlawful trespass • Failure to serve assigned detention/ISS. • Violation of computer, internet access, filtering policy. • Fighting and physical aggression • Bullying 		
Behavior on the bus that poses a threat to the health and safety of others by causing a distraction or undermining the authority of the driver.	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Detention/ISS • Guidance Counselor referral • Suspension • Bus Suspension • Police notification • Assigned seat • Bad Standing
Violation of the District Medication Policy	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Parent contact • Guidance Counselor referral • Alternative Education Assignment • Suspension
Possession or use of tobacco		<ul style="list-style-type: none"> • Guidance Counselor Referral • Citation to the District Magistrate for a civil offense • Suspension • ISS • Bad Standing

GRADES 9-12
LEVEL II VIOLATIONS

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations	Procedures	Disciplinary Options
<p>Illegal absence, full or partial day – (Student is 16 years of age or younger)</p> <p>Unexcused absence, full or partial day – (student is 18 years of age or older and absence not recognized by state law, or authorized by the district).</p>	<p>The administrator/home school visitor will evaluate the violation and determine the appropriate disciplinary option(s).</p> <p>The administrator/home school visitor will evaluate the violation and determine the appropriate disciplinary option(s).</p>	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced • No credit will be given for work missed. • Parent contact • Withdrawal of privileges • Bad Standing

Truancy, full or partial day – any absence for a student of any age that is either illegal or unexcused and occurs without the consent of the parent or guardian.	The administrator/home school visitor will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced • No credit is given for work missed. • Detention/ISS/Parent Contract • Withdrawal of privileges • Bad Standing
Unexcused or illegal tardiness to school.	The administrator/home school visitor will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Appropriate aspects of state law shall be enforced. • No credit given for work missed. • Parent contact • Detention/ISS • Withdrawal of privileges • Bad Standing • Alternative Education Placement
<ul style="list-style-type: none"> • Repeated Level I violations • Classroom/Lab Safety violation • Classroom disruption • Improper hall behavior • Misuse of pass/late to class • Public display of affection • Posting unauthorized materials on school property • Failure to report to or remain in an assigned area • Misrepresentation of the truth • Misbehavior for substitute • Loitering in restrooms • Possession of lighters or other incendiary devices • Minor insubordination/defiance • Dress code violation • Possession and/or misuse of an electronic device • Inappropriate language • Cafeteria misbehavior • Leaving the building without permission • Unauthorized solicitation • Bullying/Cyber Bullying during school hours and/or events. 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Parent contact • Verbal warning • Guidance Counselor referral • Behavior contract • Withdrawal of privileges • Detention/ISS/Suspension • Change or alter clothing to comply with dress code • Bad standing • Social skills instruction
<ul style="list-style-type: none"> • Minor misbehavior on the bus. 	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Parental contact • Bus warning • Assigned seat • Detention/ISS • Bus Suspension • Bad Standing

**GRADES 9-12
LEVEL III VIOLATIONS**

Seriousness of the violation may require initiation of discipline at a higher level.

Examples of Violations	Procedures	Disciplinary Options
<ul style="list-style-type: none"> • Persistent Level II violations • Using profane or obscene language/gestures • Violation of District Medication Policy • Being in an unauthorized area of the building. • Chronic disruption to the learning environment • Insubordination, defiance, verbal disrespect (including obscene language and/or gestures) toward any school employee • Harassment: including verbal, physical, racial, ethnic, or sexual harassment. • Hazing • Posting unauthorized materials on school property • Threatening another student • Aiding or abetting in the delinquency of a student • Extortion • Disorderly, vicious, illegal or immoral conduct. • Reckless operation of a vehicle on school property. • Theft • Gambling • Violation of suspension stipulations(s) • Fighting/Physical aggression • Unlawful trespass • Failure to serve assigned detentions/ISS • Possession and/or misuse of an electronic device. • Violation of computer, internet access, filtering policy • Bullying/Cyber Bullying during school hours and/or events 	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s).</p>	<ul style="list-style-type: none"> • Parent contact • Alternative Education Assignment • Suspension • Restitution for all damage or loss if appropriate. • Police notification and/or citation • Detention/ISS • Guidance referral • Referral to SAP • Bad standing • Denied computer/internet privileges
<ul style="list-style-type: none"> • Behavior on the bus that poses a threat to the health and safety of others by causing a distraction or undermining the authority of the driver. 	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s).</p>	<ul style="list-style-type: none"> • Assigned seat • Detention/ISS/Suspension • Removal from the bus for a period of time. • Bad Standing • Police notification

Possession or use of tobacco	The administrator will evaluate the violation and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> • Guidance Counselor referral • Citation to the District Magistrate for a civil offense. • ISS • Bad Standing • Suspension
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**GRADES K-12
LEVEL IV VIOLATIONS**

Examples of Violations	Procedures	Disciplinary Options
Persistent violations of Level III	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s).</p> <p>Evaluation by the Superintendent with possible hearing before the School Board.</p>	<ul style="list-style-type: none"> • Parent contact • Suspension • Expulsion • Guidance Counselor/SAP referral
Use, possession, or being under the influence of a non-prescribed controlled substance, alcohol, or “look-alike drugs”. Use or possession of drug paraphernalia	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s).</p> <p>Evaluation of offense will determine if referral to the School Board is appropriate on the first offense.</p> <p>Second and subsequent offense – referral for hearing before the School Board.</p>	<ul style="list-style-type: none"> • Parent contact • Suspension • Expulsion • Police notification • Guidance Counselor/SAP referral • Alternative Education Assignment
Sale or distribution of a controlled substance, “look-alike drugs,” alcohol, or dangerous drugs or drug related paraphernalia as defined in the “Dangerous Drugs, Device and Cosmetic Act.”	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s).</p> <p>Referral for hearing before the School Board.</p>	<ul style="list-style-type: none"> • Parent contact • Suspension • Expulsion • Police notification • Guidance Counselor/SAP referral • Alternative Education Assignment
Possession, use or distribution of a weapon/fireworks/incendiary devices/pepper spray/mace or other chemical agents	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s).</p> <p>Evaluation by the Superintendent with possible Hearing before the School Board.</p>	<ul style="list-style-type: none"> • Parent contact • Suspension • Expulsion • Police notification • Guidance Counselor/SAP referral • Alternative Education Assignment
<ul style="list-style-type: none"> • Physical assault directed toward a district employee • Participation in or responsibility for causing willful defacing, damage destruction, or vandalism of school property or 	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s).</p> <p>Evaluation by the Superintendent with possible Hearing before the</p>	<ul style="list-style-type: none"> • Parent contact • Suspension • Expulsion • Police notification • Guidance Counselor/SAP referral

of personal property of district employees • Terroristic or bomb threat	School Board.	<ul style="list-style-type: none"> • Restitution for all damage or loss if appropriate • Alternative Education Assignment
Violation of any federal, state, or local law while on school property or at any school event	<p>The administrator will evaluate the violation and determine the appropriate disciplinary option(s).</p> <p>Evaluation by the Superintendent with possible Hearing before the School Board.</p>	<ul style="list-style-type: none"> • Parent contact • Suspension • Expulsion • Restitution for all damage or loss if appropriate • Police notification • Guidance Counselor/SAP referral • Alternative Education Assignment
Search Refusal	Student refusal to comply with search request of administration will result in any or all of the following:	<ul style="list-style-type: none"> • Parent contact • Suspension • Expulsion • Police Notification • Subsequent legal action against the student

Book	Policy Manual
Section	200 Pupils
Title	Unlawful Harassment
Number	248
Status	Active
Legal	1. Pol. 317 2. Pol. 417 3. Pol. 517 4. Pol. 218 5. Pol. 233
Adopted	September 11, 2000

Purpose

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

Authority

The Board prohibits all forms of unlawful harassment of students by all district students and staff members, contracted individuals and vendors, and volunteers in the schools.

The Board encourages students who have been harassed to report promptly such incidents to the designated employees.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the districts' legal and investigative obligations. No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

The district shall annually inform students, staff, parents, independent contractors and volunteers that unlawful harassment of students will not be tolerated.

Definitions

The term **harassment** includes but is not limited to slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, sex, national origin, age or handicap/disability.

Ethnic harassment includes the use of any derogatory word, phrase or action characterizing a given racial or ethnic group that creates an offensive educational environment.

Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal 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 has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive education environment.

Responsibility

Examples of 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 which creates an intimidating, hostile or offensive learning or working environment. 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 to ensure an atmosphere free from all forms of unlawful harassment.

Students shall be informed that they may choose to report harassment complaints to building principals, teachers, counselors, nurses, or administrators.

All employees who receive harassment complaints from a student shall report such to the building principal.

If the building principal is the subject of a complaint, the student shall report the complaint directly to the Superintendent or designated administrator.

Guidelines

When a student believes that s/he is being harassed, the student should immediately inform the harasser that his/her behavior is unwelcome, offensive or inappropriate. If the unwelcome, offensive or inappropriate behavior continues, the student shall follow the established complaint procedure.

Complaint Procedure

1. A student shall report a complaint of harassment, orally or in writing, to the building principal or a designated employee, who shall inform the student of his/her rights and of the complaint process.

2. The building principal immediately shall notify the Superintendent or other designated administrator and shall conduct an impartial, thorough and confidential investigation of the alleged harassment.

In determining whether alleged conduct constitutes harassment, the totality of the circumstances, nature of the conduct, and context in which the alleged conduct occurred shall be investigated.

3. The building principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the report shall be provided to the complainant, the accused, the Superintendent and others directly involved, as appropriate.
4. If the investigation results in a substantiated charge of harassment, the district shall take prompt corrective action to ensure the harassment ceases and will not recur.

Discipline

A substantiated charge against a district staff member shall subject such staff member to disciplinary action, including discharge.[1][2][3]

A substantiated charge against a district student shall subject such student to disciplinary action, consistent with the student discipline code, and may include educational activities and/or counseling services related to unlawful harassment.[4][5]

If it is concluded that a student has made false accusations, such student shall be subject to disciplinary action, consistent with the student discipline code.

Appeal Procedure

1. If the complainant or accused is not satisfied with the principal's decision, s/he may file a written appeal to the Superintendent or his/her designee.
2. The Superintendent or designee shall review the initial investigation and report and may also conduct a reasonable investigation. S/He shall prepare a written response to the appeal. Copies of the response shall be provided to the complainant, the accused, building principal and others directly involved, as appropriate.

Book Policy Manual
Section 200 Pupils
Title Bullying/Cyberbullying
Code 249
Status Active

Legal

1. 24 P.S. 1303.1-A

2. 24 P.S. 1302-E

3. Pol. 236.1

4. Pol. 103

5. Pol. 103.1

6. Pol. 218

7. 22 PA Code 12.3

8. 20 U.S.C. 7118

9. 24 P.S. 1302-A

10. Pol. 236

11. Pol. 233

Pol. 113.1

Adopted December 2, 2008

Last Revised August 19, 2021

Purpose

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

Definitions

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

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

Bullying, as defined in this policy, includes cyberbullying.

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

Authority

The Board prohibits all forms of bullying by district students.[\[1\]](#)

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

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

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

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

Title IX Sexual Harassment and Other Discrimination

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

Confidentiality

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

Retaliation

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

Delegation of Responsibility

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

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

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

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

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

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

Guidelines

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

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

Education

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

Consequences for Violations

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

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

IV. CLUBS AND ACTIVITIES

Co-Curricular Activities are designated below, all other clubs and activities are classified as Extra-Curricular Activities.

High School Band (Marching Band) / (Co-Curricular Activity)

High school marching band is an activity that is tied as a performance component of the High School Band Courses (6120/6130). The music curriculum for these courses/activities consisting of marching band style music during the fall term and then concert band style music until the end of the year. Performances by the high school marching band are mandatory and are included as part of student assessment and grading. Students will receive a failing grade for the marking period if a performance is missed without prior permission (in only extreme situations) from the band director.

Participation in marching band is mandatory for all members of the high school band grades 9-12 except those students participating in activities covered under the interscholastic athletic policy for fall activities. Students in marching band are required to take the high school band class unless an extreme scheduling conflict occurs. The marching band begins summer practices in late June, two days a week. A two week summer band camp is scheduled each year in July through August. Attendance at band camp is mandatory for all regular members of the marching band. The band director makes exceptions in only extreme situations. The marching band participates in local parades, football games, pep rallies, band competitions and festivals, West Alexander and Washington County Fairs, Kennywood Park, school and community-related functions, and a major trip every other year. There are after school practices until the end of the marching season (early November or end of football season).

Group II Awards are presented at the end of every school year to members who attend 90% of practices and 100% of performances at the annual band banquet. The band director has the final decision concerning student instrumental performance selections, student positions, and instrumental parts.

High School Band (Concert Band) / (Co-Curricular Activity)

High school concert band is an activity that is tied as a performance component of the High School Band Courses (6120/6130). The music curriculum for these courses/activities consisting of marching band style music during the fall term and then concert band style music until the end of the year. Performances by the high school concert band are mandatory and are included as part of student assessment and grading. Students will receive a failing grade for the marking period if a performance is missed without prior permission (in only extreme situations) from the band director.

High School Band (Stage Band) / (Co-Curricular Activity)

High school stage band is an activity that is tied as a performance component of the High School Band Courses (6120/6130). The music curriculum for these courses/activities consisting of marching band style music during the fall term and then concert band style music until the end of the year. Performances by the high school stage band are mandatory and are included as part of student assessment and grading. Students will receive a failing grade for the marking period if a performance is missed without prior permission (in only extreme situations) from the band director.

The stage band gives students the opportunity to experience the jazz ensemble, swing band, and jazz/rock ensemble. Instrumental parts are limited to alto sax, tenor sax, baritone sax, trumpet, trombone/baritone, drum set, bass guitar, electric guitar, and keyboard bass.

Participation is limited to regular members of the high school or marching bands. The only exception is for piano, bass guitar, electric guitar, and keyboard bass. The program runs from January to the end of school. The group meets once a week for a two-hour practice. Participation is by approval of the band director and auditions may be required. Decisions on music selections and instrumental parts are made by the band director.

High School Chorus / (Co-Curricular Activity)

High school chorus is an activity that is tied as a performance component of the High School Chorus Course (6110). Performances by the high school chorus are mandatory and are included as part of student assessment and grading. Students will receive a failing grade for the marking period if a performance is missed without prior permission (in only extreme situations) from the choral director. The chorus participates in various activities throughout the school year. An annual holiday and spring concert is held in the high school auditorium. Members may be chosen to attend and participate in county and district chorus programs.

Color Guard / (Co-Curricular Activity)

The Color Guard is a component of the marching band. Students in grades 9-12 are eligible. All policies governing the marching band also apply to the Color Guard. The number of members is up to the discretion of the band director and instructors.

Cheerleading

The varsity cheerleading squad consists of students selected from the 9th, 10th, 11th, and 12th grades. Their purpose is to lead cheers at all designated interscholastic events, pep rallies, and prepare posters for the halls during the week of an athletic event.

Tryouts are held in the spring. A panel consisting of impartial judges will choose cheerleaders. The students with the highest scores, will be selected for the varsity squad. Students who wish to be a Varsity Cheerleader and to participate on any McGuffey School District athletic team or marching band during the season in which the participant is a member of the cheerleading squad should refer to the procedures listed in the McGuffey Athletic Manual.

All cheerleading candidates are required to cheer for both the fall and winter seasons unless they are participating on a McGuffey School District athletic team or the marching band during the fall and winter seasons. The only exception to this rule is if a cheerleader is needed during the fall or winter seasons to fill the squad. This cheerleader will be selected from the remaining cheerleaders who have agreed to cheer during both seasons.

Examples:

Fall

Cheerleader
Cheerleader
Cheerleader
Marching Band
Girls Soccer
Girls Tennis
Volleyball

Winter

Cheerleader
Girls Basketball
Rifle
Cheerleader
Cheerleader
Cheerleader
Cheerleader

Cheerleaders will cheer for varsity football during the fall and varsity boys basketball, varsity girls basketball, and varsity wrestling during the winter season. The varsity cheerleading squad will be divided up to cheer for the winter sports teams to alleviate excessive cheering responsibilities.

Art Club

Any students who is currently enrolled in Intro to Art, Two Dimensional Design, Sculpture and Three Dimensional Design, Fiber Art, AP Studio Art, and Independent Art Studio courses are eligible for membership in the Art Club. The purpose of the club is to provide students the opportunity to enrich their interest in art through field trips, community projects and extracurricular school projects, which are art related.

FFA

FFA is a national organization for students studying vocational agriculture in public secondary schools under provisions of the National Vocational Education Acts. The primary aim of the FFA is the development of agriculture leadership, cooperation and citizenship. Its purpose is to develop this leadership, to strengthen the confidence of rural youth and to create interest in the intelligent choice of an agricultural or natural resource occupation. This organization is open to any individual in the Vocational Agriculture program.

Teen Action

McGuffey Teen Action is a group, which promotes positive lifestyles and healthy alternatives to substance abuse. The group sponsors several community service projects. Teen Action encourages leadership opportunities for all members. Membership is open to the student body, grades 9-12.

Homecoming

Candidates for Homecoming Court are nominated and voted on by the senior class. Seven girls are chosen to be on the Homecoming Court. The sophomore, junior, and senior classes vote for the queen, who will be crowned at pregame ceremonies at the football game. In the event of inclement weather, court ceremonies will be held at the Homecoming Dance.

Students in grades 9 -12 are permitted to attend the dance. An exception will be made for a student's date for the evening. Permission slips must be obtained prior to the dance. All guests must be registered with the Student Council Advisor and the High School Principal.

Library Club

The Library Club is a club for students interested in working in the library. Applications will be accepted the first week of each school year. Library work will be assigned during free periods. The club meets regularly, sponsors various library-related contests, and sponsors the annual Book Fair.

Ski Club

McGuffey Ski Club is a club for students interested in skiing/snowboarding. Beginners are welcome. The club will take trips to local ski resorts. Sign ups will be held in the fall and trips will begin when the weather permits.

Spanish Club

The Spanish Club was formed to stimulate an interest in the language and the culture of Spanish speaking people. Any student who is currently enrolled in Spanish 1, 2, 3, and AP Spanish is eligible to join.

Student Council

The purpose of the Student Council is to develop leadership and positive "fellowship". It strives to promote a closer relationship between faculty and student body, and to create a respect and ambition for high scholastic attainment. It encourages cooperation and participation of students in school activities, and promotes the general welfare of the school. The election of representatives takes place during the spring.

Technology Student Association (TSA)

The Technology Student Association (TSA) enhances personal development, leadership, and career opportunities in science, technology, engineering, and math (STEM), whereby members apply and integrate these concepts through intra-curricular activities, competitions, and related programs.

National Honor Society

The National Honor Society Chapter of McGuffey High School is a duly chartered and affiliated chapter of the national organization. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, character, leadership and service. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students who meet this criterion are invited in September of their junior or senior year to complete a Student Activity Information Form that provides information regarding the candidate's leadership, service and character.

Students are selected by a majority vote of a five-member Faculty Council, appointed by the high school principal, which bestows this honor upon qualified students on behalf of the faculty of our school during their junior and senior year.

Scholarship:

Students who meet the scholarship criterion must have a cumulative grade point average of 3.5 or better at the end of their sophomore year or the end of their junior year. Students who meet this criterion will be eligible in the fall of their next school year and will be mailed a certified packet (requires a signature) in September to complete if they wish to be considered. Beginning with the Class of 2019, students must have a cumulative grade point average of 3.70 or better at the end of their sophomore or junior year to be eligible for consideration.

Character:

1. Each applicant must provide three referral forms from non-school members. (Details are provided in the packet they will receive upon eligibility.)
2. Attendance and discipline records are reviewed. If any applicant feels there is a need to explain either of these records, they can do so on the last page of the Student Activity Information Form.
3. Members of the faculty are then solicited for input regarding their professional reflections on any candidate they taught, coached or advised in the current or previous school year. If any three teachers DISAPPROVE AND SIGN AGAINST any one candidate based on a formal evaluation checklist, they will not be considered for membership at this time; they may apply again their senior year. *All teacher evaluations are confidential, however; the advisor will meet personally with the candidate to review infractions and make suggestions for improvement.

Leadership and Service:

1. The student will provide all their personal information on the Student Activity Information Form: The Faculty Council will carefully review each form to determine membership.
2. The student's name is withheld for confidentiality and a random number is assigned to each Student Activity Information Form.
3. A majority vote from the five-panel Faculty Council is necessary for selection.
4. Candidates will be notified by letter in regard to acceptance.

A formal induction ceremony is held at the school to recognize all newly selected members. Once inducted, all members are required to maintain the same level of performance in all criteria that led to their selection. This obligation includes maintaining an accumulative G.P.A. of 3.5 or above until they graduate, attending regular chapter meetings and completing an individual 10-hour service project and participation in group service projects.

In addition all members must be proficient on all Pennsylvania Keystone Assessments given their junior year. If any student is not proficient on all Keystone Assessments, the member will be subject to the conditions set forth in the McGuffey High School NHS Guidelines.

Students or parents, who have questions regarding the selection process or membership obligations, please contact the NHS Chapter Advisor.

Yearbook

The yearbook staff is a production team that is responsible for producing the annual yearbook representing school based academic events, school based athletic events, and school based student activities. Major school events including Homecoming, Prom, and Graduation are also highlighted. Portraits of McGuffey High School students and personnel also complete the project.

Yearbook staff members must be capable of meeting strict deadlines set by our publisher while maintaining their own individual student responsibilities. Staff members must represent the school in a positive manner at all times during their interactions with the community and school. It is often necessary for yearbook photographers to attend evening events. A photographer has a critical role that spans the school year. The successful photographer devotes much time to covering school events, and it is convenient if a photographer can drive.

The yearbook adviser determines editorship positions based on several factors including: reliability, satisfactory performance of responsibilities, ability to work well with others, ability to take direction, and school attendance. Student participation in yearbook is considered on a year to year basis.

Clubs and Activities:

Varsity Club	Christian Youth Fellowship	Drama Club
Spanish Honor Society	Gay-Straight Alliance	Envirothon Team
Math Team	Harmonizers	Esports

V. ATHLETICS

INTERSCHOLASTIC ELIGIBILITY POLICY

All student athletes and members of the cheerleading squad are to be included under these guidelines.

1. A student athlete and/or cheerleader must be in good standing. Students who are in bad standing at the beginning of the particular activity season will be ineligible to tryout for the activity. Students who are placed on bad standing will not be permitted to participate for the duration of the disciplinary action. (The minimum length of “bad standing” is five school days.)
2. All student athletes and cheerleaders must pass the required physical examination.
3. The McGuffey School District cannot assume any medical responsibility for any injury occurred with its students while engaged in any activity sponsored by the district.
4. The student must meet all P.I.A.A. minimum eligibility rules.
5. A student must be passing at least four full credits and may not be failing more than one (1) course to be eligible on a weekly basis.
6. A student must earn at least four credits of academic work as determined by their final course grades and may not fail more than one (1) course in order to be eligible to participate for the first 20 days of the following school year.
7. A student must be in school by 11:30 AM in order to participate in an athletic contest or practice on that day.
8. If a student withdraws from a sport without the consent of the head coach or Athletic Director, he/she is ineligible to participate in another sport that is operating concurrently.
9. The faculty will receive rosters of student athletes and cheerleaders weekly from the Athletic Director, the faculty will inform the Athletic Director by Thursday at 12:00 PM via email of the failing academic performance of any student athlete or cheerleader in their course(s). If students receive a failing report in two or more courses, the Athletic Director will meet with that student to inform them of their ineligibility status beginning Monday of the following week.
10. The Athletic Director will communicate directly with the coaches to inform them of the eligibility status of all student athletes and cheerleaders.
11. Any athlete suspended from school (out of school) will be ineligible for the length of the suspension. **EXAMPLE:** If a student is suspended out of school, he/she is not eligible to practice or participate until the school day following the suspension. A meeting with the parents, administration, Athletic Director and head coach will determine if there should be any further discipline.
12. If an athlete is in possession of alcoholic beverages, drugs, or weapons on the school property or at any school activity, he/she is automatically suspended from the team. All incidents will be referred to Administration for further disciplinary action.
13. These rules are subject to modification if situations arise that may warrant the change.

DISCIPLINE - ATHLETICS

1. The basic policy of discipline will be established by the head coach of the activity concerned and will be in agreement with the established policies of the district and this manual. This policy should be written and a copy must be submitted to the Athletic Director.
2. Matters deemed minor in nature will be handled by the coach concerned.
3. Matters deemed major in nature will be brought to the attention of the Athletic Director and the building administration, and a final decision will be rendered after all available facts are compiled and a proper course of action is decided.
4. During any sport season, if any athlete commits an act or becomes involved in any incident which reflects discredit to the school or the sport he represents or produces unfavorable publicity, he may be immediately suspended from further participation during the sport season.
5. Athletes who become involved in incidents at school, which are deemed by the administration to be grave in nature, may be subject to both scholastic and athletic suspension. Each case will be judged on its own nature.

2024-2025 INTERSCHOLASTIC ATHLETICS and ACTIVITIES

Boys Baseball

Spring season. Varsity and Junior Varsity Teams. Students in grades 9 through 12 are eligible to participate.

Boys Basketball

Winter season. Varsity, Junior Varsity, and Ninth Grade Teams. Students in grades 9 through 12 are eligible to participate.

Cross Country

Fall season. Students in grades 9 through 12 are eligible to participate.

Golf

Fall season. Varsity and Junior Varsity Teams. Students in grades 9 through 12 are eligible to participate.

Football

Fall season. Varsity and Junior Varsity Teams. Students in grades 9 through 12 are eligible to participate.

Girls' Basketball

Winter season. Varsity and Junior Varsity Teams. Students in grades 9 through 12 are eligible to participate.

Boys Tennis

Spring season. Students in grades 9 through 12 are eligible to participate.

Girls Tennis

Fall season. Students in grades 9 through 12 are eligible to participate.

Boys Track

Spring season. Students in grades 9 through 12 are eligible to participate.

Girls' Track

Spring season. Students in grades 9 through 12 are eligible to participate.

Wrestling

Winter season. Students in grades 9 through 12 are eligible to participate.

Junior High Wrestling is also offered to grade 9 students.

Rifle Team

Winter season. Students in grades 9 through 12 are eligible to participate.

Volleyball

Fall season. Students in grades 9 through 12 are eligible to participate.

Girl's Softball

Spring season. Students in grades 9 through 12 are eligible to participate.

Boys Soccer

Fall season. Students in grades 9 through 12 are eligible to participate.

Girls Soccer

Fall season. Students in grades 9 through 12 are eligible to participate.

Cheerleading

Fall and Winter seasons. Students in grades 9 through 12 are eligible to participate.

TITLE IX OF THE EDUCATION AMENDMENT OF 1972

School Board Policy No. 008 – The McGuffey School District declares itself to be an Equal Rights and Opportunities School District, it does not discriminate against individuals or groups because of race, color, native origin, religion, age, sex, marital status, blindness, or handicaps which are capable of reasonable accommodations and disabilities. The District's commitment to nondiscrimination extends to students, employees, prospective employees, and the community.

VI. AWARDS

The following awards and scholarships are divided into four different categories:

Group I (Athletics)

1. Boys
2. Girls

Group II (Music)

1. Marching Band and color guard

Group III (Service Oriented)

1. Cheerleaders

Group IV (Subject Oriented)

1. Agriculture - FFA
2. Art
3. Business
4. English
5. Family and Consumer Science
6. Industrial Arts
7. Language
8. Music - Concert Band, Chorus
9. Social Studies
10. Physical Education

POLICY STATEMENTS CONCERNING AWARDS

1. The nine inch M letter (chenille) is reserved for athletics.
2. A chenille award is reserved for cheerleaders.
3. A chenille award is reserved for marching band.
4. Clubs and groups having state and/or national affiliation shall use their appropriate awards.
5. Groups III and IV, Awards will consist of charms, pins, certificates, etc.
No chenille awards will be issued to these groups, except cheerleaders.
6. The purchasing of school letters by unauthorized persons shall be considered unethical practice.
7. The retaining letters, which were a part of uniforms will not be permitted.

VARSITY JACKET

The student will be eligible for a varsity jacket as soon as he/she earns a varsity letter. A manager is eligible for a jacket after he/she has been a manager for two (2) years in one or more sports. Any player who participates in the same sport for three (3) years will be eligible.

GROUP I AWARDS - ATHLETICS

A student will receive the following awards for varsity sports:

First Award in sport -	A nine-inch chenille letter
Second Award in same sport -	A certificate indicating second award in sport.
Third Award in same sport -	A plaque indicating third award in sport
Fourth Award in same sport -	A medallion indicating fourth award in sport.

Football:

Letter - A student must play in half of the scheduled quarters to earn a varsity letter. It will be left to the discretion of the coach in case a player has sustained an injury in practice or in a regularly scheduled game, which would cause him to be lacking the required number of quarters for receiving his award.

Boys Basketball:

Letter – A boy must play in half the scheduled quarters to earn a varsity letter. It will be left to the discretion of the coach in case a player has obtained an injury in practice or in a regularly scheduled game which would cause him to be lacking the required number of quarters for receiving his award.

Wrestling:

In order to receive a letter in wrestling, one must gain 30 points using the following scale:

- 6 - Pin
- 4 - Win by Decision
- 3 - Loss

Managers: The coach's discretion will be used in certain cases.

First Year Managers will receive a certificate of achievement.

Second Year Managers will receive a letter.

Third Year Managers will be eligible for a jacket and a bar.

Track:

At the beginning of the season each member has a letter and it is his/hers to lose. For every unexcused absence from practice the athlete loses 1 point. If they miss an unexcused meet they lose 5 points. To make up these points they must score in a meet under the following guidelines:

First place – you gain 5 points

Second place – you gain 3 points

Third place – you gain 1 point

At the end of the season, any athlete with no points against them letters. For example, if an athlete misses 2 practices, then in meets they must take two 3rd places or one second place in order to wipe their slate clean.

Cross Country:

Letter – The season is 53 weekdays long, therefore 53 points for attendance plus 20 placement points from the 10 meets determines the 73 points needed to letter.

Placement points range from 8 points to 1 point, depending on the runner's placement within the McGuffey team or by beating opposing team runners.

Girls Basketball:

A girl must participate in half of the quarters of the scheduled games to receive a letter.

Golf:

Requirement for Varsity lettering will be as follows:

1. Attend practices (limit of 3 unexcused absences).
2. Be prompt for all practices (3:17 p.m. or 4:30 p.m. depending on the practice schedule).
3. Play in one-half of all scheduled Varsity matches.

Tennis:

Letter - Based upon a point system.

1 point for winning a match.

1/2 point for participation in a match.

Based upon a 10 game schedule 6 points are required to be awarded a letter.

Baseball:

In order to receive a letter in this sport, the following criteria are to be met:

1. Attendance at 90% of practices.
2. Participation in either 75% of the innings or 80% of the games.
3. Letters for injured players will be awarded on the coach's discretion.

Rifle:

Rifle team members can receive a varsity letter by:

(1) 1,000 points

(2) 8 perfect scores of 100.

These requirements are based on a match season of 16 matches. The coach's discretion may be used in individual situations.

Girls Soccer:

Letter – Athletes must play in 10 halves of varsity soccer to be awarded a varsity letter. One minute of a 40 minute half will be counted as playing in one half of a match.

Boys Soccer:

Letter – Athletes must play in 10 halves of varsity soccer to be awarded a varsity letter. One minute of a 40 minute half will be counted as playing in one half of a match.

Volleyball:

1. A player must participate in at least one half of scheduled varsity matches.
2. Letters for injured players will be at the coach's discretion.
3. The coach's discretion may be used in individual situations – example: foreign exchange students.

Softball:

In order to receive a varsity letter in softball, a player must play in at least one-half of the varsity scheduled games. The coach's discretion may be used in individual situations and injuries.

GROUP II AWARDS – MARCHING BAND AND COLORGUARD

Any member of the band or color guard may receive a letter upon compliance with the following.

1. Attendance at 100% of the performances in the year (June to June).
2. Absence from one of the above must be validated by written excuses from a parent or guardian and be acceptable to the director.
3. Excused absence from school during the day is sufficient for absence from practice or performance.
4. Acceptable work at practices and performances
5. Anyone who, after the start of football season, is kept from marching by a doctor's orders, will receive a letter at the discretion of the director.
6. First-year awards will be a letter. A bar will indicate each succeeding year.

GROUP III AWARDS - CHEERLEADING

In order to receive a letter, the following criteria are to be met.

1. Participate in two seasons:
 1. Fall and Winter
 2. Two Fall seasons
 3. Two Winter seasons
2. Attend the required practices and scheduled games for each season.
3. Participate in required pep rallies.

GROUP IV AWARDS – BAND AND CHORUS

Senior High Band or Chorus Member (regular class), may receive a school award, upon recommendation of their director.

The following requirements must be fulfilled.

- A. Have a band or chorus class average above a "C".
- B. Satisfactory behavior (no unsatisfactory marks, or disciplinary action).
- C. Either nomination to a scholastic music activity (County or District Festivals, or the like) or by the Director, or fulfill one of the following:
 1. Performance of a solo piece.
 2. Membership in a small, approved ensemble.
 3. Participation throughout the year as piano accompanist. (Chorus)

VII. MISCELLANEOUS

(A) Use of Telephone

Students should not be called to the telephone during school hours. Emergency messages will be taken at the office. Students may use the office phone in an emergency with office permission.

We recognize that cell phones are a major part of students' lives. However, within the confines of our school, cell phones cannot take away from the educational environment, or threaten the safety or well-being of our students. Cell phone use which does this, as determined by a faculty member or administration, may result in disciplinary actions, including the confiscation of the phone by an administrator. If an electronic device is utilized in a violation of the Student Code of Conduct, it may result in citations and/or charges being filed with legal authorities.

(B) Internet/Intranet Acceptable Use Policy

The McGuffey School District provides students with access to the Internet and the McGuffey School District Intranet. Each student will be issued an individual account with credentials unique to that student. These credentials should be kept confidential. The user account will provide students with storage space for educational purposes only. Administration reserves the right to revoke Internet/Intranet privileges at anytime.

At the beginning of the school year each student will be provided with a copy of the Internet policy and a parent/student permission form. Your signature on the form will indicate that you have read and understood the policy. If a parent does not want the child to use the internet/Intranet technology, that must be indicated on the form.

Any student who violates the district technology policies may be issued disciplinary action by the administration.

(C) Online Safety and Security

The McGuffey School District makes online safety and security education a priority by introducing its students to the Common Sense Media Program. This program is an educational resource that informs students of dangerous and harmful online behaviors while providing strategies for avoiding such behaviors.

While elements of online safety and security are taught in many courses throughout the district, the I-Safe Program is used extensively in the computer classes offered to students in grades Kindergarten through 12.

(D) Lockers

Students will be assigned a school locker. It is the student's responsibility to keep the locker in good order. Students are not to use any locker other than the one they are assigned.

Under no circumstances should money or any other valuables be left in a student's locker or student gym locker. Any items missing from the lockers are the sole responsibility of the student.

(E) Textbooks

- A. Each student is responsible for textbooks and workbooks assigned to him or her.
- B. The student must pay for damage to the books beyond normal wear.
- C. Students who lose or damage books must remit payment or a hold will be placed on the diploma of a student. This will carry over multiple years if applicable.

(F) Chromebook Policy

- A. Each student is responsible for the Chromebooks assigned to him or her.
- B. The student will be responsible to bring a fully charged Chromebook and charger daily to school.
- C. The student will be expected to utilize the Chromebook to complete school work daily.
- D. Students who lose or damage books must remit payment or a hold will be placed on the diploma of a student. This will carry over multiple years if applicable.

(G) Lost and Found

Students who lose something or find an item belonging to someone else should notify the office immediately.

(H) Parties

Classroom parties are permitted with prior administrative approval.

(I) Announcements and Postings

- A. Only school related announcements will be made during period one and period thirteen.
- B. All school announcements must be approved by the activity sponsor and high school administration.
- C. Only school and district related materials approved and initialed by an administrator can be posted in classrooms, hallways, outdoors, and any other site on district property. Any student who posts materials without the prior approval of the administration is subject to school disciplinary procedures.
- D. Bulletin boards and tack strips in the hallways and cafeteria are designated for McGuffey High School academic and athletic purposes only.

(J) School Pictures and Class Rings

Seniors - A professional photographer should take senior pictures during the school year.

Underclassmen - Taken in the fall and students will be given the opportunity to purchase them.

Only qualified members of the Sophomore, Junior, and Senior classes may purchase the McGuffey High School class ring. Orders are taken during the school year.

(K) Dances

All dances must be approved by the administration. Requests for dances must be made one month in advance.

Dances are scheduled for the benefit of McGuffey students; therefore, persons other than currently enrolled McGuffey students are not permitted to attend. An exception to this would be a McGuffey student's date for the evening. Students in grade eight or lower from our district or any school district will not be permitted to attend.

Upon arrival at a dance, students are to remain in the building. Persons leaving the dance (building) will not be permitted to return.

(L) Junior/Senior Prom

It is the policy of this school to limit attendance at the Junior-Senior Prom to members in good standing of the junior and senior class.

Exceptions are permitted for the following guests:

- A. Members of the ninth and tenth grade classes in good standing; if asked by one of the upper class members.
- B. Persons must be approved by the sponsors. Approved students must be in grade 9 or older.
- C. Arrangements will be made for the registration and approval of all guests.
- D. All guests must be approved by the administration two weeks prior to prom date.
- E. Formal attire must be worn during all prom activities.

(M) Evacuation of Building

There are directions in each room for a fire drill. When the bell rings, all students should exit quickly, quietly, and orderly. Students should remember that speed as well as organization and silence are important during evacuation.

(N) Student Accident Insurance

The McGuffey School Board approves an accident insurance program for students of the District. The students may purchase this insurance. Information may be obtained at the beginning of the school year in the high school office. Effective with the 2002-2003 school year the McGuffey School District will no longer provide insurance for students participating in athletics who are uninsured. Students who participate in athletics will be required to provide their own insurance.

(O) Emergency School Closings and Delays

Blackboard Connect (McGuffey's Mass Notification System) will be utilized to inform parents and students of school closings and delays. The information will also be available on the McGuffey School District website at www.mcguffey.k12.pa.us. The following television stations will be reporting school closings and delays: WTAE and KDKA.

In regard to the Western Area Career and Technology (WACTC) students: If McGuffey cancels school then school for those students attending the WACTC school will also be canceled. If McGuffey delays school then the WACTC students will also be delayed accordingly. In the case of the WACTC school canceling and McGuffey not canceling school then the WACTC students will report to McGuffey High School.

(P) Passes

The student will verbally receive teacher permission to leave the room and then begin the process of completing the E-Pass form with the following information:

- First and Last name
- Leaving or returning to class
- Teacher Name of the class they are currently in
- Destination

The students will submit which creates a sign-in/sign-out log in Google Sheets that is timestamped with the date and time that the student left. This sheet can also be accessed by all faculty members eliminating the need for passes or paper logs

(Q) Fundraising

Students are not permitted to sell or purchase school or non-school related fundraising items during school hours, unless prior permission is granted by the administration.

(R) Library

As the world is ever evolving, so will the function and capacity of the school library. The school library will operate in several capacities moving forward:

1. Teachers can reserve and utilize the library and resources for their class when appropriate.
2. Student clubs, organizations and Esports events will take place in the library throughout the school year.
3. Students can sign out books and other resources using the designated process.

(S) Study Halls

These periods are to be used for study and therefore should be utilized properly.

1. Study Halls are to be used for academic purposes and all activities should work towards that purpose.
2. Study Hall attendance is required daily for scheduled students.
3. Restroom passes should not be issued during the first ten or the last ten minutes of the period.
4. Passes are to be presented prior to the late bell.
5. Only one student may be listed on the pass.

(T) Student Assistance Program (SAP)

The Commonwealth's student assistance program is designed to assist school personnel to identify issues, including alcohol, drugs, and others, which pose a barrier to a student's learning and school success. Student assistance is not a treatment program; rather, it is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning, and where the problem is beyond the scope of the school, to assist the parents and the student with information so they may access services within the community. The student assistance team members do not diagnose, treat, or refer for treatment; but they may refer for an assessment for treatment. It is the parent's right to be involved in the process and to have full access to all school records under applicable state and federal laws and regulations. Involvement of parents in all phases of the student assistance program underscores the parent's right and responsibility in the decision making process affecting their children's educations and is the key to the successful resolution of problems.

The core of the program is a professionally trained team, including school staff and liaisons from the community agencies, who process issues based upon state guidelines, professional standards and policies and procedures adopted by the local board of directors.

(U) Video Surveillance

The McGuffey School District implements an electronic video surveillance system. This system covers the interior and exterior of the district's buildings and grounds to protect district property and ensure the safety of students, staff, community, and visitors. This system will also be implemented on district transportation vehicles on an as needed basis.

Any activities detected through the use of video surveillance cameras that present a violation of school rules, breach of security, or possible criminal activity will be reported immediately to the appropriate authority and appropriate disciplinary consequences will be administered and/or criminal charges filed consistent with Board policy and procedures.

(V) Graduation Attire

The dress of students during the graduation ceremony is prescribed by the school administration to include blue (boys) and gold (girls) gowns to be worn by the graduates. Other student adornment for this ceremony is to be approved by the high school administration and subject to the school dress code.

(W) Food Delivery to Campus

Students are permitted to have food brought to them only by a parent or guardian during the school day. All other food deliveries will result in the food leaving with the visitor. Food and drinks dropped off by a parent or guardian will remain in the office until the students designated lunch time.

(X) Therapy Dogs In Schools (from MSD Policy No. 718.1, “Therapy Dogs in Schools”)

The McGuffey School District Board of Directors supports the use of therapy dogs for the benefit of its students subject to the conditions of this policy. Benefits from working or visiting with a therapy dog include reduced stress, improved physical and emotional well-being, low blood pressure, decreased anxiety, improved self-esteem and normalization of the environment, increasing the likelihood of successful academic achievement by the student. Examples of activities that students may engage in with a therapy dog include petting and/or hugging the dog, speaking to the dog, giving the dog simple commands that the dog is training to respond to, and reading to the dog.

A therapy dog named “Gus”, will spend most of his days in the Attendance Office at McGuffey High School, however, he will be traveling to each building. He is a hypoallergenic mix breed, half Shih-tzu and half Yorkshire Terrier and does not shed. He has been trained through the K-9 Off Leash Training Program, passed his K-9 Good Citizen Test and therapy dog assessment through a certified trainer, and is a registered therapy dog with Therapy Pets United. The district requires all therapy dogs to be registered, have proof of health and immunizations from a licensed veterinarian, and proof of licensure and insurance providing liability coverage while on school property.

The therapy dog will be on leash and present with his handler, Mrs. Kelly Painter, at all times while on school property unless taking part in therapeutic work within a controlled environment. We will take steps to limit interactions with any students whom we know may have an allergy related to dogs. The amount and nature of each students interactions with the dog will always be based on each students’ comfort level. We are excited about this opportunity for our students. If you have a concern about your child in relation to the presence of a therapy dog in the school, please contact your building principal.

(Y) Flexible Instruction Days (FID)

The McGuffey School District has been approved for five Flexible Instruction Days (FID) which can be used in place of a school day that would be cancelled because of inclement weather or an emergency situation. FID days do not need to be made up.

There are two steps for students to complete on a Flexible Instruction Day as attendance and graded assignments are separate entities. The following steps below are student expectations for Remote days.

1. To be marked present during a Flexible Instruction Day, students are required to either fill out the Google Form for attendance which can be found on the district website and/or is also sent to their student email or the student or a family member of the student must call the school to report they are present for the day. This must be done by 3:05 PM on the day the Flexible Instruction Day takes place. If a student or family member does not do this by 3:05 PM, the student will be marked absent for the day and be required to turn in an excuse.
2. The student must log in and complete the assignments that they are assigned and turn them in within three school days to earn full credit. Failure to turn in the assignments within the set deadline will make them subject to the late policy of that class as it is written in the course syllabus.

VIII. NURSE'S OFFICE

FIRST AID

The school nurse will administer and/or direct first aid. Permission to see the nurse must be obtained from the classroom teacher. Students must obtain a pass from his/her classroom teacher in order to report to the nurse. The nurse will determine when an illness is serious enough for a student to go home. Only the nurse and/or directed staff will notify parents/guardians. Students with a physical defect, under a doctor's care, requiring medication during school hours, have been advised by a doctor not to take gym or have limited activities are to notify the nurse. Students requiring the use of the elevator must notify the nurse and provide a note from a physician.

MEDICATIONS

1. An “**Authorization for Medication During School Hours**” form must be completed and signed by a physician and signed by the parent/guardian in order for medication (prescription and/or over-the-counter) to be given during school hours. The “**Authorization for Medication During School Hours**” form is located in the back of the Student Handbook.

2. Parents/guardians of students directed by a physician to carry emergency medication (asthma inhaler or epinephrine auto-injector) during school hours must have an “Authorization for Asthma Inhaler or Epinephrine Auto-Injector to be Carried by Student” form completed and signed by a physician and signed by the parent/guardian in order for the student to carry emergency medication during school hours. The “Authorization for Asthma Inhaler or Epinephrine Auto-Injector to be Carried by Student” form is located in the back of the Student Handbook.

3. All medication (prescription and/or over-the-counter) must be brought to the school by the parent or designated adult and arrive in its original container or pharmacy bottle. Students are not permitted to transport medication to or from school.

4. The parent or designated adult must register all medication (prescription and/or over-the-counter) in the nurse's office.

5. NO MEDICATION (PRESCRIPTION AND/OR OVER-THE-COUNTER) WILL BE GIVEN WITHOUT A PHYSICIAN'S ORDER AND NO MEDICATION, INCLUDING OVER-THE-COUNTER MEDICATION, MAY BE TAKEN OR SELF-ADMINISTERED OUTSIDE OF THE NURSE'S OFFICE WITHOUT THE NURSE'S APPROVAL.

IMMUNIZATIONS

The Commonwealth of Pennsylvania requires all students in grades K-12 to be fully immunized.

This means each student must have:

> 4 doses of tetanus, diphtheria and acellular pertussis*

(1 dose on or after 4th birthday)

> 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given)

> 2 doses of measles, mumps and rubella**

> 3 doses of Hepatitis B

> 2 doses of varicella (Chickenpox) vaccine or history of disease

* Usually given as DTP or DTaP, or DT, or Td

** Usually given as MMR

Students entering the 12th grade must have the following ADDITIONAL Immunizations:

> 1dose of tetanus, diphtheria, acellular pertussis (Tdap)

> 2 doses meningococcal conjugate vaccine (MCV)

(If the dose was given at 16 years of age or older then only one dose is required.)

The above requirements allow for medical reasons and religious beliefs. If your child is exempt from immunizations, they may be removed from the school building during an outbreak. Students who do not meet the above Pennsylvania School Immunization requirements can be excluded from school. Please make sure your child meets the above health requirements.

STATE MANDATED SCREENINGS AND EXAMS

EXAM TYPE and GRADE LEVELS

Physical Exam - Entering K or 1; 6 and 11

Dental Exam - Grades 1, 3, and 7

Vision Screening - K – 12

Hearing Screening - K – Grades 3, 7, and 11

Height, Weight and BMI - K – 12

Scoliosis Screenings - Grades 6 and 7

ILLNESS GUIDELINES FOR SCHOOL ATTENDANCE

Some instances when a student should not be sent to school would include:

1. an earache or severe headache
2. a fever (oral temperature of 100 F or above)
3. swollen glands in neck or throat
4. an acute cold
5. skin rashes or sores
6. red eyes with active drainage
7. nausea, vomiting or diarrhea
8. have been advised by a doctor to stay home
9. pediculosis (lice)

IX. CAFETERIA INFORMATION

A well-balanced, nutritious lunch is served daily. All lunches must be eaten in the cafeteria dining area. Students are not permitted to take food or beverages outside the cafeteria.

1. Students are not permitted to order, purchase, and receive commercially prepared food and/or refreshments on school property during school hours.
2. No fundraising activities are permitted in the cafeteria during lunches.
3. Students are not to bring carbonated beverages into the cafeteria.
4. Students are expected to maintain appropriate behavior in the cafeteria.
5. The cafeteria services at McGuffey High School operate with a computerized debit card/identification system. All students (full priced, reduced eligible or free eligible) are issued a personalized, bar coded debit card. Students must have their own card or have memorized their own bar code number in order to take part in any of the cafeteria services.
6. Students will be asked to enter their barcode number into a keypad located at the cashier stations. The keypad entry will access the student's account. If the student had previously deposited money into the account, the cashier will let the student know that he does not owe any money for the transaction. If the student is eligible for the free lunch program the keypad entry will access the student's account and the cashier will let the student know that they do not owe any money for that transaction.
7. Students may pay for their lunch daily, but they still must have their own card or have memorized their own personalized bar code number to be used at the time of service.
8. Students are not permitted to share bar code numbers and will be denied cafeteria services if they are caught sharing barcode numbers. If a student forgets his card and cannot remember his personalized bar code number he will be asked to step to the end of the serving line. After the other students are served, the cashier will look up the forgotten number.
9. Parents/Guardians are encouraged to deposit money into their children's account as a method of prepayment. Students may make prepayments in the cafeteria before school or at the time of lunch service.
10. The McGuffey School District is now using www.myschoolbucks.com as a service to prepay for your child's school breakfast, lunch and a la carte food items using your credit card. For more information go to www.myschoolbucks.com.
11. Payment procedures may be modified to ensure health and safety of students and staff.

Breakfast/Lunch Program

For the 2024-2025 school year, McGuffey School District will be participating in the Community Eligibility Provision (CEP) which will provide ALL students with a FREE breakfast and lunch. Breakfast is available for high school students between the first ten minutes of Period 1 (7:55-8:05 AM). Breakfast will be available from mobile carts at locations on the first and second floor. If a student would like to purchase additional items, these will be at the expense of the child as long as there is money in their account.

Students may also bring lunch from home if they wish. Students are not permitted to take food or drinks from the cafeteria.

If your child has any allergies or medical dietary restrictions, please contact the School Health Office.

Cafeteria Online Applications

Families that have children attending a public school district can apply for free or reduced price meals through the National School Lunch Program online using the Internet! This can be done using COMPASS. COMPASS allows Pennsylvanians to apply for social service programs, such as Food Stamps (FS), Temporary Assistance for Needy Families (TANF), Energy Assistance, Children's Health Insurance Programs CHIP), etc., online. Families can use COMPASS to apply for free or reduced price school meals only, or they can apply for other services at the same time (FS, TANF, etc.).

You can apply for free or reduced price meals online by going to the COMPASS website at www.compass.state.pa.us or you can continue to use the paper “Household Meal Benefit Application” if you prefer. If you apply for free or reduced price school meals through COMPASS, you **do not** need to submit a paper application.

Cafeteria Rules

1. Students are expected to clean up any mess that they make.
2. Students are expected to always act appropriately in the cafeteria.
3. Students are to enter and depart the cafeteria in an orderly fashion.
4. Students may not leave the cafeteria for any reason unless they have a pass from a classroom teacher or have consent from an administrator or security personnel.

Failure to abide by these rules will result in disciplinary action.

X. EDUCATIONAL RECORDS

Parent Access To Student's Educational Records

The parent/guardian, eligible student, or their designated representative shall have access to the student's educational record in accordance with the following procedures:

A. A written request to inspect and/or review an educational record shall be submitted to the principal. The parent shall have the right to designate a representative who will inspect, review or copy the records. This designation must be in writing and submitted to the principal.

B. Access shall be provided:

1. Within thirty days of receipt of request;
2. Prior to a conference regarding any individualized educational program; and,
3. Prior to a hearing relating to identification, evaluation, or placement of a child.

C. Persons who may obtain access:

Federal regulations give both natural parents the right to access their child's education record unless there is a court order, state statute or legally binding document specifically prohibiting access.

If there is a specific situation that would deny an individual access to the records, it is the duty of the parent seeking to deny access to the records to provide the school district with a copy of the court order or other document that limits or controls access to a student's records. Because the burden is on the parent wishing to deny access, in the absence of an order or other document, the school district should presume that the requesting parent has the authority to inspect and review the child's records.

Parents Access To Students Records For Special Education Students

McGuffey School District in accordance with the H.E.W. Regulations on privacy rights of parents and students issues the following statements through public notice.

McGuffey School District recognizes the need to protect the confidentiality of personally identifiable information in the education records of exceptional children.

The policy has been prepared so as to insure the privacy rights of both the parents and the exceptional child in the collection, maintenance, release, and destruction of these records.

The parents/guardians of a student or eligible student will have the rights of access and/or challenge as outlined in the McGuffey School District policy.

The parents of a student or eligible student have a right to a hearing and to file an explanation of complaint as outlined in the McGuffey School District policy.

McGuffey School District will disclose directory information which includes the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and heights of member of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Should the parent of a student or eligible student wish to refuse disclosure of this information, a written notice of refusal of disclosure of directory information must be sent to the Principal within twenty (20) days of this public notice.

McGuffey School District will release information from the student's educational records with prior consent to officials of other primary or secondary schools or school systems in which a student seeks or intends to enroll.

Transcripts to post-secondary institutions in which a student seeks or intends to enroll will be sent upon written request of parents of a student or eligible students.

Parents, upon written request, may receive a copy of records that may be released by the school. The parent may challenge information by notification, in writing to the Principal.

A copy of this policy can be obtained from the School Psychologist, Coordinator of Special Education Services, McGuffey School District at P.O. Box 421, Claysville, Pennsylvania 15323. (724) 663-5364.

Support Services

Programs designed to help students with specific needs are available. These include gifted support, learning support, emotional support, speech and language support, vision and hearing therapy, psychological services and various educational programs conducted by Intermediate Unit 1.

Psychological Services

Whenever it is deemed desirable by the school administration, teacher and/or parents of individual students, the services of the District Psychologist are utilized. The purpose of the service is to determine the cause of a child's school problems and to make recommendations to both the parents and teachers about these problems.

**McGUFFEY SCHOOL DISTRICT
CHILD FIND AND
ANNUAL NOTICE TO PARENTS (CFR 300.125)**

SERVICES FOR PROTECTED HANDICAPPED STUDENTS

In compliance with state and federal law, the McGuffey 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 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.

For further information on the evaluation procedures and provision of services to protected handicapped students or eligible students, contact the Supervisor of Special Education at 724.663.5364 throughout the school year.

NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS

Child Find
McGuffey School District
Special Service Office
P.O. Box 421, 119 Main Street
Claysville, PA 15323
Phone 724.663.5364 Fax: 724.663.3696

Each school district, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents and describe the parent's rights with regard to confidentiality of information that will be obtained during the process. Each school district shall also conduct awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs.

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

IDENTIFICATION ACTIVITY

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities, that if found to cause a child to need services are: Autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities (speech or language), traumatic brain injury and visual impairment including blindness, in the case of a child that is of preschool age developmental delay. Screening activities are also conducted to determine student need for gifted support services.

The McGuffey School district provide educational services for all eligible students either through district-operated classes, contracts with Intermediate Unit #1, or Approved Private Schools. Classes providing Learning Support, Life-Skills Support, Emotional Support, Physical Support, Multiple Disabilities Support, and Autistic Support are available for students at beginning school age through age 21, if necessary. Additional services include hearing, vision, and speech and language support. Students found to meet eligibility criteria as "mentally gifted" may receive services through district's Gifted Support programs.

Each school district is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. Children suspected of being "mentally gifted" who need specially designed instruction not ordinarily provided in the regular education program also go through screening activities. The activities include: Review of group data, conduct hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

The school district will follow procedures outlined in the special education regulations (Chapter 14) for determining eligibility and need for special education services. Chapter 16 regulations will be followed to determine eligibility and need for Gifted Support services.

CONFIDENTIALITY (CFR 300.127 and 300.624)

If after screening, a disability is suspected, upon your permission, your child will be evaluated. Written records of the results are called an education record, which are directly related to your child and are maintained by the school districts. These records are personally identifiable to your child. Personally identifiable information includes the child's name, the name of the child's parents or other family member, the address of the child or their family, a personal identifier such as social security number, a list of characteristics that would make the child's identity easily traceable or other information that would make the child's identity easily traceable.

The school district will gather information regarding your child's physical, mental, emotional and health functioning through testing and assessment, observation of your child, as well as through review of any records made available to the school district through your physician and other providers of services such as day care agencies.

The school district protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employee's names and positions who may have access to the information. The school district will inform you when this information is no longer needed to provide educational services to your child and will destroy the information at designated intervals, except general information such as your child's name, address, phone number, grades, attendance record and classes attended, grade level completed, may be maintained without time limitation.

As the parent of the child you have a number of rights regarding the confidentiality of your child's records. The right to inspect and review any education records related to your child are collected, maintained, or used by the school district. The school district will comply with a request for you to review the records without unnecessary delay before any meetings regarding planning for your child's special education program (called an IEP meeting). Should you and your school district disagree about your child's special education supports and services and a due process hearing is requested, the school district will furnish you with the opportunity to inspect and review your child's records, within 30 days.

You have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent you from exercising your right to inspect and review the records, and the right to have a representative inspect and review the records. This review is conducted with the assistance of an appropriate school district staff member.

Upon your request, the school district will provide you a list of the types and location of education records collected, maintained, or used by the agency. Additionally, the school district will charge a fee for copies of records made in response to your request except, it will not charge a fee if doing so will prevent you from inspecting and reviewing your child's records. A current list of reasonable fees relative to records request is available in the district's central office. The district will not charge a fee to search or retrieve information.

You have the right to request in writing the amendment of your child's education records that you believe are inaccurate or misleading, or violate the privacy or other rights of your child. The school district will decide whether to amend the records within 45 school days of receipt of your request. If the school district refuses to amend the records you will be notified of the refusal and your right to a hearing. You will be given at that time, additional information regarding the hearing procedures. Upon written request, the district will schedule and provide written notice of the hearing to challenge information in your child's education files.

Parent consent is required before personally identifiable information contained in your child's education records is disclosed to anyone other than officials of the school district collecting or using the information for purposes of identification of your child, locating your child and evaluating your child or for any other purpose of making available a free appropriate public education to your child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the school district, upon request, discloses records without consent to officials of another school district in which your child seeks or intends to enroll.

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

A parent may file a written complaint with the Pennsylvania Department of Education at the address below alleging that the rights described in this notice were not provided.

Pennsylvania Department of Education
Bureau of Special Education
Division of Compliance
333 Market Street
Harrisburg, PA 17126-0333

The Department of Education will investigate the matter, issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved. Complaints

alleging failures of the school district with regard to confidentiality of personally identifiable information may also be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202-4605

The McGuffey School District will provide ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact:

Supervisor of Special Education
724.663.5364 Office

EARLY INTERVENTION IDENTIFICATION

In Pennsylvania, a child between three years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above, will be identified as an "eligible young child." The parents of these children have the same rights described above.

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the Child Alert Program operated by Intermediate Unit #1. To schedule an appointment for screening call Barbara Rothermel at 724-747-8476. For additional information, contact the Supervisor of Special Education at 724.663.5364

POTENTIAL INDICATORS OF WEAKNESSES IN THE DEVELOPMENTAL DOMAIN AREAS AND OTHER RISK FACTORS THAT COULD INDICATE A DISABILITY Requirement of Section 14.212(b)

A developmental delay is determined by the results of a developmental evaluation. The results of one or more domain areas (adaptive, personal-social, communication, motor or cognitive) have to show at least a 25% delay or a score of 1.5 standard deviations below the mean (Standard Score of 77 or below). The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines.

Children with a developmental delay may show weaknesses in the following areas:

Adaptive – Pre-kindergarten aged children with a developmental delay may have difficulty dressing/undressing; using utensils to eat, removing shoes without assistance, distinguishing between nonfood/food substances, or have difficulty with toileting needs. One may have difficulty moving independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers.

Personal-Social – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using 'I' or 'me' to refer to himself, or recognizing facial expressions of common emotions.

Communication - Pre-kindergarten aged children with a developmental delay may have difficulty following 2-step verbal commands, associating spoken words with pictures, recalling events from a story presented orally;

engaging in extended and meaningful nonverbal exchanges with others, using words to get his/her needs met, responding to 'yes' and 'no' questions appropriately, or asking 'wh' questions.

Motor - Pre-kindergarten aged children with a developmental delay may have difficulty running without falling, kicking a ball without falling, walking up and down steps alternating feet without assistance, walking backward, imitating the bilateral movements of an adult, pointing with his index finger independent of the thumb and other fingers, scribbling linear and/or circular patterns spontaneously, using the pads of fingertips to grasp a pencil, holding a paper with one hand while drawing or writing with the other hand, fastening clothing without assistance, cutting with scissors, copying a circle, or imitating vertical and horizontal markings.

Cognitive - Pre-kindergarten aged children with a developmental delay may have difficulty attending to one activity for 3 or more minutes, reciting memorized lines from songs or TV shows, showing interest in age-appropriate books, matching/naming colors, responding to one and one more, giving three objects on request, matching shapes, identifying objects by their use, identifying items by size, identifying colors of familiar objects not in view, or identifying simple objects by touch.

OTHER FACTORS THAT COULD INDICATE A DISABILITY

Developmental disabilities are birth defects related to a problem with how a body part or body system works. They may also be known as **functional** birth defects. Many of these conditions affect multiple body parts or systems. Researchers have identified thousands of different birth defects. Birth defects can have a variety of causes, such as:

Genetic problems caused when one or more genes doesn't work properly or part of a gene is missing, problems with chromosomes, such as having an extra chromosome or missing part of a chromosome, environmental factors that the expectant mother is exposed to during pregnancy, such as Rubella or German measles or if she uses drugs or alcohol during pregnancy.

FACTORS CONSIDERED WHEN DETERMINING MENTAL GIFTEDNESS

1. The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.
2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.
3. The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment.
4. The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.
5. The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

FREE APPROPRIATE PUBLIC EDUCATION (CFR 300.121)

The McGuffey School District provides a free, appropriate, public education (FAPE) to exceptional students residing in the district. All children with a disability between the ages of three to twenty-one who have been identified as needing special education and related services have the right to FAPE. The determination that a child is eligible for special education and related services is made on an individual basis by a team of qualified professionals and the parent of the child following a multidisciplinary evaluation and the completion of an evaluation report. A student qualifies as exceptional if he or she is found to be a child with a disability and in need of specially designed instruction and related services under the provisions of the Individuals with

Disabilities Act (IDEA) and Chapter 14 of the Pa. School Code. The following are disability categories under IDEA: autism, deafness, deaf/blindness, emotional disturbance, traumatic brain injury, hearing impairment, specific learning disability, mental retardation, multiple disabilities, other health impairment, speech and language impairment, orthopedic impairment and visual impairment including blindness.

INDIVIDUALIZED EDUCATION PROGRAM (CFR 300.340)

An Individualized Education Program (IEP) is developed and implemented annually for each eligible child with a disability. The IEP is completed within 30 calendar days of the parent's receipt of the evaluation report and must be in effect before special education and related services are provided. An IEP describes a student's current educational levels, goals, and objectives, and the individualized programs and services that the student will receive. These services include the learning support class, life skills support class, emotional support class, sensory support (deaf or hard of hearing and blind or vision support class). The extent of special education services and the location for the delivery of such services are determined by the IEP team which consists of the child's parent, a regular education teacher, a special education teacher and the LEA or district representative responsible for supervising the provision of special education services. The IEP goals and objectives and related services are based on the student's identified needs and abilities, chronological age and the level of intensity of the specified intervention. The school district will invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of the student's transition services needs. If the student does not attend the IEP meeting, the district will take other steps to ensure that the student's preferences and interests are considered. In implementing these requirements, the district also invites a representative of any other agency that is likely to be responsible for providing transition services to the student.

The District also provides related services, such as transportation, physical therapy, occupational therapy, and speech and language support services, or other appropriate services determined to be necessary for the student to benefit from the special education program.

LEAST RESTRICTIVE ENVIRONMENT (CFR 300.130)

It is the school district's policy for children with disabilities, including children in public or private institutions or other care facilities, for whom a free appropriate public education is owed by the district, to the maximum extent appropriate, are educated with children who are nondisabled and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The McGuffey School District provides a continuum of services based upon the needs of the individual child ranging from the least restrictive setting in the regular school to more restrictive services in a program outside the regular school. The placement options considered by the IEP team include supportive intervention in the regular class, itinerant services, resource services, part-time or full-time services. The placement may be in a district operated program, an intermediate unit operated program in a neighboring school district, a private school placement or other agency operated program. The placement decision is made by the IEP Team at least annually based upon the child's IEP and is as close to the student's home as possible. In selecting the least restrictive environment, consideration is given to any potential effect of the program and on the quality of services that the child needs. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed curriculum modifications.

SURROGATE PARENTS (34CFR 300.515)

General. Each public agency shall ensure that the rights of a child are protected if (1) no parent (as defined in 34CFR 300.20) can be identified (2) the public agency, after reasonable efforts, cannot discover the whereabouts of a parent; or (3) the child is a ward of the State under the laws of that State.(b) Duty of public agency. The duty of a public agency under paragraph (a) of this section includes the assignment of an individual to act as a surrogate for the parents. This must include a method (1) for determining whether a child needs a surrogate parent; and(2) for assigning a surrogate to the child (c) criteria for selection of surrogates, (d) non-employee

requirement; compensation. A person who otherwise qualifies to be a surrogate parent under paragraph (c) of this section is not an employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent. (e) Responsibilities; surrogate parent may represent the child in all matters relating to (1) identification evaluation, and educational placement of the child; and (2) the provision of FAPE to the child. For more information, please contact the Supervisor of Special Education at (724) 663-5364. (Authority: 20U.S.C. 1415(b)(2).

STUDENT WELLNESS POLICY

In accordance with the 2004 reauthorization of the federal Child Nutrition and Women Infants and Children Act, McGuffey School District has adopted the following Student Wellness Policy.

Based on the Student Wellness Policy:

1. Classroom parties will offer minimal amounts of food (maximum 3 items) that contain added sugar as the first ingredient (brown sugar, corn sweetener, corn syrup, dextrose, fructose, fruit juice concentrate, glucose, high fructose corn syrup, honey, invert sugar, lactose, maltose, malt syrup, molasses, raw sugar, sucrose, sugar, or syrup). Classroom parties will provide fresh fruits and vegetables, water, 100% fruit juice, or milk.
2. All food items either sold as fundraisers or available for sale during the school day will meet the following standards:
 - a. Packages will be single serving size
 - b. Foods of Minimal Nutritional Value (USDA regulation 7CFR 210 and 220) will not be available anytime during the school day
 - c. Foods will not be fried (foods that are cooked by total immersion into hot oil or other fat)
 - d. Foods will not contain added sugar (see #1 above for the definition of sugar) as the first ingredient
 - e. Provide minimal to no trans fatty acids (occurs in foods when the manufacturer uses hydrogenation)
3. Foods are not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message.

The building principal and the school district's food service director will provide students, parents, parent/teacher organizations and booster groups with additional Student Wellness Policy guidelines at the beginning of each school year.

Book	Policy Manual
Section	200 Pupils
Title	School Wellness
Code	246
Status	Active

Legal

1. 42 U.S.C. 1758b
2. 7 CFR 210.31
3. 7 CFR 210.15
4. 24 P.S. 1422
5. 24 P.S. 1513
6. Pol. 102
7. Pol. 105
8. Pol. 808
9. 24 P.S. 1512.1
10. 7 CFR 210.10
11. 7 CFR 220.8
12. 24 P.S. 701
13. 24 P.S. 742
14. 42 U.S.C. 1751 et seq
15. 42 U.S.C. 1773
16. 7 CFR 210.30
17. 7 CFR 210.11
18. 7 CFR 220.12
19. Pol. 229
20. 24 P.S. 504.1
21. Pol. 209.2
24 P.S. 1337.1
24 P.S. 1422.3
P.L. 111-296
7 CFR Part 210
7 CFR Part 220
Pol. 103
Pol. 103.1

Adopted	June 22, 2006
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Last Revised	October 21, 2021
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Purpose

McGuffey 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.[\[1\]](#)[\[2\]](#)

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 nutrition 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.[\[1\]](#)[\[2\]](#)

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.[\[2\]](#)

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 school 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: [\[1\]](#)[\[2\]](#)

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. [\[2\]](#)

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. [\[1\]](#)[\[2\]](#)

Guidelines

Recordkeeping

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include: [\[2\]](#)[\[3\]](#)

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 establish 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, Guidance Counselor, 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.[\[1\]](#)

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.[\[2\]](#)

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.[\[5\]](#)[\[6\]](#)[\[7\]](#)

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.

School food service and nutrition education classes shall cooperate to create school wide learning.

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.

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.[\[8\]](#)

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.

Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

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 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 and 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, shall 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.

Students and their families are able to utilize district-owned physical activity facilities.

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.[6][7][\[9\]](#)

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.

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.[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)

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.[\[8\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)

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: ten (10) minutes sit down time for breakfast; 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.[\[10\]](#)

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.

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, including but not limited to indoor air quality, 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 obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.[\[10\]](#)[\[11\]](#)[\[14\]](#)[\[15\]](#)

Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, shall offer healthy alternatives in addition to more traditional fare.

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.[\[2\]](#)[\[17\]](#)[\[18\]](#)

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.[\[2\]](#)[\[17\]](#)

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.[\[2\]](#)[\[17\]](#)

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.[\[17\]](#)

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.[19]

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.[\[17\]](#)

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 be used on a limited basis 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. As an option, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.

3. Shared Classroom Snacks:

- a. Shared classroom snacks are not permitted in district schools.
- b. Must comply with Smart Snack Regulations.

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.[\[2\]](#)[\[17\]](#)

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.[\[20\]](#)

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:[\[21\]](#)

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 shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.

District administrators shall seek and utilize available federal and state funding for safe routes to school, when appropriate.

PARENT INVOLVEMENT GUIDELINES
McGuffey School District Policy #918

Parents realize the strengths and weaknesses of their children; therefore, the schools will communicate with them and seek their input throughout the school year.

The parent/ family involvement program may include but is not limited to the following:

1. Secure parents to serve on an ongoing Federal Advisory Committee and the Strategic Plan Steering Committee for the purpose of providing input into the development of the LEA Plan.
2. Involve parents by inviting them to district committee meetings for the purpose of school review and school improvement.
3. Provide technical assistance and support through the use of community resources and district activities/programs to strengthen student learning and parent involvement.
4. Build the schools' and parents' capacity for parent involvement by promoting a clear two way communication between the parents and the schools utilizing the district website, building/district newsletters, written communication about student progress and school programs, and the academic standards.
5. Coordinate district and Title I parent involvement activities with other parental involvement activities, such as Head Start and Even Start, by designating personnel to serve on the committees of such programs.
6. Distribute an annual survey for the purpose of evaluating parent involvement and the effectiveness of the present parental involvement programs/activities.
7. Conduct meetings with parents, community members, and district personnel to evaluate the LEA Plan and to make revisions as needed.



McGuffey School District

90 McGuffey Drive
Claysville, Pennsylvania 15323

Andrew Oberg, Ed.D.
Superintendent
oberga@mcguffey.k12.pa.us

Deborah Engelman
Business Administrator
Engelman a@mcguffey.k12.pa.us

210. ATTACHMENT 3

AUTHORIZATION FOR MEDICATION DURING SCHOOL HOURS

TO: _____
FULL NAME OF BUILDING ADMINISTRATOR

_____ MUST RECEIVE THE FOLLOWING PRESCRIBED AND/OR
NON-PRESCRIBED MEDICATION, INCLUDING VITAMINS AND HERBS, DURING SCHOOL HOURS IN
ORDER TO MAINTAIN SUFFICIENT HEALTH TO PARTICIPATE IN THE SCHOOL PROGRAM.

NAME OF MEDICATION _____

NAME OF VITAMINS/HERBS: _____

PRESCRIBED DOSAGE: _____

TIME SCHEDULE: _____

REASON OF NEED TO ADMINISTER MEDICATION AND/OR HERB DURING SCHOOL DAY: _____

LENGTH OF TIME: _____ DAYS _____ MONTHS _____ INDEFINITELY

POSSIBLE SIDE EFFECTS: _____

SIGNATURE OF PHYSICIAN

DATE

I DO HEREBY RELEASE, DISCHARGE AND HOLD HARMLESS THE MCGUFFEY SCHOOL DISTRICT,
ITS AGENTS AND EMPLOYEES, FROM ANY AND ALL LIABILITY AND CLAIM WHATSOEVER FOR
THE ADMINISTRATION OF THE ABOVE MEDICATION, AND/OR VITAMINS AND HERBS TO MY
CHILD SHOULD THE CHILD DEVELOP A REACTION FROM THE MEDICATION.

SIGNATURE OF PARENT/GUARDIAN

DATE

**AUTHORIZATION FOR ASTHMA INHALER OR EPINEPHRINE AUTO-INJECTOR
TO BE CARRIED BY STUDENT AND SELF-ADMINISTER PRESCRIBED MEDICATION
DURING SCHOOL HOURS**

To: _____:
Name of building administrator/principal

Name: _____ Grade: _____ must receive the following prescribed short acting, metered dosed asthma inhaler to treat an acute asthma attack, or the following prescribed epinephrine auto-injector to treat anaphylaxis.

Name of medication: _____ Prescribed dosage: _____

Time Schedule: _____

Diagnosis or reason medication is needed: _____

Length of time prescribed medication is required: _____ days _____ months _____ indefinitely _____

Potential side effects of medication: _____

Emergency response in the event the medication is not effective: _____

Student demonstrates ability to properly self administer medication (circle) YES NO

Student has permission to carry medication during school hours (circle) YES NO

Signature of Physician (no stamped signature) Date

I do hereby release, discharge and hold harmless the McGuffey School District, its agents and employees, from any and all liability and claim whatsoever for the student self administering the above medication should the child develop a reaction from the medication. I also understand that any violation of school policy no. 210.1 (Possession/Use of Asthma Inhalers/Epinephrine Auto-Injectors) will result in immediate confiscation of and the loss of the privilege for the child to carry/possess the medication during school hours.

Signature of Parent/Guardian

Date

Parent/Guardian:

In accordance to school policy 210.1 (Possession/Use of Asthma Inhalers/Epinephrine Auto-Injectors), to self administer the medication the child must be able to: (Please initial each line if reviewed)

1. Respond to and visually recognize his/her name. _____
2. Identify his/her medication. _____
3. Demonstrate the proper technique for self administering the medication. _____
4. Inform the nurse immediately following each use of the medication. _____
5. Demonstrate a cooperative attitude in all aspects of self-administration of the medication. _____

I have read and understand that my child must meet the above the criteria in order to have the privilege to carry his/her own asthma inhaler, or epinephrine auto-injector.

Signature of Parent/Guardian

Date

Child/Student Name: _____

In accordance to school policy 210.1 (Possession/Use of Asthma Inhalers/Epinephrine Auto-Injectors), to self administer the medication the child must be able to: (Please initial each line if reviewed and understand)

1. Respond to and visually recognize his/her name. _____
2. Identify his/her medication. _____
3. Demonstrate the proper technique for self administering the medication. _____
4. Inform the nurse immediately following each use of the medication. _____
5. Demonstrate a cooperative attitude in all aspects of self-administration of the medication. _____
6. I understand that my privilege to carry/possess my medication will be removed if the school's policy is violated or if any other student is found to have possession of my medication or if any other student's safety is placed at jeopardy due to my possession of my medication.

The above information has been reviewed with me and I understand that I must meet the above criteria in order to have the privilege to carry my own asthma inhaler or epinephrine auto-injector.

Student's Signature

Date

Nurse's Signature

Date



McGuffey School District

Student Media Release Form

McGuffey School District seeks to promote student activities and celebrate student achievement in newsletters and on the McGuffey School District website. The School District will not release any information without prior written consent from you as the parent or legal guardian. Please return this form to your child's homeroom teacher to indicate if your child's image, voice video, work and/or full name may be used on the School District's website and publications. This permission will remain in effect throughout your child's education experience at McGuffey School District. As a parent or legal guardian, you may withdraw your consent at any time by sending a written letter to the principal of your child's school. We look forward to highlighting your child's accomplishments in the future. Thank you for your cooperation.

Please check one of the following options:

- ☐ I/We GRANT permission for any photo/image, voice, video, work and/or full name of our son/daughter to be published on the School District's website and approved digital and print publications.
- ☐ I/We DO NOT GRANT permission for any photo/image, voice, video work, and/or full name of our son/daughter to be published on the School District's website and approved digital and print publications.

Child's Name: (Please Print)		
Parent/Guardian: (Please Print)		
Parent/Guardian Signature:		Date:

**McGuffey High School
Student Handbook
Form 2024-2025**

My son/daughter (PRINT), _____, and I have read through the 2024-2025 McGuffey High School Student Handbook available online at the link below on the high school website and understand the policies and procedures. I can also check the box below indicating that I want a hard copy version of the 2024-2025 High School Student Handbook. I also understand that by not returning this form that the student listed above may be subject to school discipline including Bad Standing. All students are subject to the policies and procedures of the 2024-2025 Student Handbook regardless of the return of this form.

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

Grade _____

Link to digital version of the 2024-2025 McGuffey High School Student Handbook.

<https://forms.gle/JRuebvso5hV6Qwbz6>

_____ I wish to receive a hard copy of the 2024-2025 McGuffey High School Student Handbook.

XX

**THIS FORM MUST BE SIGNED AND RETURNED TO MRS. JODI
FLETCHER IN THE HIGH SCHOOL OFFICE BY SEPTEMBER 20, 2024**



McGuffey School District

90 McGuffey Drive
Claysville, Pennsylvania 15323



Dear Parents and Guardians:

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA), McGuffey School District is attempting to identify all children within the district that may be experiencing homelessness.

The term homeless children and youth is defined as individuals who lack a fixed, regular and adequate nighttime residence. This includes individuals who are in the following situations.

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings;
- Living in substandard housing (no running water or working utilities, infestations, etc.).

Children who are experiencing homelessness may qualify for assistance with free school lunch, school supplies/materials, tutoring and transportation so that they can remain in their school of origin throughout the duration of their homeless episode.

If you believe your child(ren) may qualify for this service, please contact Dan Sivak

If your living situation changes during the school year, and you and your children become homeless, please be sure to contact the school. We will work with you so that your child(ren)'s education is disrupted as little as possible.

Sincerely,

Dan Sivak
Supervisor of Special Education