

Elementary Handbook

2026 – 2027



Pocono Mountain School District

Clear Run Elementary Center

Clear Run Intermediate School

Swiftwater Elementary Center

Swiftwater Intermediate School

Tobyhanna Elementary Center

Our Mission

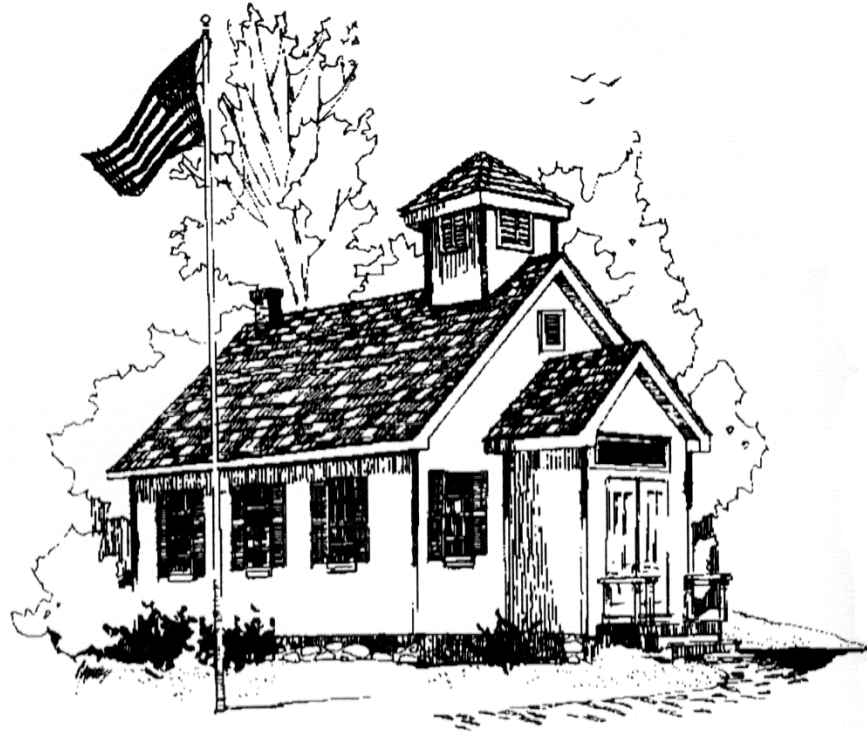
To prepare all students for tomorrow's challenges and opportunities.

Our Vision

To create a culture of achievement, improve student performance, maintain safe schools, and promote strong character.

Alma Mater

*To Pocono Mountain praise we sing,
that thy hallowed halls might ring
For the knowledge that will guide our lives
We look to thee.
On mountaintop poised in majesty
Nature enfolds
The school that in our hearts will always be
Po-co-no.*



Regulations for Title VI, Title IX and Section 504

Pocono Mountain School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, sex and handicap in its activities, employment practices as required by Title VI, Title IX and Section 504.

For information regarding civil rights or grievance procedures, contact Dr. Courtney Burrus, Title IX and Section 504 Coordinator, Administration Building, Swiftwater, PA 18370 570-839-7121, extension 10121.

For information regarding services, activities and facilities that are accessible to and usable by handicapped persons, also contact Dr. Courtney Burrus.

Contents

A Message to Parents	7
What We're All About.....	8
We believe that... ..	9
Safe School Environment	11
School Directory	12
Board of School Directors.....	12
District Administration	12
Principals	12
Directors	13
Supervisors of Special Education.....	13
Guidance Counselors	13
Instructional Support Team	13
Nurses	14
Administrative Assistants	14
2026-27 School Calendar	15
General Elementary Information	16
Care and Responsibility for School Property	16
Change of Address and Telephone Number	16
Communication	16
Disruptive Student Behavior.....	16
Philosophy	16
Code of Conduct/Student Discipline Policy.....	17
Elementary School Accident Insurance	24
Emergency School Closings, Delayed Openings and Early Dismissals	24
Student Records	25
Amendment of Education Records ...	29
ACT 47	30
ACT 30 of 1995.....	30

ACT 26 REPORTING	30
ACT 110	30
Every Student Succeeds Act	31
Fire Drills.....	32
Grading	32
Honor Roll and Distinguished Honor Roll	33
Health Services	33
Family Emergency Information	34
Medical Examinations.....	34
Vision and Hearing Screenings	34
Height and Weight.....	34
Immunizations, Communicable Diseases and HIV Infection	34
Communicable Diseases	36
Health Records.....	36
HIV Infection	37
Immunizations Required for School Entrance	39
Parent Portal.....	40
ClassDojo	40
Message XR Enterprise.....	40
Homebound Instruction.....	40
Homework Guidelines	40
Kindergarten Registration Program ..	41
Loco Parentis	41
Lost and Found Articles	41
Parent Conferences	41
Parent Custodial Rights	42
Parental Questions and Concerns	42
Parental Involvement - PTO	42
Parties	42
Photographs	42
Playground Conduct.....	42
Report Cards	43

Cafeteria – Food Services.....	43
School Hours Elementary buildings .	44
Acceptable Use of Internet, Computers and Network Resources	44
Acceptable Use of Internet, Computers and Network Resources - CIS Acknowledgement and Consent Form	54
Student Desk and Locker Searches .	55
Electronic Devices	55
Student Injury	57
Student Records	57
Student Registration Center	57
Student Residency Requirements	58
Student Promotion and Retention ...	58
Suicide Awareness, Prevention and Response	58
Student Testing	58
Suggestions for Parents	58
Student Involvement with Media and District Website	59
Title 1 Parent Involvement	59
Transportation	61
School Bus Accident Insurance Provision	61
Bus Rider Rules and Regulations	62
General Regulations	62
Before Loading	62
While on the Bus	62
After Leaving the Bus.....	63
Valuables	63
Basic Curriculum Information	63
Kindergarten Curriculum	63
Kindergarten Transition Plan	66
Adapted Physical Education	69
STEM	69

Counseling	69
Threat Assessment	70
Dental Hygiene	70
English Language Arts.....	70
Gifted Education.....	71
Field Trips	71
Health Education	71
Instructional Coaches	72
Instructional Support Team	72
Library	72
Mathematics	73
Mathematics Support	73
Multi-Tiered System of Supports	73
Music	74
Physical Education	75
Reading Support	75
Science	75
Social Studies	76
Special Education	76
Visual Arts.....	77
School District Policies	79
Admission of Beginners	79
Anti-Bullying	80
McKinney-Vento Homeless Education Program	83
Homeless Students	85
Educational Opportunity for Military Children	94
Assignment within District	97
Attendance Policy	98
Temporary Medical Excusals	108
Truancy/Mandatory Attendance Enforcement	113
DRESS AND GROOMING.....	115

Controlled Substances/Paraphernalia	116
Searches	119
Weapons	122
Discipline of Students with Disabilities	125
School Visitors Policy	127
Nondiscrimination in School and Classroom Practices	131
Student Records	136
Student Wellness	140
Suspension and Expulsion	148
Tobacco and Nicotine Use/Possession and Vaping Devices	152
Use of Dogs to Search School Property	154
USE OF MEDICATIONS	155
PUBLIC NOTICES	160
Special Education Identification Activities	160
Services and Programs Available	160
Confidentiality	160
Notice of Electronic Video Monitoring	160
Summarization of Drug and Alcohol Administrative Guidelines.....	161
Summarization of Drug and Alcohol Administrative Guidelines.....	162
Educational Trip Approval Request.	163
Board Policy on Educational Trips..	164
Authorization for Medication During School Year	165
Parent/Student Recognition of Elementary Handbook & Policies ...	167

A Message to Parents

Dear Parents:

Welcome to the elementary schools of the Pocono Mountain School District. We're glad to have you here and we're proud of our schools.

This handbook has been developed and designed over the years by the administration and teachers as a means of communicating between the school and home. This handbook will answer many of the questions you may have about procedures, policies, regulations, and rules of our elementary school.

Close cooperation between the school and home is essential to promote the education of your child. Mutual benefits accrue when there is a meaningful exchange of information between the school and home. It is recommended that contacts concerning the student, teacher, or administration, be referred to the person immediately in charge of the area in which the problem arises. This first line of responsibility is vital to open communication on vital issues. It is our hope the "Elementary Handbook" will promote better understanding and communication.



We hope this handbook will be helpful to you throughout the year. We will do all we can to help your child achieve the best possible education. Your cooperation, as well as suggestions for improvement, will be welcomed and appreciated.

If there is something which is not clear or for which more information is desired, please contact the principal of your school or visit our website at www.pmsd.org. Links at that website will take you to all the individual schools in the district, and a listing of all the school policies.

Sincerely,

Your Elementary Principals



Mission Statement:

To prepare all students for tomorrow's challenges and opportunities.

The Pocono Mountain School District believes in developing the full potential of each student through an educational program that meets individual needs, abilities, and interests.

Our educational program helps students understand and appreciate their environment, recognize the accomplishments of others, and become responsible citizens. Students are encouraged to understand and respect different cultural patterns and to develop the ability to deal with the problems of everyday life in our changing community and world.

The instructional program for each student stresses basic skills, good physical-mental health, and creativity by the use of a variety of teaching strategies and materials. Emphasis is directed toward having students become involved in determining their educational goals. Each student is encouraged to develop self-esteem and positive attitudes toward all types of work and to understand the vocations available in order to prepare for future roles in life.

Community and parental involvement are encouraged in all phases of the educational program.

Students, parents, teachers, community, as well as representatives from the Board of Education, were involved in determining the educational needs of students through use of questionnaires and committee meetings.

Extensive analysis of test results and curricular objectives were also an important part of determining the educational needs of our students.

We believe that...

The Pocono Mountain School District operates with the following educational values:

Students

Students: We believe that... All students possess unique strengths and needs. All students have value and contribute toward the responsibility for their success in the educational process. All students are to be respectful and respected. All students are provided the opportunity to learn in an educational program that maximizes their potential.

Staff

Staff: We believe that... Teachers foster innovative thinking and learning among all students. Teachers recognize individual differences in each child and help each to meet their potential. Teachers are flexible and adaptive in their styles and approaches. Teachers and parents/guardians are strategic partners in the success of students. Teachers continue to grow in their professional development.

Administration

Administration: We believe that... Administrators make decisions consistent with the mission statement of the district. Administrators take a visionary and proactive role in the operation of the district. Administrators plan and implement a safe and positive learning environment. Administrators encourage excellence and innovation as they assist teachers in implementing the district curriculum. Administrators focus on positive communication between families and schools. Administrators utilize community resources and input in the decision-making process while maintaining a fiscally sound operation. Administrators are committed to personal and professional growth and development.

Parents

Parents and Guardians: We believe that... Parents and guardians are strategic partners in the educational process. Parents and guardians support educators in educational programs and district discipline to enable students to be in a safe environment conducive to learning. Parents and guardians communicate with students and educators.

Community

School Community: We believe that... The school community are valued partners acting in a respectful and responsive manner to support our diverse population. The school community creates an environment that fosters each student at their individual level. The school community is apprised of the inherent worth and financial value of a vibrant public-school system.

Other (Optional)

School Board: We believe that...The school board is accountable to the community for providing a public forum and considering community input in decision making to ensure solutions to educational issues. The school board develops the educational process to its highest standards providing the necessary resources to promote a fair and equitable learning environment. The school board investigates all avenues of funding to increase revenue for public education. The school board develops short- and long-range plans to provide financial security for the district's future growth and development. The school board pursues all available avenues to encourage longevity among district personnel for the purpose of educational consistency.

Safe School Environment

The Pocono Mountain School District strives to ensure that all students and adults are provided with a safe and effective environment in which to learn and work. This type of environment exists when distractions are kept to a minimum and behavior is orderly and is the responsibility of all members of the community. The school utilizes the services of District and building-level resources to meet this goal. For the safety of our staff, students, and visitors, as well as the protection of our property and equipment, security cameras are used in many Pocono Mountain facilities and parking lots.

To provide students with a safe and secure school environment, the PMSD works collaboratively with the Pocono Mountain Regional Police Department in adding another layer of security in the district by utilizing School Resource Officers (SROs). PMSD SROs work cooperatively with elementary, intermediate, junior high and high schools in the district to promote positive relations between youth and law enforcement, be visible within the school community, attend and participate in school functions, and build working relationships with the school's staff, students and parent groups.

Pocono Mountain School District contracts with U.S. Security Care, Inc. to provide dedicated armed security agents as an additional school safety measure. The district now has either an armed SRO or an armed security agent present at all schools during the school day and at other events to ensure the safety of our students, staff and schools. All armed officers and security agents meet or exceed state and Federal training standards.

In order to create and maintain an orderly environment within the schools, students and guests are required to adhere to the rules and regulations as set forth in the 2026-2027 Student Handbook and to abide by the decisions of the administration in disciplinary matters.

A safe school environment is essential to successful learning. Through the careful use of District resources and the monitoring of student, adult, and visitor behaviors, Pocono Mountain School District provides its constituents with an effective and safe school environment.

School Directory

Board of Education - Regular monthly meetings are held at 7 p.m. on the first and third Wednesdays of each month in the Pocono Mountain Administration Center unless otherwise advertised.

Board of School Directors

*Marion Pyzik, President; Nathan Strunk, Vice President
Ronnie Byrd, Christina Grape-Garvey, Patricia Rinehimer, Anna Lopez, Elyse Nehring, Michael Stern, and Stephen Watto*

District Administration • 570-839-7121

Dr. Elizabeth M. Robison Ext. 10111
Superintendent
Dr. Catherine Sweeney Ext. 10161
Assistant Superintendent for Curriculum and Instruction
Dr. Mark Wade Ext. 10181
Assistant Superintendent for Special Education
Dr. Courtney Burrus Ext. 10121
Chief Human Resources Officer
Mr. Joseph P. Colozza Ext. 10141
Chief Financial Officer
Dr. Jeremy Sawicki Ext. 80432
Assistant Superintendent for Technology and Security Operations

Principals • 570-839-7121

Clear Run Elementary (K-2)

Dr. Jessica Loverdi, Co-Principal - Ms. Heidi Donohue, Co-Principal ext. 28400
..... Fax: 570-894-1286

Clear Run Intermediate School (Gr. 3-6)

Ms. Amy Haynes, Principal – Mr. Paul Fedorczyk, Asst. Principal (Gr. 4 & 6) –
Meghan Hallick, Asst. Principal (Gr. 3 & 5) ext. 61400
..... Fax: 570-894-9329

Swiftwater Elementary Center (Gr. K -3)

Dr. Karen Doughton, Principal – Ms. Sarah Heidecker, Asst. Principal ..ext. 29400
..... Fax: 570-839-5935

Swiftwater Intermediate School (Gr. 4-6)

Ms. Kristine Kunsman, Principal - Mr. Daniel Higgins, Asst. Principal.....ext. 60400
..... Fax: 570-839-7820

Tobyhanna Elementary Center (Gr. K-6)

Dr. John Kevra, Principal – Ms. Jessica Grebb, Asst. Principal.....ext. 24400
..... Fax: 570-646-6147

Directors

Ms. Amy Catalano – *Director of Mathematics & Science*
Ms. Amy Buffington – *Director of Social Studies & Humanities*
Dr. Beth DeLay – *Director of Health, Physical Education & Guidance, Nursing Services*
Ms. Stacy Kulics – *Director of Federal Programs*
Dr. Bethann McCain – *Director of Reading & ELA*
Ms. Melissa Petrilak -*Director of Instructional Coaches and Professional Learning*
Mr. Riley Brown - *Director of Instructional Technology*

Supervisors of Special Education

Ms. Ashley Dickinson, Dr. Marsha Kloss, Mr. John Reifer, Ms. Lynn Star

Guidance Counselors • 570-839-7121

Clear Run Elementary Center

Larissa Laing, Kevin Scanlon, and Janelle Schrader ext. 28400

Clear Run Intermediate School

Ginger Betti, Danielle Matisko, and Kelly Sussenbach ext. 61400

Swiftwater Elementary Center

Harry Amato, Madison Below, Kelly Bender, and Christopher Lepore.....ext. 29400

Swiftwater Intermediate School

Mackenzie Byers, Deidre Ditze and Andrea Jacoby ext. 60400

Tobyhanna Elementary Center

Jane Dial and Jennifer Ednie ext. 24400

Instructional Support Team • 570-839-7121

Clear Run Elementary Center

Kelly Kimsal ext. 28400

Clear Run Intermediate School

Tyler Dalton ext. 61400

Swiftwater Elementary Center

Kathleen Lesoine.....ext. 29400

Swiftwater Intermediate School

Vivian Roberti.....ext. 60400

Tobyhanna Elementary Center

Heather Aulisio ext. 24400

Nurses • 570-839-7121

Clear Run Elementary Center
Hiroko Folio ext. 28470

Clear Run Intermediate School
Hiroko Folio ext. 61470

Swiftwater Elementary Center
Samantha Leonessa ext. 29470

Swiftwater Intermediate School
Michelle Peechatka ext. 60470

Tobyhanna Elementary Center
Deb Journak ext. 24470
Brandi Woodward ext. 24470

Administrative Assistants • 570-839-7121

Clear Run Elementary Center
Jennifer Kane, Elizabeth Rice, Tara Rinker, Yvonne Segarra and Karen Turpinat
.....ext. 28400

Clear Run Intermediate School
Tara Bray, Mary Ann Butler, Kate Daigle, Yvette Diaz, Lindsey Fierros, Aileen
Hofving and Gina Missey ext. 61400

Swiftwater Elementary Center
Doreen Bailey, Laura Churchill, Kori Hackett, Kimberly Kinyon, and Tracey Walter
.....ext. 29400

Swiftwater Intermediate School
Donna Casserly, Christine Collazo, Jodi Demarest, Ewa Ryczek, Mary Qualls, and
Domenica Susser ext. 60400

Tobyhanna Elementary Center
Kristi Apgar, Annie Messina, Dana Price, and Robin Spiker ext. 24400

2026-27 School Calendar

August

- 24 New Teacher Orientation
- 25 First Day for Teachers – In-Service
- 26 In-Service – Teachers in Session
- 27 In-Service – Teachers in Session
- 31 First Day for Students

September

- 4 Labor Day Holiday – Schools Closed
- 7 Labor Day Holiday – Schools Closed
- 23 Act 80 Day – Schools Closed

October

- 9 Act 80 Day – Schools Closed
- 12 Columbus Day – School Closed

November

- 4 End of 1st Marking Period (Tentative)
- 23 Act 80 Day - Parent – Teacher Conferences (K-12) 10:00AM – 8:30PM – Schools Closed
- 24 Act 80 Day – Parent-Teacher Conferences 8:00AM-3:30PM – Schools Closed
- 25 Act 80 Day – Schools Closed – 3 Hr. Early Dismissal for Teachers 8:00AM-12:30PM
- 26-30 Thanksgiving Holiday – Schools Closed

December

- 9 Act 80 Day – 3 Hour Student Early Dismissal
- 23 Winter Recess – 3 Hour Student Early Dismissal
- 24-31 Winter Recess – Schools Closed

January

- 1 Winter Recess – Schools Closed
- 6 Act 80 Day - 3 Hour Student Early Dismissal Grades K-12
- 18 Martin Luther King Holiday – Schools Closed
- 21 End of 2nd Marking Period (Tentative)

February

- 3 Act 80 Day - 3 Hour Student Early Dismissal Grades K-12
- 12 Act 80 Day - Schools Closed Teacher In Session 8:00AM-3:30PM
- 15 President's Day – Schools Closed

March

- 3 Act 80 Day - 3 Hour Student Early Dismissal
- 25-29 Spring Recess – Schools Closed
- 31 End of 3rd Marking Period (Tentative)

May

- 5 Act 80 Day - 3 Hour Student Early Dismissal
- 31 Memorial Day – Schools Closed

June

- 3 Last Day for Students (Tentative) – 3 Hr. Early Dismissal for Students
- 4 Teachers in Session 8:00AM – 3:30PM (Tentative)

Snow Make Up Days in Order of Usage: June 4, 7, 8, 9

According to Section 15-1502 of the PDE Codes and Regulations, after the use of these make up days, if additional make up days are necessary due to inclement weather or other emergency situations, the following days will become school in session days in the following order:

February 15, 2027

March 25, 2027

March 29, 2027

General Elementary Information

Care and Responsibility for School Property

Students are expected to take proper care of the school and demonstrate responsibility for all school property. The cost of repair or replacement of student-vandalized or student-damaged property, when individuals responsible cannot be determined, will be the responsibility of the student body from student funds. District taxpayers cannot be expected to provide additional funds to pay for a lack of student responsibility or respect for property. Students are obligated to report acts of vandalism or destruction immediately.

Students are responsible for the proper care of textbooks/chromebooks issued to them. Students must print their name in the area provided on the inside cover of each textbook. All books must be covered within three days of receipt. Fines will be assessed for damage to any textbook. Lost textbooks must be paid for before any replacement textbook will be issued.

Change of Address and Telephone Number

A parent or guardian must immediately notify the school of any change in address, telephone number or bus stop.

Communication

When calling to speak with a teacher, please understand that a teacher cannot be excused from class to speak with a parent. It would be appreciated that your telephone number is left at the office and, when available, the teacher will return your call. Every opportunity should be made between you and the teacher to speak when the teacher is at school. It is here that the information on your child is available, and a more meaningful conversation can take place.

Disruptive Student Behavior

Disruptive student behavior is defined as an act which interferes with the educational program or interferes with an individual's rights. Students directly involved will be suspended as the situation warrants. Parents will be notified. The severity of the suspension will depend on the students' actions and past record.

Philosophy

Positive Behavioral Interventions and Supports (PBIS) is a research-based, highly effective framework to creating, teaching, and reinforcing students' social, emotional, and academic learning skills to improve and sustain academic achievement and mental and emotional well-being of all students. All school staff use PBIS's framework and positive approach in all school settings. The goal of PBIS is to establish a predictable, consistent, and positive school culture for all students and staff. PBIS schools focus on prevention, intercede to correct individual student behavioral "miscues," and acknowledge students who model the expected behavior.

Students and staff spend time at the beginning of the school year, and as needed throughout the year, engaging in lessons on expected behavior and effective ways to demonstrate those behaviors in various locations in the school to make the school a safe and positive learning environment. Students are expected to model the character traits of the acronym PRIDE: Prepared, Respectful, Involved, Dependable and Empathetic.

Code of Conduct/Student Discipline Policy
(Policy #218 Adopted December 8, 2021, Revised October 2, 2024)
<https://policymain.org/pocono-mountain-school-district/policies/f85dcf64-161d-4cad-8eb4-2df1b80aefcf>

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

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

The Board shall adopt a Student Handbook which includes Discipline Procedures, Policies, and Guidelines Code of Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Board policies and the Code of Conduct (Student Disciplinary Policy) governing student discipline.

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

Any student disciplined by a district employee shall have the right to notice of the infraction and the applicable rule or rules violated.

Suspensions and expulsions shall be carried out in accordance with Board policy.

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

On and Off-Campus Activities

This policy shall apply to the behavior of students at all times during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities and while traveling to or from school and school-sponsored activities or at other times while riding in school-provided means of transportation on-campus. This policy shall and the Code of Conduct shall also apply to student conduct that occurs at other times and places off-campus when:

1. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
2. The conduct materially and substantially disrupts or interferes with the school environment or educational process, or the administration reasonably anticipates that the conduct is likely to materially and substantially disrupt or interfere with the school environment or educational process.
3. The conduct involves the theft or vandalism of school property.

4. The conduct constitutes a direct threat of violence or destruction of property or involves, threatens or makes more likely violence, use of force or other serious harm directed at students, staff or the school environment.
5. The conduct interferes with or threatens to interfere with the rights of students or school staff or the safe and orderly operation of the schools and their programs.
6. The proximity, timing or motive for the conduct in question or other factors pertaining to the conduct otherwise establish a direct connection to attendance at school, to the school community or to a school-sponsored activity. This would include, for example, but not be limited to, conduct that would violate the Code of Student Conduct if it occurred in school that is committed in furtherance of a plan made or agreed to in school, or acts of vandalism directed at the property of school staff because of their status as school staff.

Reasonable and necessary rules and regulations shall be developed to implement Board policy governing student conduct.

The rules and regulations for student behavior contained in the Code of Conduct (Student Disciplinary Policy), the sanctions that may be imposed for violations of those rules, and a listing of students' rights and responsibilities shall be published and distributed to all staff, students and parents/guardians. Publication and distribution may occur electronically. A copy of the Code of Conduct (Student Disciplinary Policy) will be printed in the student handbooks.

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

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

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

Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco products; or conduct that constitutes an offense listed in the school safety provisions of School Code.

The district shall immediately report required incidents and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property,

in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.

The district shall notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The district shall inform the parent/guardian whether or not the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The district shall document attempts made to reach the parent/guardian.

In accordance with state law, the district shall annually, by July 31, report all new incidents to the PA Department of Education on the required form.

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

The Board shall be informed of the methods of discipline imposed by administrators and incidences of student misconduct, in the degree of specificity required by the Board.

Guidelines

These guidelines are designed to accomplish the tasks outlined above and is divided into five sections:

- I. Student Responsibility**
- II. Classroom Rules and Consequences**
- III. School Rules and Consequences**
- IV. Consequences for Rule Infractions**
- V. Parental Responsibilities and Involvement**

I. Student Responsibility

- A. Student responsibilities include regular school attendance, conscientious effort with class and home assignments, and conformance to school rules and regulations. Most of all students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
- B. All students have rights. Among these rights is the right to receive the best education possible in a safe and orderly learning environment. In order to protect this right for all students at all times, it will be necessary for students to control their own behavior. Students should always examine their behavior and how it will affect others. No student has the right to interfere with the education of his/her fellow students. Self-control is the best method of assuring the rights of all are protected. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
- C. Students should express their ideas and opinions in a respectful manner.
- D. Students and teachers should discuss classroom and building rules and develop strategies for students dealing with potential problems.
- E. It is the responsibility of the students to conform with the following:
 - 1. Be aware of all rules and regulations for student behavior and conduct themselves in accord 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 health, safety, and welfare of the school community and protection of school property.

3. Dress and groom to meet fair standards of safety and health, and not to cause substantial disruption to the educational process. Students are not permitted to use aerosol products in common areas.
4. Assist the school staff in operating a safe school for all students enrolled therein.
5. Comply with Commonwealth and local laws.
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. Be prepared for class.
9. Make up work when absent from school.
10. Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and local school authorities.
11. Report accurately and fairly using appropriate language and not use indecent or obscene language in student newspapers or publications.
12. Respect and care for school property.

II. Classroom Rules for all Regular and Special Area Teachers

- A. Teachers are to develop and post positively phrased classroom rules.
- B. Teachers are to develop positive and negative consequences to be used in enforcing these rules.
- C. Before implementation, principals are to review each teacher's classroom rules and consequences and suggest changes when necessary.
- D. Teachers are to review their classroom rules and consequences with their class and send copies of the rules home to parents for their review.
- E. Teachers are to enforce their classroom rules and help students who break their rules develop strategies for correct behavior.
- F. Teachers are to record the dates, times and type of infractions for students who habitually break classroom rules. Special area teachers are to deal with student rule violations and also inform the regular teacher so the regular teacher can be aware of changes in behavior.
- G. Teachers will develop individual plans when students continue to habitually violate the existing plan.

III. School Rules

- A. General School Conduct
 1. Students will respect all adults, other students, school property and other students' property.
 2. Students will show respect for adults by obeying them.
 3. Students will show respect for other students by refraining from teasing them, harassing them or extorting from them.
 4. Students will show respect for school property by using school equipment and classroom supplies such as pencils, crayons, scissors and paste in the manner in which instructed and by refraining from vandalism.
 5. Students will maintain proper standards of conduct outside the direct supervision of a teacher.
 6. Students will report directly to their homeroom. Students will remain in their homeroom unless they have permission to leave.
 7. Students will only go to authorized areas/places; therefore, they will refrain from loitering or playing in lavatories or other unauthorized places.
 8. Students will not bring lethal weapons, knives, fireworks, toy weapons or weapon-related literature to school.
 9. Unless students have special permission, students will refrain from bringing the following to school: skateboards, roller skates, sleds, hardballs, superballs, squirt

- guns, their own personal toys, or electronic equipment such as ear pods or headphones, radios or games.
10. Students will remain in their seats for indoor recess until the monitor or teachers give them instructions.
 11. Students will not stand on or put their feet on furniture such as desks, tables or chairs.
 12. Students will always talk in a conversational tone of voice.
 13. Students will refrain from running, pushing and shoving in classrooms and hallways.
 14. Students will work to maintain each other's safety by not pulling false fire alarms and by not throwing spit balls or other objects.
 15. Students will not lie or cheat.
 16. Students will not bring obscene books or materials to school.
 17. Students are not permitted to possess laser pointers on school property, at school events, or on buses or vehicles provided by the school district. Students with such items are subject to suspension.
 18. Students will use appropriate language at all times. Profanity is not appropriate.
 19. Student desks/lockers are the property of the Pocono Mountain School District and are therefore subject to random periodic inspection and search by district officials.
 20. Students will maintain an orderly climate in the school so teachers may teach and students may learn. Students who disrupt the instructional process in any way will be subject to disciplinary action.
 21. Students will eat food only in the cafeteria unless the teacher allows a snack in the classroom.
 22. Students will not bring or chew gum in the classroom.
- B. Standardized Dress Code for Students: Dress and Grooming (Policy #221)
<https://policymain.org/pocono-mountain-school-district/policies/a84bd188-343c-463f-95f0-d4086d89b3fa>
- C. Cafeteria Conduct
1. Students will respect the rights of all other students by staying where they are in line, talking in a conversational tone and refraining from pushing or shoving.
 2. Students will respect and obey cafeteria monitors and serving personnel.
 3. Students will use proper language at all times.
 4. Students will refrain from throwing food or disturbing the trays of other students.
 5. Students will seek permission from a monitor before they go to the lavatory closest to the cafeteria.
 6. Students will refrain from fighting.
 7. Students will use proper table manners at all times.
 8. Students will clean up around their seats before leaving the table.
 9. Students will wait to be excused by table and will form an orderly line after lunch is concluded.
 10. Students will walk single file through the halls.
 11. Students will refrain from selling and sharing food with one another.
- D. Playground Conduct
1. Students will play safely on the playground.
 2. Students will not endanger other students by fighting, play fighting, throwing sticks, stones, snowballs, sand kicking, playing tackle football, hardball, or games where students are carried on other students' backs or shoulders, or participating in any dangerous activities.
 3. Students will wear appropriate clothing for outdoor recess.
 4. Students will not use obscene or profane language or gestures.

5. Students will remain on the playground during recess unless monitors or teachers give them permission to go into the building.
6. Students will play only in designated areas.
7. Students will line up and walk quietly through the building when returning from recess.
8. Students will appropriately and safely use playground equipment such as slides, swings, climbing bars and seesaws.
 - a. Only one student at a time will be in/on each seat or piece of equipment.
 - b. Students will sit and not stand on each piece of equipment.
 - c. Students will stay a safe distance from each piece of equipment when the equipment is being used.
 - d. Students will use equipment properly by not twisting swings, climbing up a slide, sliding down the slide on their stomachs or jumping from swings or climbing bars, etc.
9. Students will eat food only in the cafeteria unless the day has been set aside for outdoor lunch.

E. Bus Conduct

1. Students are to stay in their seats while the bus is moving and do not board or leave the bus while it is in motion.
2. Arms, heads, and hands are to be kept inside the bus.
3. After leaving the bus, pupils who must cross the road are to do so on signal from the bus driver or bus patrol member.
4. Shoving, pushing, profane and obscene language and smoking are prohibited on the bus.
5. Students not going home on the school bus, desiring to leave the bus at another destination along the same route or planning to ride a different bus must request special permission from the transportation department.
6. Students are to obey all requests of the bus driver.
7. All children attending kindergarten who ride the bus must be met by a parent or responsible adult when they are discharged from the bus.
8. Violating any of the above rules will result in disciplinary action which may include a Bus Conduct Report, a seat change, recess denial, a suspension of transportation or suspension from school and/or school privileges.

F. Field Trip Conduct

There are three types of field trips in the Pocono Mountain School District: Required curricula field trips, such as those to the Weller Center; optional curriculum related field trips, such as those to Binney and Smith or the Pocono Snake Farm; and co-curricular field trips such as skiing, picnics, and class trips.

All field trips and class trips are a privilege, especially those which are optional and or co-curricular. Therefore, students may be excluded from participation in field trips because they have broken school rules or because they have misbehaved on previous field trips.

1. All school rules and bus regulations are to be followed during the field trip.
2. All special rules developed by the teacher or by the operators of field trip sites are to be followed.
3. A student is to dress in a manner that will reflect credit on himself/herself and on the school. Specific regulations concerning dress are to be developed by staff members sponsoring the trip and the type of field trip will dictate student attire. A student not wearing suitable attire will be refused participation in a trip.
4. Students who misbehave during the field trip may be taken directly back to the bus and kept on the bus for the rest of the trip.

G. Tobacco

Students are not permitted to smoke or use tobacco in any other form in any school building, or school buses, on school property, or at school activities at any time.

Consequences for violation of the district's policy on use of tobacco are defined in the Tobacco and Nicotine Use/Possession and Vaping Devices Policy.

H. Drug and Alcohol Policy

The district's drug and alcohol policy provide the framework for dealing with elementary school drug and alcohol offenses. This policy can be found near the back of this book.

IV. Consequences for Rule Infractions

Following are listed the various kinds and levels of consequences for rule infractions. Additionally, the Pocono Mountain School District believes any good discipline policy should encourage proper behavior; therefore, the district encourages teachers to use verbal praise and rewards when students or classes behave properly. The PMSD utilizes (PBIS) Positive Behavioral Interventions and Supports and reinforces positive behaviors.

A. Consequences for less severe discipline infractions may include:

1. Personal talk
2. Warning
3. Verbal reprimand
4. Seat change
5. Isolation within a classroom
6. Loss of recess
7. Telephone call or letter to parents
8. Parent-teacher conference
9. Restriction of privileges (no special movies, field trips or class parties)
10. Counseling
11. Other consequences approved by the principal

B. Out of School Suspension

An out of school suspension may be assigned for continued violation of school rules or for violation of school rules which endanger people or property. The policy for out of school suspension is as follows:

1. A student will be excluded from school when, in the opinion of an administrator, the continued presence of the student represents a threat to the health, safety, morals, or welfare of others.
2. Suspension from school can occur in the following forms:
 - a. Suspension - exclusion from school for a period of up to three (3) school days.
 - b. Full Suspension - exclusion from school for a period of up to ten (10) school days.
3. Students who are suspended will be informed of the reason(s) for the action and will be given an opportunity to discuss the behavior causing the action before the action becomes effective.
 - a. A hearing is not required prior to a suspension.
 - b. An informal hearing with the principal will be offered within three (3) school days to parent(s) or guardian(s) when a student receives a full suspension.
4. Whenever possible, any student being suspended will be directed, in the presence of an administrator, to telephone a parent or guardian to inform them of the suspension. The administrator will attempt to answer questions or supply information requested by the parent or guardian.

5. The parent(s) or guardian(s) will also be notified by letter of the suspension. A copy of the letter will also be issued to the student for immediate delivery to a parent or guardian.
6. A parent conference may be requested before the student is readmitted following any suspension.
7. School work missed during a suspension may be made up without penalty if it is completed within two weeks of his/her return.
8. When possible and appropriate, suspensions may be served in school.
9. Principals and teachers are to record the incident(s) which lead to the suspension and the actions taken as a result of the suspension.

V. Parental Responsibilities and Involvement

- A. Parents will be informed in writing of classroom and school rules and academic expectations for student performance and are to sign a statement that they have read the discipline policy and return that statement to the school.
- B. Phone calls and/or parent conferences regarding student performance are encouraged as one method of helping students improve behavior.
- C. In serious disciplinary situations, parent conferences will be required.

Elementary School Accident Insurance

Parents have the option to purchase K-12 Student Accident Insurance for their children attending school in the Pocono Mountain School District. The insurance is for accidents only and may be purchased for 24-hour coverage or during school times only. Any purchase of insurance is voluntary. To read more, please visit the PMSD webpage: www.pmsd.org and click on "For Parents". Go under "Resources". K-12 Voluntary Student Accident Insurance will be a selection on the left-hand side when you scroll down.

Emergency School Closings, Delayed Openings and Early Dismissals

To protect the health, safety and welfare of students, there will be occasions when it will be necessary to deviate from established school hours because of extreme weather conditions or other emergencies. These changes will be announced on the PMSD website (www.pmsd.org), on the PMSD Facebook page (facebook.com/Poconoeast.west), through text and email alert messages, and by local radio and television stations.

When weather or road conditions or other emergencies are of a temporary nature and expected to improve, the opening time for schools may be delayed.

A ONE-HOUR DELAY means that schools will open ONE HOUR later than usual and that bus schedules will be adjusted to arrive ONE HOUR later than the regular time.

In the event of a TWO-HOUR DELAY, school openings and bus arrivals will be TWO HOURS later than the regular times.

In the event of a THREE-HOUR DELAY, school openings and bus arrivals will be THREE HOURS later than the regular times.

PARENTS ARE URGED TO CONTINUE TO MONITOR THE PMSD WEBSITE, PMSD FACEBOOK PAGE, OR LOCAL RADIO OR TV STATIONS, AFTER A DELAYED OPENING IS ANNOUNCED, IN CASE CONDITIONS DO NOT IMPROVE AS EXPECTED AND IT BECOMES

NECESSARY TO CLOSE SCHOOL FOR THE DAY.

Decisions to close school for the day, or to delay the opening time, will be based on conditions throughout the district. Special attention is given to those areas where the worse conditions are usually found.

IF ROAD CONDITIONS IN A SPECIFIC AREA OF THE DISTRICT ARE, IN THE OPINION OF THE PARENT, UNTREATED AND HAZARDOUS, PARENTS SHOULD MAKE THE ULTIMATE DECISION AS TO WHETHER THEIR CHILD SHOULD ATTEND SCHOOL ON THAT PARTICULAR DAY.

A statement to this effect should be written in an excuse note explaining the child's absence.

Parents are also requested to make any special arrangements that may be necessary for children arriving home before the usual time when schools are dismissed early. The early dismissal procedure continues the practice of transporting students to their usual day care facilities and allows older students to be home first to help supervise younger children.

We appreciate your cooperation and understanding in our attempt to improve the early dismissal process. If you have any questions, please do not hesitate to contact your building principal.

The following radio and television stations broadcast announcements of changes in school schedules:

Radio Stations:

WSBG 840 AM and 93.5 FM Stroudsburg
WARM 590 AM Scranton
WKRZ 98.5 FM Scranton

Television Stations:

WFMZ TV Channel 69 Allentown
WYOU TV Channel 22 Scranton
WBRE TV Channel 28 Wilkes-Barre
WNEP TV Channel 16 Wilkes-Barre

Websites

www.pmsd.org

PMSD Official Facebook page: [facebook.com@Poconoeast.west](https://www.facebook.com/Poconoeast.west)

Community Online/Alert Messages: <http://www.pmsd.org/Page/525>

Student Records

(Policy #216 Adopted April 6, 2022)

<https://policymain.org/pocono-mountain-school-district/policies/89e52f34-2095-4277-b894-fcbf2a54eded>

The Board recognizes its responsibility for the collection, retention, disclosure and protection of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records and prohibits the unauthorized access,

reproduction, and/or disclosure of student education records and personally identifiable information from such records.

The Board shall adopt a comprehensive plan for the collection, maintenance and dissemination of student education records that complies with federal and state laws and regulations and state guidelines. Copies of the adopted student records plan shall be maintained by the district and revised as required by changes in federal or state law and regulations.

Copies of the student records plan shall be submitted to the Department of Education, upon request.

Attendance - includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and the period during which a person is working under a work-study program.

Directory information - information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the student's name; address; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized school activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.

Directory information does not include a student's Social Security Number; or student identification (ID) number, except that directory information may include a student ID number, user ID, or other unique personal identifier displayed on a student ID card/badge or used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

Opt-Out: Parents retain the right to opt-out of disclosure by informing the district in writing that any or all of the information designated above as directory information shall not be released without the parent's prior consent.

Disclosure - permitting access to or the release, transfer or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party, except the party that provided or created the record.

Education records - records that are directly related to a student, maintained by the school district or by a party acting for the school district.

The term does not include:

1. Records kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another individual except a temporary substitute for the maker of the record.

2. Records created or received by the district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
3. Grades on peer-graded papers before they are collected and recorded by a teacher.
4. Other records specifically excluded from the definition of education records under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations.
5. Group photographs, team photographs, yearbook photographs, and other similarly casual photos or media wherein the student is not specifically identified.

Eligible student - a student who has attained eighteen (18) years of age or is attending an institution of postsecondary education. All rights accorded to and consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student. In cases where an eligible student is dependent upon the parent as defined in the Internal Revenue Code, the district shall make the education records accessible to the parent of said student.

Parent - includes a natural parent, a guardian or an individual acting as a parent of a student in the absence of a parent/guardian. The district shall give full rights to either parent unless the district has been provided with evidence that there is a state law, court order, or a legally binding document governing such matters as divorce, separation, or custody that specifically revokes these rights.

Personally identifiable information - includes, but is not limited to:

1. The name of a student, the student's parents or other family members.
2. The address of the student or student's family.
3. A personal identifier, such as the student's Social Security Number, student number, or biometric record.
4. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name.
5. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
6. Information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

Student - includes any individual who is or has been in attendance at the district and regarding whom the district maintains education records.

All district personnel having access to student education records shall receive training in the requirements of Board policy, student records plan, and applicable federal and state laws and regulations as directed by the Superintendent.

Each district teacher shall prepare and maintain a record of the work and progress of each student, including the final grade and a recommendation for promotion or retention.

The district's plan for the collection, retention, disclosure and protection of student records shall provide for the following:

1. Safeguards to protect the student records when collecting, retaining and disclosing personally identifiable information either to student/parent or third-parties.
2. Ensuring that parents and eligible students, including those who are disabled or have a primary language other than English, are effectively notified of their rights and the procedures to implement those rights, annually and upon enrollment.
3. Procedures for the inspection, review, and copying of a student's education records by parents and eligible students. The district may charge a fee for copies of records that are made for parents so long as the fee does not effectively prevent parents from exercising their right to inspect and review those records. The district shall not charge a fee to search for or to retrieve information in response to a parental request.
4. Procedures for requesting the amendment of a student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
5. Procedures for requesting and conducting hearings to challenge the content of the student's education records.
6. Enumerating and defining the types, locations and persons responsible for education records maintained by the district.
7. Determining the types of personally identifiable information designated as directory information.
8. Establishing guidelines for the disclosure and subsequent redisclosure of student education records and personally identifiable information from student records.
9. Reasonable methods to ensure that school district officials obtain access to only those education records in which they have a legitimate educational interest. Such methods shall include criteria for determining who constitutes a school district official and what constitutes a legitimate educational interest.
10. Maintaining required records of requests for access and each disclosure of personally identifiable information from each student's education records.
11. Ensuring appropriate review, retention, disposal and protection of student records.
12. Procedures for the inspection and release of a student's education records to third-parties.

13. Transferring education records and appropriate disciplinary records to other school districts.

Student Recruitment

Procedures for disclosure of student records and personally identifiable information shall apply equally to military recruiters and postsecondary institutions and shall comply with law and Board policy.

Missing Child Registration

A missing child notation shall be placed on school records of a student under the age of eighteen (18) reported as missing to school officials by a law enforcement agency. Such notation shall be removed when the school district is notified by the appropriate law enforcement agency that a missing child has been recovered.

In the event the district receives a request for information from the school records of a missing child, the district shall:

1. Attempt to obtain information on the identity of the requester.
2. Contact the appropriate law enforcement agency to coordinate a response.

No information in the records shall be released to the requester without first contacting the appropriate law enforcement agency.

Amendment of Education Records

A parent/guardian or eligible student has the right to request amendment of a student's educational file if it is believed that any information is inaccurate, or in violation of a student's rights. The educational agency shall decide within a reasonable time whether to amend the record. If the school district decides not to amend the educational record it shall notify the parent/student of the right to and arrange an informal hearing. The hearing will be conducted by an official of the District without an interest in the outcome, who will be either the Assistant Superintendent for Curriculum and Instruction or their designee. The parent may present relevant evidence. The District will issue a written decision based on the hearing.

Complaints regarding violation of rights accorded parent(s)/guardian(s) and eligible students with respect to student records are to be submitted in writing to the Chief Human Resources Officer, Pocono Mountain School District, P.O. Box 200, Swiftwater, PA 18370-0200. All complaints will be investigated and responded to in writing within a reasonable period of time. If complaints cannot be satisfactorily resolved by the District, complaints can be filed with the following:

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

Questions regarding the above information or requests for a copy of the records policy may be referred to the Chief Human Resources Officer, Pocono Mountain School District, P.O. Box 200, Swiftwater, PA 18370-0200.

ACT 47

Act 47 of 2025 amended the state School Code by establishing strict rules regarding habitual truancy and cyber charter school transfers. Its primary mechanism prohibits students classified as habitually truant from transferring to a public cyber charter school mid-year without a judge's approval.

ACT 30 of 1995

Act 30 of Special Session #1 of 1995 (PA Legislature) requires the court, through the juvenile probation department, to provide the building principal of any school information concerning the adjudication of an enrolled child. Such reports would include a list of descriptions of delinquent acts committed by the child, disposition of the case, probation or treatment reports, prior delinquent history, the supervision plan for the student, or any other information deemed necessary. The principal is required to share this information with the child's teacher or with the principal of another school to which the child may transfer. Any such information must be maintained separately from the child's official school record. For more information, contact the Chief Human Resources Officer at (570) 839-7121, Ext. 10121.

ACT 26 REPORTING

Act 26 of 1995, the Safe Schools Act, was signed into law by Governor Tom Ridge to address violence and weapons possession in Pennsylvania schools and established the Office of Safe Schools in the Department of Education. The duties of the Office of Safe Schools are:

- to coordinate antiviolence efforts among school, professional, parental, governmental, law enforcement, and community organizations and associations.
- to collect, develop and disseminate information, policies, strategies combat school violence.
- to advise school entities and nonpublic schools on the development of policies regarding possession of weapons by any person, acts of violence and protocols for coordination with and reporting to law enforcement officials and the Department of Education.
- to develop forms to be used by school entities for reporting incidents involving acts of violence and possession of weapons on school property.
- to make targeted grants to schools to fund programs which address school violence.

The Act also requires that public schools report to the Office of Safe Schools all new incidents involving acts of violence and possession of a weapon by any person on school property. It also requires schools to maintain updated records of all incidents of violence, incidents involving possession of a weapon and convictions or adjudications of delinquency for acts committed on school property. A statistical summary of these records shall be maintained and made accessible to the public for examination during regular business hours by public and private schools.

ACT 110

Act 110 was signed into law to protect young victims of sexual assault against the possibility of having to attend school with their attackers. Act 110 addresses the

removal, transfer or reassignment of students who are adjudicated delinquent or convicted of sexual assault where the victim remains in the public-school entity. To read the full public-school code, click here.

<https://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2020&sessInd=0&act=110>

Key components of Act 110 are:

- If a student enrolled in a public school entity is convicted or adjudicated delinquent of committing a sexual assault upon another student enrolled in the same public school entity, the public school entity shall, pursuant to applicable laws and regulations, take one of the following actions: (i) Expel the convicted or adjudicated student; (ii) Transfer the convicted or adjudicated student to an alternative education program; (iii) Reassign the convicted or adjudicated student to another school or educational program within the public school entity.
- A public-school entity shall ensure that the convicted or adjudicated student is not educated in the same school building, transported on the same school vehicle or allowed to participate in the same school-sponsored activities at the same time as the victim.
- A student convicted of sexual assault upon another student enrolled in the same public-school entity shall notify the public-school entity of the conviction no later than 72 hours after the conviction.
- Prior to admission to a public-school entity, the parent, guardian or other person having control or charge of a student shall, upon registration, provide a sworn statement or affirmation stating whether the student was previously or is presently expelled under the provisions of this section [1318.1].
- A public-school entity shall, in the case of students with disabilities, take all steps necessary to comply with the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.).

Every Student Succeeds Act

ESSA replaced No Child Left Behind (NCLB) as the nation's main education law. Pennsylvania's proposed Consolidated State Plan was submitted in a timely way to the United States Department of Education (USDE) on September 18, 2017, and was approved by USDE on January 16, 2018.

ESSA advances ESEA's promise of ensuring that all students – from pre-kindergarten to postsecondary, including low-income students, students of color, students with disabilities, English Learners, and other historically marginalized students – have access to a world-class education that prepares them for college, career, and life.

For Pennsylvania, ESSA presents two important opportunities – the chance to move away from the prescriptive policies and unintended consequences of NCLB, and toward state-level efforts that enjoy broad, bipartisan support, including more equitable and predictable funding for public schools and valid measures of school performance that look beyond standardized test scores.

Pennsylvania's ESSA State Plan aligns well with the education vision and strategies of the Governor of Pennsylvania and the Pennsylvania Secretary of Education:

- Historic investments in education funding;
- Diverse measures of school success;
- High quality early childhood education;
- Investment in great teachers and leaders;
- STEM innovation and capacity;
- Expansion of career ready pathways; and
- Community schools.

Fire Drills

The school laws of Pennsylvania require that each school have at least one drill each month. Students are expected to leave the building quickly and safely following the procedures list:

- All windows must be closed.
- All classroom lights must be turned off.
- Classroom doors must be closed after departure.
- Student conversations must cease immediately upon the sounding of the fire alarm. Students must listen closely for directions given prior to or during departure.
- After exiting the building, students will be directed by their teacher to a location which is a safe distance from the building leaving possible fire lanes open.
- Attendance will be taken by teachers once students have been directed to a safe area.

Students will remain outside until the signal to return to class is given. Following the fire drill, students will return to class. All students, staff and visitors must vacate the building during a fire drill. Administrators and assigned supervisory personnel may remain in the building.

Grading

The Pocono Mountain School District believes that every student should be provided as many opportunities as possible to demonstrate achievement each marking period both formally and informally. The assessments, both formal and informal, are what collectively contribute to the formation of a grade for each individual student.

Assessments should be made in multiple formats and may include homework, tests, quizzes, class work, center work, lab work, final exams, project completion, paper and pencil activities, notebooks, portfolios, participation, and verbal presentations.

Students in grades K -2 are assessed four times per school year. Every 45 days a formal report card is issued. Students in grades 3-6 are assessed eight times per school year. Every 45 days a formal report card is issued to the student, 4 per year. Parent conferences may be scheduled at any time to discuss student progress.

Please Note: The minimum grade during marking periods 1 through 3 for regular education students will be a 55% and for special education students a 58%.

Various grade levels reflect student achievement differently, but all grades are based on the scale of 0 to 100.

The scale and designation of alpha and numeric is as follows:

Grading System

A+ = 98 - 100	C+ = 80 - 82	O = Outstanding
A = 95 - 97	C = 77 - 79	S = Satisfactory
A- = 92 - 94	C- = 74 - 76	U = Unsatisfactory
B+ = 89 - 91	D+ = 71 - 73	NR= No Report
B = 86 - 88	D = 68 - 70	I = Incomplete
B- = 83 - 85	D- = 65 - 67	M = Medical
	F = 0 - 64	P = Pass

Honor Roll and Distinguished Honor Roll

Fifth and Sixth grade students can qualify for the honor roll. Honor roll status is achieved when a student earns the grade of B or higher in all content area subjects. Honor roll can be attained through the twelfth grade. A student cannot make the honor roll or distinguished honor roll if any of his/her related arts class grades are below a B/S/Pass/83. Distinguished honor roll is achieved in the elementary grades (5th and 6th) when a student has qualified for the honor roll for each consecutive marking period during the year. This award is given at the end of each school year.

Health Services

The School Nurse maintains health records for each student. Parents or guardians are responsible for notifying the school nurse, in writing, of medical needs that may affect a student while in school. Parents or guardians are expected to update this information annually or as the student's needs change. In accordance with School Code section 14-1409, to the extent necessary to protect the health and safety of a student, staff members will be notified of health conditions which may adversely affect student learning or present a danger to the student. Medical information will only be disclosed by the nurse's office to school staff to the extent necessary to ensure the safety of a student. Unless it presents a threat to a student's health, medical information may remain confidential with the school nurse only, upon the written request of a Parent or Guardian.

Medication at school may not be dispensed unless:

The medicine is accompanied by written instructions from the physician/provider and a signed request from the parent.

The medication is supplied in the original container, labeled with the child's name, the amount and time of dosage.

Please comply with these regulations and please keep requests for medication at school to a minimum. For further information, please refer to the Use of Medications Policy in the policy section of this handbook (See sample Physician's School Order in appendix).

If your child appears to have a developmental or emotional problem, the school nurse should be consulted as well as the counselor, principal, and teacher. It has been found in the past, that a contributing factor to problem behavior or learning disability may be

an undetected physical, developmental, or emotional condition that could possibly be controlled or corrected.

Family Emergency Information

An Emergency Information Form is maintained on each student in school. The parent's signature is required, but the physician's name is optional. When illness or injury occur, the school gives "first" treatment only. A parent or guardian will be notified in case of a suspected serious accident or illness requiring medical care. It is the parents' right and responsibility to provide medical care. Parents/Guardians are encouraged to have a local emergency contact person in the near vicinity of the Pocono Mountain School District in case of severe student illness or injury.

The Emergency Information form is to be completed when registering a child for school and at the beginning of each year. Please inform the school secretary immediately of any changes in telephone numbers, address or employment or emergency contact person. The school needs to contact you in the event your child is ill or injured. You are encouraged to keep an ill child at home since he/she may not only expose others to an illness but may also be more susceptible to complications that may endanger his/her own health.

Medical Examinations

Medical examinations are required in kindergarten, sixth grade and eleventh grade or upon original entry in Pennsylvania schools. Students may have their own private physicians conduct these examinations at their own expense. With parental consent, the school physician will conduct these examinations. Please keep the school nurse informed of medical problems and limitations of activities as they occur throughout your child's school life. The school nurse can help modify a student's activities if needed.

Vision and Hearing Screenings

Vision and hearing screenings are conducted regularly throughout your child's school years and upon parent request. You will be notified if results are below accepted norm as established by the Pennsylvania Department of Health. If you need help in obtaining corrective care for your child, contact the school nurse.

Height and Weight

Height and weight screenings are conducted regularly throughout your child's school year by the Health and Physical Education teachers and by the school nurse.

Immunizations, Communicable Diseases and HIV Infection (Policy #203 Adopted December 8, 2021)

<https://policymain.org/pocono-mountain-school-district/policies/1ba9b003-d3f7-4fcf-b030-bdcfa28da6bf>

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

Certificate of Immunization - the official form furnished by the Pennsylvania Department of Health. The certificate is filled out by the parent/guardian or health care

provider and signed by the health care provider, public health official or school nurse or a designee. The certificate is given to the school as proof of full immunization. The school maintains the certificate as the official school immunization record or stores the details of the record in a computer database.

HIV Infected Students - refers to students diagnosed as having HIV infection, including those who are asymptomatic.

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

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

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

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

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

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

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

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

Parents/Guardians shall be informed prior to a student's admission to school, or a grade requiring additional immunizations, of the requirements for immunization, the requisite proof of immunization, exemption available for religious or medical reasons, and means by which such exemptions may be claimed.

School personnel shall be designated to review student medical certificates in accordance with law and regulations to ensure compliance with full immunization requirements.

State standards for immunization shall be reviewed annually and responsible district personnel directed accordingly.

Programs of immunization that may be warranted to safeguard the health of the school community shall be investigated and recommended to the Board as needed. Such programs shall be subject to Board approval and may be conducted in cooperation with local health agencies.

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

Communicable Diseases

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

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

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

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

Health guidelines, Board-approved health and safety plans, and universal precautions designed to minimize the transmission of communicable diseases shall be implemented in district schools.

Instruction regarding communicable and life-threatening diseases and the prevention thereof shall be provided by the schools in the educational program in accordance with state regulations.

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

Health Records

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

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

HIV Infection

The Board directs that the established Board policies and administrative regulations governing attendance and school rules relative to illnesses and other diseases among students shall also apply to HIV Infected Students. This is based on current evidence that HIV Infection is not normally transmissible by infected individuals within the school setting, except as noted below.

Students, parents/guardians, and employees shall be notified about current Board policies concerning HIV Infection and shall be provided reasonable opportunities to discuss the policy and related concerns.

HIV Infected Students have the same right to attend school and receive services as other students and shall be subject to the same policies and administrative regulations. HIV Infection shall not factor into decisions concerning educational programs, privileges, or participation in any school-sponsored activity.

School authorities shall determine the educational placement of HIV Infected Students on a case-by-case basis by following Board policies and administrative regulations established for students with chronic health problems and students with disabilities.

An HIV Infected Student who is unable to attend school, as determined by medical examination, shall be considered for homebound instruction or an alternative placement, and may be excused from school attendance if the parent/guardian seeks such excuse based on the advice of medical or psychological experts treating the student.

An HIV Infected Student's placement shall be reassessed if there is a change in the student's need for accommodations or services.

In addition to the provisions concerning health records above, District employees who have knowledge of an Infected Student's condition shall not disclose any information without prior written consent of the student's parent/guardian, consistent with the requirements of the Pennsylvania Confidentiality of HIV-Related Information Act.

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

The School District shall maintain reasonably accessible equipment and supplies necessary for infection control.

The District shall provide opportunities for employees to participate in in-service education on HIV Infection.

Designated district employees may receive additional, specialized training appropriate to their positions and responsibilities.

The goals of HIV Infection prevention education shall be to promote healthy living and discourage the behaviors that put people at risk of acquiring HIV Infection. Prevention educational shall be taught at every grade level as part of the curriculum, be appropriate to students' developmental maturity, and include accurate information about reducing the risk of HIV Infection.

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

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

Instruction regarding communicable and life-threatening diseases shall be provided by the schools in the educational program for all levels.

Parents and guardians shall be provided convenient opportunities to preview all instructional materials used in presentation of this subject.

Childhood diseases are the most contagious in the "coming down" stage of illness. The following is a summary of regulations established by the Pennsylvania Department of Health for various communicable diseases.

Diseases & Incubation Period	Symptoms	Rules for Exclusion or Re-admittance to School
Chicken Pox 2 to 18 days	Rash in the form of small red spots, later blisters	Six (6) days from appearance of last crop of blisters
Conjunctivitis (Pink Eye)	Redness, swelling or discharge from eye	24 hours from start of appropriate treatment
Measles 8 to 14 days	Sudden onset of fever and cold symptoms. Rash is blotchy, dusky red with irregular spots appearing first on the face and spreading over the body	Exclude for four (4) days from onset of rash
Mumps 14 to 21 days	Swelling in front of and below the ear. Chills, headache and fever	Exclude for nine (9) days from onset or until swelling subsides
Pediculosis (Head Lice)		Until judged non-infectious by school nurse

Pertussis (Whooping Cough) 7 to 14 days	Begins like a cold with cough	Exclude seven (7) days without treatment or 24 hours from start of appropriate treatment
Respiratory Strep Infections (Including Strep Throat)	Sudden onset with fever, sore throat and often vomiting. Rash may or may not be present.	Exclude seven (7) days without treatment or 24 hours from start of appropriate treatment
Rubella (German Measles)	Mild rash, eyes and throat may be slightly inflamed	Exclude four (4) days from onset of rash
Tonsillitis	Enlargement of nodes behind ears	24 hours from start of appropriate therapy

*Note: Three skin diseases are also found in children. Impetigo is marked by a crust with infection. Ringworm is a circular skin eruption. Scabies is a rash with itching, especially in the folds of the skin. Children with any of these diseases should be kept out of school until judged non-infectious by the school nurse or physician.

Immunizations Required for School Entrance

Pennsylvania Law requires all students to have the following immunizations in order to attend school:

Diphtheria vaccine/tetanus toxoid (DTP, DTaP, DT or Td): Four (4) or more doses with the fourth dose of the vaccine given on or after the fourth birthday.

Polio vaccine: Four (4) properly spaced doses.

Measles: Two (2) properly spaced doses of live attenuated measles containing vaccine (preferably MMR) with the first dose administered at 12 months of age or older, or measles immunity proved by serological evidence determined by the hemagglutination inhibition (HI) test or any comparable test.

Rubella: One (1) dose of rubella vaccine given at age 12 months or older or the disease confirmed by a blood test.

Mumps: Two (2) doses of live mumps vaccine given at age 12 months or older or the disease confirmed by a blood test.

Hepatitis B: Three (3) properly spaced doses of Hepatitis B vaccine. 3rd dose of Hepatitis B must be given after 6 months of age.

Chicken Pox: Two (2) doses of varicella vaccine or history of disease.

Additional Immunizations Required for 7th Grade Students:

One (1) Tetanus, Diphtheria, Pertussis (Tdap)

One (1) Meningococcal Vaccine (MCV)

Additional Immunizations Required for 12th Grade Students:

One (1) MCV on the first day of the 12th grade. If one dose was given at 16 years of age or older, that shall count as the twelfth-grade dose.

Two exemptions are allowed - medical and religious. Special forms must be signed for any exemptions. Please see the school nurse for further information.

Parent Portal

Parents have access to their students' records online. Each parent is provided with a sign-on and password that will link them with all their students and allow them to view grades and attendance. Parents may contact their child's school if they do not have a sign-on or password.

ClassDojo

ClassDojo is utilized to connect teachers, students, and families into a single, cohesive educational community. It functions as a communication and behavior management platform used to build positive classroom culture, share updates, and encourage student engagement.

Message XR Enterprise

Message XR Enterprise is a communication tool that has been adopted by the Pocono Mountain School District. Message XR Enterprise is a system in which parents may be informed with regard to a variety of districts, as well as building level situations via an automated voice message. The Message XR Enterprise system may be accessed by Pocono Mountain School District administrators for the purpose of informing both parents and students in situations including, but not limited to, school delays/closings, parent/teacher conference dates, as well as standardized testing date information. Message XR Enterprise is one way, among other means, that the Pocono Mountain School District attempts to keep parents and students well informed. If you are not receiving the Message XR Enterprise communications, contact your student's building administration to review and/or update with a preferred phone number.

Homebound Instruction

When a student is prevented from attending school for a period of two weeks or more, the School District will provide homebound instruction. To be eligible for the service a student must have a form completed by a physician indicating that health considerations will keep the student out of classes. Arrangements for homebound instruction are made through the counselors and individual building principals.

Homework Guidelines

The Pocono Mountain School District believes homework is an effective tool for reinforcing what has been taught in the classroom and enriching the students' understanding of learned materials. Homework is an integral part of each student's education in providing a discipline process that develops both accountability and responsibility while encouraging the students to use time wisely. Homework fosters initiative, independence, and responsibility in addition to providing necessary integration, practice and application of skills. Parent involvement is welcome in all facets of the child's education including a close monitoring of homework assignments. Teachers may wish to coordinate homework assignments to prevent an overburdened

homework schedule especially on school activity nights such as band and chorus concerts, talent shows and other school-related functions.

Included is a list of elementary grades with the suggested time periods which should be set aside each school day for homework activities:

Grade One – 15 minutes	Grade Two – 20 minutes	Grade Three – 30 minutes
Grade Four – 30 minutes	Grade Five – 45 minutes	Grade Six – 60 minutes

Kindergarten Registration Program

Pocono Mountain employs a team approach in registering the preschool child. Parents are asked to contact the PMSD Central Registration office at (570)839-7121 ext. 40400 to schedule an appointment to register your child. The required registration documents are available on-line at www.pmsd.org.

Please bring the completed registration packet to your scheduled appointment. In addition, please bring the child's birth certificate, immunization records, and your proof of residency. These items are required to complete the registration. After the registration process has been completed, your child will be scheduled for a kindergarten orientation session over the Summer at their respective school building. Your child will not be able to attend a kindergarten orientation session or start the school year without the mandatory documentation.

Loco Parentis

Every teacher, assistant principal and principal is in "loco parentis" with every student. This means that District staff has the right to exercise the same authority over a student's conduct and behavior, during the time the student is attending school, traveling to and from school, and attending school sponsored events, as the student's parents or guardians may exercise over the student. Consequently, District staff may enforce the disciplinary rules and regulations adopted by the School Board. This includes, but is not limited to, the investigation of disciplinary infractions and the imposition of sanctions for disciplinary violations. During the investigation process, District staff may legally question a student regarding a disciplinary infraction without parental consent and in the absence of the student's parents or guardians.

Lost and Found Articles

Articles found at school are to be taken to the classroom teacher or the designated lost and found area. Articles of clothing, books, school bags, and lunch boxes that are properly marked with the child's name will be returned immediately.

Parent Conferences

Parent conferences can be scheduled throughout the school year. Much better than a report card, parent conferences bring out most facts and build a better understanding between teacher and parent.

Some tips for parents for a successful parent-teacher conference include:

- ❖ Be prepared. Make a list of things you want to tell and to ask the teacher. Items on the list may include homework policy, test results, and your child's attitude.
- ❖ If possible, leave your child and his/her brothers and sisters at home when you go to a parent-teacher conference. Before meeting with the teacher, ask your child if there is anything about which he would like you to talk to his/her teacher.

- ❖ Be on time for your conference.
- ❖ Relay the results of your conference with your spouse so that you may both work together to help and praise your child.
Talk with your child about the conference and stress the positive points brought out by the teacher. Discuss some possible suggestions for improvement.

Parent Custodial Rights

Custody is legally vested in both of the child's natural parents unless there is a specific court order limiting the rights of either parent. It is the parent's responsibility to furnish the district with notarized copies of such court orders each year. If no such orders are in the child's file, it will be assumed that the natural parents have joint custody and have equal access to the child's records and may both legally take the child home from school. During the school day, visits, and phone calls to the child, from a noncustodial parent, are prohibited.

Parental Questions and Concerns

Please feel free to call the school by going directly to the source with your questions. When you have a concern, call, or make an appointment with the teacher, counselor or principal who will have the right information to help you. We are always available to offer help.

Parental Involvement - PTO

PTO fund-raising projects have enabled the schools to purchase many useful items. Like any other successful organization, they need the support of all the parents. Financial support is not enough. Direct involvement with activities and meetings will give you an insight into your child's school and the role it plays in his health, education, and welfare. Join us now - be active in the organization. For more information on how to join, please contact your local elementary center.

Parties

Several parties are held throughout the school year. They include fall, winter, Valentine's Day, and spring. In some cases, parties are held in conjunction with the PTO. Students, for religious reasons, will be excused from participating if they so desire. Please refer to the PMSD Student Wellness Policy (*Policy #246*)

<https://policymain.org/pocono-mountain-school-district/policies/6b8ffbfa-55a6-4e25-859e-3c0b9c69c79c>.

Photographs

Photographs of elementary pupils are taken annually by a commercial photographer. There is no obligation to purchase these photographs.

Also, photographs are taken by photography students for use in district publications such as the calendar, newsletters, and this handbook. If a parent/guardian does not want their child's picture to be placed in district or community publications, they should indicate that decision on the "Parent Permission Form for Publicity/Media Relations," found in the back of this handbook that is turned in at the start of each school year.

Playground Conduct

Rules for proper playground safety are to be obeyed. Students are encouraged to play and enjoy themselves but keep in mind the safety and welfare of others. The decision to go outside will be made by the principal, head teacher or grade level group of teachers.

Report Cards

Report cards for students in grades Kdg - sixth are issued every 45 days during the school year, but other forms of communication on each child will be forthcoming as the need should arise. Grades three -sixth receive progress reports between the fourth and fifth week of each quarter. You are encouraged to arrange conferences with your child's teachers. Conferences will be scheduled at times before and after school convenient to both you and the teacher. If you desire a conference with a teacher, telephone the school secretary or send a note to the teacher.

Cafeteria – Food Services

(Board Policy 808: Adopted July 5, 1995, Last Revised October 4, 2023)

<https://policymain.org/pocono-mountain-school-district/policies/0530d590-4052-41c3-8278-5c440729cf1d>

The Board recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. The Board directs that students shall be provided with adequate space and time to eat meals during the school day.

The food service program shall be operated in compliance with all applicable state and federal laws and regulations, as well as federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture (USDA).

The district shall ensure that, in the operation of the food service program, no student, staff member or other individual shall be discriminated against on the basis of race, color, national origin, age, sex or disability.

Food sold by the school may be purchased by students and district employees but only for consumption on school premises. The price charged to students shall be established annually by the district in compliance with state and federal laws.

Nonprogram food shall be priced to generate sufficient revenues to cover the cost of such items. A **nonprogram food** shall be defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account. **Nonprogram foods** include but are not limited to adult meals and a-la-carte items. All revenue from the sale of nonprogram food shall accrue to the child nutrition program account.

Operation and supervision of the food service program shall be the responsibility of the Chief Financial Officer.

The individual responsible for the operation and supervision of the food service program shall present to the Board each month for its approval a statement of receipts and expenditures for cafeteria funds.

Cafeterias shall be operated on a nonprofit basis. A periodic review of the cafeteria accounts shall be made monthly by the Superintendent and the Chief Financial Officer and annually by the auditor.

The individual responsible for the operation and supervision of the food service program shall ensure that school meals meet the standards required by the School Breakfast Program and the National School Lunch Program.

The district shall comply with state and federal requirements for conducting cafeteria health and safety inspections and ensuring employee participation in appropriate inspection services and training programs.

The district shall develop and disseminate administrative regulations to implement this policy.

The district shall annually notify students, parents/guardians and employees concerning the contents of this policy and applicable administrative regulations. Notification shall include information related to nondiscrimination.

To reinforce the district's commitment to nutrition and student wellness, foods served in school cafeterias shall:

1. Be carefully selected to contribute to students' nutritional well-being and health.
2. Meet the nutrition standards specified in law and regulations and approved by the Board.
3. Be prepared by methods that will retain nutritive quality, appeal to students and foster lifelong healthy eating habits.
4. Be served in age-appropriate quantities, at reasonable prices.

The district shall use USDA Foods for school menus available under the Child Nutrition USDA Foods Programs.

School Hours Elementary buildings

Upon their arrival to school, elementary school students are to report to their classrooms. Students may enter the building at 8:50 a.m., or upon arrival of their school bus. Students should be in their classrooms by 9:05 a.m., and the dismissal is at 3:40 p.m. Your child should not be dropped off at school prior to 8:50 a.m. as supervision is not available. Teachers have tasks to complete in preparation for instruction. Students should not be leaving prior to 3:40 p.m.

When an elementary student arrives after 9:05 a.m., but prior to 12:25 p.m., the student is considered "Tardy." If the student arrives after 12:25 p.m., the student is marked absent for the full day.

Acceptable Use of Internet, Computers and Network Resources (Policy #815 Adopted March 6, 2024, Revised October 2, 2024)

<https://policymain.org/pocono-mountain-school-district/policies/2fde6997-8e35-49ac-a07e-7664489d9180>

The Board supports use of the computers, Internet, Internet-connected devices such as computerized drones, 3D printers, wearable technology and other network resources in the district's instructional and operational programs in order to facilitate learning,

teaching and daily operations through interpersonal communications and access to information, research and collaboration.

The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.

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

Computer - includes any school district owned, leased, licensed or user-owned hardware, software or other technology used on school district premises or at school district events, or connected to the school district network and systems, containing school district programs or school district or student information and/or data (including images, text and/or files) attached or connected to, installed in, or otherwise used in connection with a computer.

For example, as applicable, **computer** includes, but is not limited to, the school district and users:

1. Desktop, notebook, powerbook, tablet, chromebooks, netbooks or laptop computers;
2. Servers, firewalls/security systems, distance learning equipment, video conference units, printers, 3D printers, facsimile machine, cables, modems and other peripherals;
3. Specialized electronic equipment used for students' special educational purposes;
4. RFID, and Global Positioning System (GPS) equipment;
5. Personal digital assistants (PDAs), iPods, MP3 players, USB/jump drives;
6. iPads, Kindles, Nooks, and other electronic readers;
7. iPhones, cell phones (with or without Internet access and/or electronic mail and/or recording devices and/or camera/video and other capabilities and configurations), telephones, mobile phones or wireless devices, two-way radios/telephones and other smartphones;
8. Beepers, paging devices, laser pointers and attachments, Pulse Pens;
9. Wearable technology that can be worn by a person, either as an accessory or as part of material used in the clothing, and is able to be connected to the Internet enabling data to be exchanged between a network and the device (for example, smart watches, smart clothing, fitness trackers and smart jewelry);
10. Computerized drones; and
11. Any other such technology developed.

The term child sexual abuse material is defined under both federal and state law.

Child sexual abuse material - under federal law, is any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where:

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Child sexual abuse material - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.

The term harmful to minors is defined under both federal and state law.

Harmful to minors - under federal law, is any picture, image, graphic image file or other visual depiction that:

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

Harmful to minors - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement or sadomasochistic abuse, when it:

1. Predominantly appeals to the prurient, shameful, or morbid interest of minors;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole lacks serious literary, artistic, political, educational or scientific value for minors.

Obscene - any material or performance, if:

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;

2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

Technology protection measure - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child sexual abuse material or harmful to minors.

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

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

The Board declares that computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, receive or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network resources. The district reserves the right to monitor, track, and log network access and use; monitor fileserver space utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the Superintendent or designee.

The Board establishes the following materials, in addition to those stated in law and defined in this policy, that are inappropriate for access by minors:

1. Defamatory.
2. Lewd, vulgar, or profane.
3. Threatening.
4. Harassing or discriminatory.
5. Bullying.
6. Terroristic.

The district reserves the right to restrict access to any Internet sites or functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on

its computers used and accessible to adults and students. The technology protection measure shall be enforced during use of computers with Internet access.

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the disabling of Internet blocking/filtering software to enable access to material that is blocked through technology protection measures but is not prohibited by this policy.

Upon request by students or staff, building administrators may authorize the temporary disabling of Internet blocking/filtering software to enable access for bona fide research or for other lawful purposes. Written permission from the parent/guardian is required prior to disabling Internet blocking/filtering software for a student's use. If a request for temporary disabling of Internet blocking/filtering software is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.

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

The district shall inform staff, students, parents/guardians and other users about this policy through employee and student handbooks, posting on the district website and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of this policy and awareness that the district uses monitoring systems to monitor and detect inappropriate use and tracking systems to track and recover lost or stolen equipment.

Student user agreements shall also be signed by a parent/guardian.

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

Students, staff and other authorized individuals have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

Building administrators shall make initial determinations of whether inappropriate use has occurred.

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

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child sexual abuse material, harmful to minors with respect to use by minors or determined inappropriate for use by minors by the Board.

2. Maintaining and securing a usage log.
3. Monitoring online activities of minors.

The district shall develop and implement administrative regulations that ensure students are educated on network etiquette and other appropriate online behavior, including:

1. Interaction with other individuals on social networking websites and in chat rooms.
2. Cyberbullying awareness and response.

Network accounts shall be used only by the authorized owner of the account for its approved purpose. Network users shall respect the privacy of other users on the system.

Drones

The school district provides the opportunity for students and employees to learn about and use unmanned aircraft systems (also referred to as "drones") for educational use, whether curricular or extracurricular.

The Superintendent and/or designee is responsible for coordinating the drone initiative for the school district. Employees who teach students about drones and their use must utilize sound instructional methods, techniques, and practices, and develop lesson plans that assist them as they provide instruction to meet curricular and extracurricular guidelines. Employees who participate in the students' operation of the drones must comply with school district policies and other legal requirements, including relevant local, state, and federal laws, such as the Federal Aviation Agency (FAA) drone regulations, advisory circulars, memos, and interpretations.

Employees and students must understand the risks with flying drones, including the safety, security, privacy and other risks.

The school district will not be liable currently or in the future for individuals' who misuse a drone on or over the school district's or another person's property, or for pilot violations of school district policies and other legal requirements, including FAA regulations, and criminal and civil violations.

The Superintendent and/or designee is authorized to prepare and enforce administrative regulations and/or rules to carry out the use of drones.

3D Printers

The school district provides students and employees 3D printers and scanners to use when there is a school district instructional reason for their use. Approval by a teacher or administrator is required for the student or employee to operate a 3D printer and scanner. If approved, the person approving such use must then supervise the students' or employees' use. The school district reserves the right to deny any request.

Use of 3D printers and scanners must comply with school district policies and other legal requirements. For example, no created object may:

1. Violate local, state or federal law;
2. Involve inappropriate matter;
3. Be unsafe, harmful, dangerous, or may pose an immediate threat to the well-being of others (for example, knives, guns, or lethal weapons); and
4. Violate the intellectual property rights (copyright, patent, trade secret, trademark) of the owner.

The Superintendent and/or designee is authorized to prepare and enforce administrative regulations and/or rules to carry out the use of 3D printers and scanners.

Wearable Technology

The school district recognizes that students and employees may be wearing personal computing devices for personal or efficiency reasons. These wearables are part of the Internet of Things, that include fitness trackers (tracks wearers' fitness patterns), health trackers (monitor wearers' health conditions), ready-reference devices (provides access to the world of online information), and history-recording devices (records the wearers' experiences).

If students or employees are using the school district's WiFi or Internet service, the students or employees have no expectation of privacy in anything they create, store, send, receive, or display on or over the school district's CIS Systems, including their personal files or any of their use of the school district's CIS Systems. The school district reserves the right to record, check, receive, monitor, track, log, access, and otherwise inspect any or all CIS Systems use and to monitor and allocate files server space. The school district does not attempt to collect the information on the wearers' devices.

The school district does not require students or employees to wear or use school district-wearable technology. Therefore, the school district does not attempt to collect the information and data through school district wearables.

If a student's or an employee's wearable collects personal information from other individuals, the school district is not liable for the student's or employee's collection, use, storage, or other action(s) with respect to the information or data they collect.

The Superintendent and/or designee is authorized to prepare and enforce administrative regulations and or rules to carry out issues relevant to wearable technology.

Safety

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, email, social networking websites, etc.

Internet safety measures shall effectively address the following:

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

Prohibitions

Users are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Nonwork or nonschool related work.
4. Product advertisement or political lobbying.
5. Bullying/Cyberbullying.
6. Hate mail, discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal materials, images or photographs.
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. Inappropriate language or profanity.
11. Transmission of material likely to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
13. Impersonation of another user, anonymity, and pseudonyms.

14. Fraudulent copying, communications, or modification of materials in violation of copyright laws.
15. Loading or using of unauthorized games, programs, files, or other electronic media.
16. Disruption of the work of other users.
17. Destruction, modification, abuse or unauthorized access to network hardware, software and files.
18. Accessing the Internet, district computers or other network resources without authorization.
19. Disabling or bypassing the Internet blocking/filtering software without authorization.
20. Accessing, sending, receiving, transferring, viewing, sharing or downloading confidential information without authorization.

Security

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

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

Plagiarism

Users may not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet. Users may not misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

Copyright

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines and applicable laws and regulations.

District Website

The district shall establish and maintain a website and shall develop and modify its web pages to present information about the district under the direction of the Superintendent or designee. All users publishing content on the district website shall comply with this and other applicable district policies.

Users shall not copy or download information from the district website and disseminate such information on unauthorized web pages without authorization from the building principal.

Consequences for Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action, and/or legal proceedings. **Vandalism** is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet, district network or computers shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings.

*Acceptable Use of Internet, Computers and Network Resources - CIS
Acknowledgement and Consent Form
Policy 815 ATTACHMENT*

815. ATTACHMENT

POCONO MOUNTAIN SCHOOL DISTRICT

P.O. Box 200
Swiftwater, PA 18370

CIS ACKNOWLEDGMENT AND CONSENT FORM

Students

I have received, read, and understand this policy and will comply with it. Someone from the school district has also reviewed this policy with me and my parents/guardians have reviewed it with me. In addition, I have been given the opportunity to obtain information from the school district and my parent(s)/guardian(s) about anything I do not understand, and I have received the information I requested. If I have further questions I will ask my principal. Additionally, I understand that if I violate the policy, I am subject to the school district's discipline and could be subject to ISP, as well as local, state and federal legal recourse.

Name of Student

Signature of Student

Date of Signature

Parent(s)/Guardian(s)

As the parent/guardian of a student of the school district, I have received, read, and understand the Acceptable Use of the Computers, Network, Internet, Electronic, Communications and Information Policy. The policy is located in the district's policy manual found at:
<http://www.boarddocs.com/pa/pmsd/Board.nsf/goto?open&id=9XYQY55C8AD1>
In addition, I reviewed this policy with my child and answered questions they asked. If either my child or I have further questions I will ask the principal. I agree to have my child abide by the requirements of the policy.

Name of Parent/Guardian

Signature of Parent/Guardian

Date of Signature

Student Desk and Locker Searches

School lockers, desks, coat closets, roadways, and parking areas are the property of the school district. The use of such property by students is a privilege, not a right. The reasonable expectation of privacy which students enjoy does not extend to lockers, desks or vehicles parked or driven on school property. The school district expressly reserves the right to search lockers, desks and vehicles on school property whenever deemed necessary or reasonable for the protection of health, welfare, and maintenance of discipline in the classroom or on school grounds. This may include random, blanket, periodic or sweeping searches and may include the use of animals or mechanical means in an effort to detect the presence of illegal substances, weapons or other prohibited articles or materials. Random, periodic, or sweeping searches of all lockers will be conducted without regard for any individual suspicion.

Students found in possession of illegal substances, weapons or other prohibited articles or materials in their lockers, desks, or vehicles and/or on their persons shall be subject to discipline in accordance with the rules, policies and regulations of the district and shall further be subject to any fines, penalties or legal action as may be provided for by State and Federal laws and regulations. Such evidence may be used against the student in disciplinary proceedings.

Electronic Devices

(Policy #237 Adopted February 16, 2022)

<https://policymain.org/pocono-mountain-school-district/policies/11590458-89f4-4c2a-bc92-5091cf6d8035>

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, radios, walkmans, CD players, iPods, iPads, MP3 players, PSP Players, DVD players, handheld game consoles, Personal Digital Assistants (PDAs), cellular telephones, telephone paging devices/beepers, BlackBerries, smart watches, digital cameras, and laptop computers, as well as any new technology developed with similar capabilities.

In the event that any electronic device is brought to school, the device must be stored in a student locker or other building designated location (if no locker is assigned) immediately upon entering the school.

The use of cellular phones and any devices that have the capability to take photographs, or record audio or video, or text messaging are prohibited during the school day in district buildings, on district property, and while students are engaged in school-sponsored activities. Students may transport cellular phones to and from school provided that they adhere to the following requirements:

1. The cellular phone must be turned off upon entering any school building and remain off until the student is leaving the school building.
2. The cellular phone must be properly stored during school hours within the student's assigned locker or other building assigned location (if no locker is assigned).

3. The cellular phone must remain off during a school evacuation.

The school staff assumes no responsibility for lost and/or damage to electronic devices brought to school by students. Due to privacy concerns, as well as academic integrity issues, the Pocono Mountain School District recognizes the need to place strong limitations on the possession and/or use of certain electronic devices. Students found to be in possession of cellular phones, MP3 players, digital cameras, or personal electronic gaming systems during the school day will be subject to disciplinary action.

The Board further prohibits possession of laser pointers and attachments by students in district buildings; on district property; on district buses and vehicles; and at school-sponsored activities.

The district shall not be liable for the loss, damage, or misuse of any electronic device.

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Because such violations may constitute a crime under state and/or federal law, the district may report such conduct to state and/or federal law enforcement agencies.

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

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Students, parents/guardians and employees shall be notified annually about the Board's electronic device policy.

Administrative regulations shall be developed to implement this policy.

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device.

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

1. Health, safety, or emergency reasons.
2. An individualized education program (IEP).
3. Classroom or instructional-related activities.
4. Other reasons determined appropriate by the building principal.

The building administrator may grant approval for possession and use of a telephone paging device/beeper by a student for the following reasons:

1. Student is a member of a volunteer fire company, ambulance or rescue squad.
2. Student has a need due to the medical condition of an immediate family member.
3. Other reasons determined appropriate by the building principal.

Student Injury

In the event of a student being injured, every effort will be made to contact the parent by phone. If the parent/guardian cannot be reached, the physician stated on the Pupil Emergency Record will be contacted. If the physician cannot be reached, authorized persons may make whatever arrangements might be deemed necessary for transporting the student to a hospital or available physician.

Student Records

A permanent record file of your child's grades, biographical data, health records, and standardized test scores is maintained by the school district. These records are considered confidential information and will not be released to any agency outside the schools without your written permission.

If you move or transfer to another school system, you must withdraw your student. The permanent records will be forwarded to the new school system, provided we have a consent for release of records signed by a parent or guardian.

If you, as a parent or guardian, wish to examine your child's record at any time, you may do so by submitting a request to the counselor. (Please see "Family Educational Rights and Privacy Act" under General Elementary Information). Convenient arrangements will be made for you to meet with the counselor to explain the contents of the individual file.

Student Registration Center

Parents who need to register new students in the Pocono Mountain Schools should contact the Student Registration Center to schedule an appointment. The student registration process may be initiated on-line, [Registration - Pocono Mountain School District](#) or by contacting the Student Registration Center at (570) 839-7121, Ext 40400 for an appointment. For those who prefer, the district has made computers

available at the student registration center during normal business hours for the purpose of initiating the registration process. Elementary school registration takes approximately 1 hour.

Prior to their registration appointments, parents may access the student registration packet on the District website on the "Student and Parent" tab. Parents should complete the registration packet prior to their scheduled appointment time.

All questions should be directed to the Student Registration Center at (570) 839-7121, ext. 40400.

Student Residency Requirements

Students must reside in the Pocono Mountain School District to be eligible to attend school in the district. Questions on this requirement should be directed to the building principal or Central Registration. The district is to be notified immediately of any change in residence.

Student Promotion and Retention

(Policy #215 Adopted November 17, 2021)

<https://policymain.org/pocono-mountain-school-district/policies/80480237-7793-4e70-b124-2e7732a6aa9f>

A student may be retained in grades kindergarten through six when it's believed to be of benefit to the individual. The parents will be notified, and a parent-teacher conference will be held if retention is being considered. The final decision shall rest with the principal.

Suicide Awareness, Prevention and Response

(Policy #819 Adopted February 16, 2005, Revised December 6, 2023)

<https://policymain.org/pocono-mountain-school-district/policies/6dafbd33-b7ff-4c56-b811-5fdb7ac1e589>

Student Testing

Students are given many tests through their school career. Teachers give tests to evaluate the student's progress in a particular subject area. The school district also administers standardized tests to measure students' progress so that curriculum strengths and weaknesses can be pinpointed. Elementary students in grades three through six participate in PSSA testing.

Suggestions for Parents

A child's home life has a great deal to do with success in school. Starting the day in a happy frame of mind often means the difference between success or failure for the day. You may find the following suggestions helpful in achieving a successful day:

1. Insist that your child get adequate rest.
2. Have your child eat a good breakfast.
3. Neatness, cleanliness, finishing a task on time, promptness and cooperation are good habits that should be reinforced and emphasized at home and school.
4. Insist that your child wear appropriate school apparel.
5. During the school year, it is very important that you take time each day to look at your child's class work. Find something positive to compliment but be sure to review any areas of difficulty to help your child improve.
6. Talk with your child about problems and interests.

7. Provide reading opportunities in daily life and broaden your child's experiences by taking trips to the zoo, parks, city, etc.
8. Enrich your child's vocabulary through reading and visits to the local library. Give your child the opportunity to verbally express himself/herself every day.

Student Involvement with Media and District Website

Students participate in a number of classes and school-sponsored activities during the school year. Certain classes and activities may be photographed, taped, or videotaped by the news media, District personnel or other students. From time to time, student pictures, class work or school-activities information may be posted on an individual school's website or the district's website. This may include information printed in school newsletters or released to the local media. In addition, live images may be relayed via cable or satellite connections to other districts or to other classrooms within our District to allow for live interactions between students and teachers at separate locations and distance learning videotapes may be used to educate others about distance learning at seminars and other public places.

Any media interaction with students and the posting of student pictures, class work and/or school-activities information on school district websites must be approved in advance by the District Administration. Photographs, tapes or videotapes for commercial use are not permitted by the District.

This involvement by students in classes and school-sponsored events, and the sharing of education techniques and experiences, is intended to enhance and enrich the educational opportunities of all students and staff. The District's experiences and involvement in these areas have been positive.

Title 1 Parent Involvement

(Policy #918 Adopted July 16, 2003, Revised August 18, 2021, Reviewed August 20, 2025)

<https://policymain.org/pocono-mountain-school-district/policies/3768b423-7658-4e65-acb1-b047799d2adc>

The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in Title 1 Programs. The Board views the education of students as a cooperative effort among the school, parents, and community.

In compliance with federal law, the district and parents of students participating in Title 1 programs shall jointly develop and agree upon a written parent involvement policy. When developing and implementing this policy, the district shall ensure the policy describes how the district will:

1. Involve parents in the joint development of the district's overall Title 1 plan and the process of school review and improvement.
2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
3. Develop activities that promote the schools' and parents' capacity for strong parent involvement.
4. Coordinate and integrate parental involvement strategies with appropriate programs, as provided by law.

5. Involve parents in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under the Title 1 program.
6. Identify barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
7. Use findings of annual evaluations to design strategies for more effective parent involvement.
8. Involve parents in the activities of schools served under Title 1. The Board shall adopt and distribute the parent involvement policy, which shall be incorporated into the district's Title 1 plan and shall be evaluated annually, with parent involvement.

The Director of Federal Programs shall ensure that the district's Title 1 parent involvement policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title 1 staff shall provide to parents of students participating in Title 1 programs:

1. Explanation of the reasons supporting their child's selection for the program.
2. Set of objectives to be addressed.
3. Description of the services to be provided.

The Director of Federal Programs shall ensure that information and reports provided to parents are in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

An annual meeting of parents of participating Title 1 students shall be held to explain the goals and purposes of the Title 1 program. Parents shall be given the opportunity to participate in the design, development, operation, and evaluation of the program. Parents shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

In addition to the required annual meeting, additional parent meetings shall be held at various times of the day and evening. At these meetings, parents shall be provided:

1. Information about programs provided under Title 1.
2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
4. Opportunities to submit parent comments about the program to the district level.

If sufficient, Title 1 funding may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

Opportunities shall be provided for parents to meet with the classroom and Title 1 teachers to discuss their child's progress.

Parents may be given guidance as to how they can assist at home in the education of the child.

School-Parent Compact

Each school in the district receiving Title 1 funds shall jointly develop with parents of students served in the program a School-Parent Compact outlining the manner in which parents, school staff and students share responsibility for improved student achievement in meeting academic standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title 1 program to meet the district's academic standards.
2. Indicate the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.
3. Address the importance of parent-teacher communication on an ongoing basis through, at a minimum, parent-teacher conference, frequent reports to parents, and reasonable access to staff.

Transportation

The school cannot honor a change of bus request for a one- or two-day ride. The school can honor requests for a change of bus due to moving or a permanent change of baby-sitter or daycare.

Students are not permitted to change stops or board any bus other than the one to which they are assigned. Students must be transported to and from the same designated stop five days of the week. The pickup stop may be different from the drop off stop only if it occurs five days of the week. All stops must fall within the designated school drop off and pick up zones. Consideration will be taken to accommodate custodial arrangement after proof of legal document has been provided to the school principal and transportation department.

THE BUS DRIVER IS NOT PERMITTED TO RELEASE A STUDENT AT A STOP OTHER THAN THE ASSIGNED BUS STOP WITHOUT A WRITTEN PASS ISSUED BY THE SCHOOL. AN EMERGENCY MAY BE APPROVED BY THE BUILDING PRINCIPAL IN CONJUNCTION WITH TRANSPORTATION.

Should a school bus accident occur, students are not to leave the scene of the accident unless they are being transported for emergency medical care. School officials, EMT's or police may release students to their parent(s) only after the student has been accounted for and examined. Students will not be released to neighbors or friends. It is normal school district procedure for all students on the bus/van to be examined by EMT personnel on the scene. EMT personnel will determine which, if any, students should be transported for emergency medical care. All other students will be transported to the school, unless released to their parents at the scene, and rechecked by school nurses. Parents will be notified of the accident, as well as the location and condition of their child. If parents so wish, they may accompany their child for additional medical examinations. The cost incurred for medical expenses relating to a school bus/van accident, is to be submitted to the parents' or guardians' automobile insurance carrier. Should the parents or guardians not have insurance or incur expenses beyond their coverage, they should contact the school district's business manager.

School Bus Accident Insurance Provision

The purpose of this notice is to inform you of insurance regulations and procedures in the event that your child or children are involved in a school bus accident. In the Commonwealth of Pennsylvania, insurance regulations are established under the No-Fault provisions. Therefore, in the event of a school bus accident, you will be required to contact your individual automobile insurance agent or carrier to submit a claim. This

will include accidents in which the school bus and another vehicle are involved or in which just the school bus itself is involved. There are no options to permit filing of a claim directly with the Pocono Mountain School District. Your insurance agent or carrier is required to file against the correct individuals based on the claim which you submit. If you have questions concerning the No-Fault provisions of the law as it pertains to school bus accidents, please contact your automobile insurance agent or carrier.

Bus Rider Rules and Regulations

The following Rules and Regulations have been established for the safety and comfort of all students and apply on any trip under school sponsorship, daily transportation as well as extracurricular activity trips. Parents should also be aware that video cameras have been installed for use on school buses.

General Regulations

- A. Students are to obey all requests of the bus driver.
- B. Ride only on the assigned bus and get off only at the assigned stop, with such exceptions as are requested in writing by parents and approved by the school office.
- C. To help ensure the safety of students and staff, electronic video and audio equipment may be used on any bus, or in or outside any school facility. All students and staff are subject to being videotaped on the school bus or on school property at any time. Video tapes may be viewed by Administrators to review particular incidents.
- D. The maximum size for a backpack or bookbag is 24" x 13" and 6". Items not allowed on the bus are skateboards, bikes, skis, balloons, and scooters. Sports equipment must be in a sport bag, i.e., bats, and field hockey sticks. Any item brought on the bus must fit on the student's lap or on the floor. Items brought on the bus are not to take up seat space.

Before Loading

- A. Be on time at the designated bus stop (10 minutes prior).
- B. Stay off the road at all times while waiting for the bus.
- C. Behave in a safe manner while waiting for the bus.
- D. Remain at least ten feet from the bus when it stops and don't approach it until it has stopped completely, and the door opens.
- E. Enter the bus in single file.
- F. Parents of kindergarten students should remain with their children until the child has boarded the bus.

While on the Bus

- A. At all times, sit in the seat assigned by the driver.
- B. Arms, heads, and hands are to be kept inside the bus.
- C. Do not throw anything inside the bus or out of the bus windows.
- D. For safety sake, place nothing in the aisle of the bus.
- E. Do not participate in horseplay in or around the bus.
- F. Help look after the safety and comfort of younger students.

- G. Do not tamper with the bus or its equipment. (Repair costs must be paid by the offender).
- H. Do not eat, drink, or smoke on the bus.
- I. Students must stay in their seats while the bus is moving and not board or leave the bus while it is in motion.
- J. Do not carry any object which may be used to inflict injury upon another student.
- K. Electronic video and audio equipment may be used on the bus for safety purposes.

After Leaving the Bus

- A. Avoid leaving books, lunches, chromebooks and other articles on the bus.
- B. After leaving the bus, students who must cross the road are to walk in front of the bus. Students are to cross the road on signal from the bus driver.
- C. Help look after the safety of younger children.
- D. Be alert to danger signals from the driver.
- E. All children attending kindergarten who ride the bus must be attended and met by a parent or responsible adult when they are boarding and discharging the bus.
- F. Failure to adhere to these rules may result in suspension of bus privileges.

* *Unauthorized School Bus Entry* - An individual commits the offense if he or she 1.) Enters a school bus without prior authorization of the driver or a school official with the intent to commit a crime or disrupt or interfere with the driver or 2.) Enters a school bus without prior authorization of the driver or school official and refuses to disembark after being ordered to do so by the driver. (This is graded a third-degree misdemeanor.)

Valuables

It is recommended that valuables and large amounts of money not be brought to school. The school district will not be responsible for its replacement if lost or stolen. During physical education classes and athletic practices and activities, students are encouraged to place valuables in the teacher's or coach's office. The school district is not responsible for loss or theft of items which are placed in lockers. While lockers are loaned to students for personal use, they remain the property of the school and may be inspected or searched by school officials at any time.

Basic Curriculum Information

Kindergarten Curriculum

PMSD is committed to providing a full day program for all kindergarten students. The aims and objectives of the PMSD full day program are aligned with the Pennsylvania Kindergarten Standards.

Personal-Social - Kindergarten children's social and emotional development is strengthened when they have classroom experiences that promote a sense of autonomy, competence and belonging within an engaging and responsive environment.

Teachers support children's self-identity and social competence by modeling respectful interactions and using positive guidance techniques that scaffold the development of self-control and problem solving. By encouraging positive approaches to learning, teachers allow children to plan and make choices so that school becomes meaningful to them, and they become engaged in life-long learning.

Reading, Writing, Speaking & Listening - Instruction in kindergarten is focused on developing foundational skills that prepare students for later learning in the language arts. Language and literacy development encompasses reading, writing, speaking, and listening. Kindergarten teachers embed language and literacy learning into the daily activities of the classroom. In kindergarten, the exposure to different types of print and their uses serve as the basis upon which children develop/strengthen their knowledge of letter shapes, names, sounds, and words. A comprehensive literacy program builds upon this basis and incorporates reading, writing, speaking, and listening.

Mathematics - Mathematical learning in kindergarten relies on children's opportunities to describe and explore the relationships of objects and materials. Students' knowledge and understanding of mathematics is built through children's active manipulation in the areas of numbers and operations; patterns and functions; algebra; geometry; measurement; data analysis and probability. Teachers facilitate mathematical learning when they encourage children to problem solve, reason, communicate, connect, and represent.

Health, Safety & Physical Health - Children's learning is affected by their physical health and well-being. Kindergarten students need to learn about their bodies and the behaviors necessary to protect them and keep them healthy as well as have opportunities to develop basic body control, and expand their developing motor skills while increasing strength, endurance, and flexibility. Health and safety activities must be integrated throughout the day as teachers model healthy and safe practices and promote healthy lifestyles for children.

Science - Kindergarteners learn about scientific concepts through the active exploration, observation and investigation of materials and ideas. These experiences provide the foundation for abstract and scientific thought. Students, who are given opportunities to conduct experiments, gather data and make conclusions are developing skills that support discovery about the natural world, the scientific process and principles and technology.

Social Studies - The foundation for social studies, economics, history, and the workings of government begin with children's personal experiences and their initial understanding of themselves in relation to their families, homes and schools. Gradually, students expand their understanding to include communities and the larger world. As their perception grows, they further expand this scope to understand how systems work together. Teachers facilitate children's social studies skill development by helping them engage in active investigations that build knowledge and understanding.

Arts & Humanities - Arts and Humanities are an important component of children's early learning experiences. Children who are given opportunities to develop their imagination through a variety of media are learning to express their individuality in interests, abilities, and knowledge. When they view others' work, children are also learning to appreciate and respect differences in culture and viewpoint. Arts and Humanities influence children's growing competence as creative problem solvers and learners. Teachers support kindergarten learners by providing ongoing opportunities that integrate arts and humanities into cross-curricular areas.

Family-School-Community Partnerships - Kindergarten programs that foster home-school-community connections assure students' school success. Partnerships that create seamless experiences support Kindergartners' learning. The link is established when parents and school staff share information about the child, family, home, and school culture.

Kindergarten Transition Plan

POCONO MOUNTAIN SCHOOL DISTRICT

TRANSITION PLAN (Coordinated)

Transition Coordinators: Assistant Superintendent for Curriculum & Instruction

Director of Federal Programs

Director of Reading & English Language Arts

Elementary Building Principals

PSFC Monroe County Head Start

Type of Connection	Activity	Transition Strategies	Who Responsible	Month	Status
Child-School	Visits to schools	Classroom visit, meet teachers, screenings, parent visits	Principals; Teachers	June-August	Yearly- all Bldgs.
	Picture Book About School	Booklet with pictures of school and teachers will be published and distributed to Pre-K classrooms	Principals	July	Distributed yearly in physical/virtual form
	EI Meeting	School Counselor, psychologist, meet with IU#20 staff	IU20 and Special Ed Supervisor, Head Start	February	By appointment; all bldgs.
	Visits	Open House-Kindergarten visit to classroom	Elementary schools and district personnel	August	Scheduled by bldgs.
	Kindergarten testing	Kindergarten testing – DIBELS reading and Acadience math	Counselors, reading specialists, math support teachers, instructional support teachers	Fall-Sept./Oct. Winter-Jan./Feb. Spring-May/June	Yearly
	Social Media Creation-Class Dojo	Kindergarten threads created for parents with videos, resources and informational materials to prepare for school	Principals	Begins once student registers for Kindergarten and ongoing throughout the school year.	Parents will be notified of/invited to social media thread to be created by principals, including Class Dojo
	Kindergarten Readiness Summer Program	PreK students have the opportunity to participate in the PMSD Kindergarten Readiness Summer Program to be better prepared for kindergarten	Principals	July	Letter and application distributed by Early Childhood partners.
Family - School	Kindergarten Registration	Share district policies with providers and parents re: eligibility dates, curriculum, expectations	Local Pre-K providers, Mountain Center, kindergarten teachers and principals	January- May	Advertising for Full day Kindergarten program and registration via Scotrun billboard, township newspapers, PMSD websites, building newsletters

**POCONO MOUNTAIN SCHOOL DISTRICT
TRANSITION PLAN (Coordinated)**

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	Pre-K on school district mailing list	Share information about learning events	Principal	Ongoing	Ongoing/All Buildings
	Information Packet to Families	Strategies are provided to assist parents with students learning activities	Principals	August	Ongoing
	Family Events	Evenings devoted to learning resources to assist parents in the development of additional resources to assist their children	Principals and various designees	Ongoing	Ongoing according to building schedules via Bldg. Newsletters, PMSD website, Class Dojo
	Community Night for Families	Resources for families and children/Educational Workshops	Monroe County Children's Roundtable	May	Yearly – Northampton Community College Monroe Campus
	PMSD Early Literacy Family Nights	Provide reading strategies to families focusing on early literacy skills	Director of Reading and ELA	Fall/Spring	Advertised in building newsletters, Class Dojo, Social Media, and PMSD website.
School - School	School visitations/networking	Kindergarten teachers visit Pre-K programs and Pre-K programs visit schools/share information, guest readers	Principals/ Kindergarten teachers and Pre-K providers	Spring	Varies by Elementary Building
	General meeting for local providers	Share district initiatives/programs; transition information; homeless/foster (when applicable)	Local providers & elementary principals/ Kindergarten teachers	December- March	Ongoing in each building
	Share written records	Pre-K teachers meet with kindergarten teachers to discuss students records	Pre-K teachers and kindergarten teachers	Late spring	By appointment
School - Community	Advertise registration	Letters home with students already attending school with school info, newspaper, email, website, local radio stations	Principals	January–August PMSD Connection; Township papers; district website; Principal newsletters; Board meetings; Scotrun billboard	Ongoing
	Child Find Notice	Screenings/evaluations for children with disabilities	IU#20 and PMSD Special Education	Twice a year	By appointment

POCONO MOUNTAIN SCHOOL DISTRICT**TRANSITION PLAN (Coordinated)**

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PSFC Monroe County Head Start

	Healthy Start Screenings	Screenings for child development, speech/language skills, vision, etc.	PHCA in coordination with Elementary Building Principals Teachers/specialists	Twice per year- Fall/ Spring	Twice per year in Fall and Spring
	PMSD Early Literacy Family Nights	Provide reading strategies to families focusing on early literacy skills	Director of Reading and ELA	Fall/Spring	Advertised in building newsletters, Class Dojo, Social Media, and PMSD website.

Adapted Physical Education

The adapted physical education program is offered to help any student with various physical problems. Coordination difficulties, visual, motor, and perceptual problems are all areas covered in the adaptive program. It is a supplement to the regular physical education class. The activities used in adapted physical education are individually tailored to suit the particular needs of each student.

STEM

The elementary technology literacy (Grades 3 – 6) curriculum prepares students to use technology for learning, employment, information access and evaluation, problem solving, producing responses, and communicating ideas. Students receive instruction in word processing, keyboarding, coding, spreadsheets and graphing, Internet searching and safety, and ethical use of technology. The curriculum continuously evolves to meet advances in technology as well as the growing use of technology across the content areas. The technology literacy curriculum's objective is to develop students who have the skills, knowledge, and attitudes necessary to be collaborative workers, community participants, and ethical technology users.

Counseling

The goal of the counseling program is to assist all students in growing and developing to their maximum potential. It is basically a developmental program that is based on the assumption that prevention is easier and better than subsequent cure.

The elementary counselor works with the children, teachers, parents, and community agencies in helping the child to form a positive self-image. Students gain confidence in meeting challenges both in and out of school.

The counselor is also responsible for meeting with students on a one-to-one basis or in small groups. A referral process is also available for those students who seem to be unable to cope with a regular class setting. The services of the multi-disciplinary team may help the counselor as an intervention for children having academic or social problems.

It is the counselor's goal to help elementary students realize they have similar feelings, problems, thoughts, and ideas. They are exposed to a variety of coping strategies for interacting and adjusting to their world as they grow and develop.

The elementary counseling program ultimately is designed to help in the prevention of delinquency, student dropouts, and in the prevention and curtailment of abnormal mental health. It helps students grow in cognitive knowledge, personal values and effective skills that contribute to the child's healthy maturity.

PMSD has licensed social workers, truancy consultants, and behavioral specialists available to assist families as needed.

Questions can be directed to the Director of Health, Physical Education & Guidance/Nursing Services.

Threat Assessment

Threat Assessment Schools shall establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, and others. The threat assessment team will utilize a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to self, persons, or property. The threat assessment team will utilize screening tools to better determine if there are adverse experiences, social emotional needs, and/or school climate indicators and utilize these results in collaboration with appropriate staff to best provide services to students via a referral system as per policy.

Dental Hygiene

The main functions of the dental hygienist are the prevention of oral diseases and assisting the members of the dental profession in providing oral health care and education for the public. The dental hygienist's services in the schools are designed to enrich the health experiences of all students. The dental hygienist promotes and cultivates the art and science of sound dental health by disseminating knowledge of good dental health practices in an effort to improve the dental health of school students. Treatment programs help alleviate some health problems; the best approach is through prevention and education.

The ultimate goal of our dental hygiene program is a promotion of optimum dental health for each student. Emphasis is placed on the following:

1. Screening for all students with parental consent.
2. Proper tooth brushing procedures.
3. Well-balanced diet.
4. Regular checkup with family dentist.
5. Comprehensive dental records are maintained on each student.

Materials and methods used in the education program include films, charts, stories, flip-charts, posters, flyers, and models. This should result in a maximum reduction of oral and dental disease.

English Language Arts

The English Language Arts Curriculum, a total Language Arts Program, provides the targets for instruction and student learning essential for success in all academic areas. The ELA program represents the five components essential for successful Language Arts development: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The ELA program is researched based and follows sequential skill development commencing with the foundation skills in pre-k through 6, comprised of informational text, literature, writing, speaking, and listening. Appropriate grade level resources support differentiated instruction and best practice. The needs of our student population are met through classroom instruction as well as specialized support services. Student progress is continually monitored through teacher observation and state and local assessments. Data teams ensure that all students, students needing remediation as well as those students functioning above grade level, continue to show growth. Mastery of the Pennsylvania core standards is the driving force ensuring that all students are moving forward on the staircase of complexity from kindergarten through twelfth grade. The amplification of this ELA curriculum represents an evolved

program ensuring all students will graduate college and career ready for success in the 21st century. Questions can be directed to the Director of Reading & ELA.

Gifted Education

The Pennsylvania Board of Education established new regulations regarding gifted education. Chapter 16, Special Education for Gifted Students, became law on December 9, 2000.

The law requires a series of procedures to be followed by a school district when assessing students who are thought to be mentally gifted. The procedure involves a screening process, Gifted Multidisciplinary Evaluation (GMDE), Gifted Individualized Education Program (GIEP), if appropriate, and Notice of Recommended Assignment (NORA).

Members of a Gifted Multidisciplinary Evaluation team (GMDT) includes parent(s)/guardian(s), current teacher(s), certified school psychologist, persons familiar with the student's educational performance and/or cultural background, and persons familiar with educational techniques. Referrals for a gifted evaluation may be made by parents/guardians or teachers. Parental requests must be in writing and are limited to one per school term.

Pocono Mountain School District is committed to providing quality gifted education programs which encompass the following objectives: expansion of academic attainments and intellectual skills; stimulation of intellectual curiosity, independence, and responsibility; development of originality and creativity; development of a positive attitude toward self and others; and development of desirable social and leadership skills.

If a parent/guardian has questions or concerns regarding their child's regular or gifted education program, they should contact the school directly and schedule a conference with the classroom or gifted education teacher. Additionally, the principal and/or guidance counselor at each school are available to assist any parent/guardian with the educational programming of the child.

Field Trips

(Policy #121 Adopted July 21, 2021)

<https://policymain.org/pocono-mountain-school-district/policies/3b1d0eab-c3c8-4d14-88bb-f32bfab74599>

Health Education

Students receive specific instruction in health education at each grade level. Lessons are sequentially planned and address the following topics: nutrition, safe child, refusal skills, growth and development, HIV and AIDS, safety, and drug education.

The health curriculum, developed by our health department, includes materials from a variety of resources in order to provide a comprehensive health program.

Puppets, class discussions, role plays, and videos are used to understand the concepts. Students are given the facts and skills to begin making healthy decisions. Questions can be directed to the Director of Health, Physical Education & Guidance/Nursing Services.

Instructional Coaches

The instructional coaching model has been adopted at the elementary level beginning with the 2024-2025 school year. Instructional coaches will be utilized in Kdg-6th grade in the following content areas: ELA, Math, and Science. Instructional coaching is a job-embedded form of professional learning in which a trained coach partners with teachers to support reflection, strengthen instructional practices, and enhance the quality of teaching and learning. Through ongoing collaboration, feedback, and classroom-based support, instructional coaching helps teachers refine their practice and improve student achievement.

Instructional Support Team

The goal of the Instructional Support Team (IST) in the Pocono Mountain School District is to provide students who are experiencing academic, social, and/or behavioral difficulties, with needed support to achieve success in the regular education classroom. IST also serves as a screening process for students who may be in need of special education services. IST is a positive, success-oriented program which focuses on specific assessments and research-based strategies implemented in the regular education environment.

IST is a team approach based on a "systematic search for what works." The team includes but is not limited to a building administrator, the student's classroom teacher, a school counselor, and a support teacher. A parent/guardian is encouraged to participate as an active member of the team. The school psychologist, educational consultant, reading/math specialist, speech teacher, nurse, etc. may also be asked to participate in the IST depending on the needs of the student.

Each elementary school in the Pocono Mountain School District has an Instructional Support Team and process. If a parent/guardian has questions or concerns regarding their child's school progress they should contact the school directly and schedule a conference with the classroom teacher. If necessary, the classroom teacher will contact the support teacher responsible for the grade level of the student to initiate IST. Additionally, the principal and/or school counselor at each school are available to assist any parent/guardian with the educational programming of the child.

Library

The library is an integral part of our educational program, the core of the curriculum, and the center of the school. It is available to all students, kindergarten through sixth. Each grade, beginning with kindergarten, has a weekly scheduled library class. The basic library skills are taught based on a curriculum (STEAM, STEM, multicultural activities) supported by state and national standards. The students enjoy stories read to them by the librarian and the weekly opportunity to exchange books for personal pleasure reading. All students have access to the library daily. The objective of the library program is to provide materials and services which support teaching and learning to be an independent user of print and electronic resources. A love of literature and responsible habits are promoted for a lifelong reader.

Mathematics

Numerous study groups, task forces and commission reports suggested throughout the 1980s and 1990s that schools need to deliver a mathematics curriculum better suited to the needs of our changing world. Identified curriculum strands in patterns and relationships, algebra, number sense and numeration, geometry, spatial sense and measurement, data, statistics, and probability, concepts of operations computations are developed sequentially as students' progress through the program.

The mathematics curriculum in the Pocono Mountain elementary schools has been revised to reflect the Pennsylvania core standards along with current research about how children learn mathematics and what they should learn. Identified curriculum strands in patterns and functions, statistics and probability, numbers and computation, geometric measurement, and Algebra are developed sequentially as students' progress through the program. Each of the strands is built around problem solving as the central focus.

Competence in basic skills continues to be developed; however, it is balanced with emphasis on reasoning, estimation, and number sense. An abundance of physical materials provides the resources for children to explore conjecture and construct mathematical meaning. Instruction in a cooperative setting allows students to communicate mathematical ideas orally and in writing. Technology is used to help pupils explore numbers and patterns and to solve more realistic problems.

The elementary mathematics program is designed to build a level of interest and success so that all students will be confident in their ability to think mathematically and to apply mathematics in real world situations. Questions can be directed to the Director of Mathematics & Science.

Mathematics Support

Students selected for this program are identified by diagnostic testing supported by teacher recommendation. New students entering the district may also be evaluated.

Mathematics support is focused on the application of mathematics and on helping students understand math concepts. The support model combines pullout and inclusion. Intervention techniques are based on each student's strengths and learning style. Students begin by working at the concrete level using manipulative materials and progress to the abstract level. Mathematical skills are constantly reinforced by the use of both written and computer assisted practice. The mathematics support teacher will consult with the classroom teacher and instructional support personnel to determine the extent of support which is needed.

Multi-Tiered System of Supports

Pocono Mountain School District uses a Multi-Tiered System of Supports (MTSS) to provide evidence-based academic, behavioral, and social-emotional support for all students in Kindergarten through Grade 6. This districtwide framework ensures that every student has equitable access to appropriate interventions and supports, regardless of which elementary school they attend.

The MTSS Framework consists of three tiers of support in academics and behavior/social emotional.

Academics Supports

Tier 1 consists of high-quality, evidence-based core instruction and classroom strategies provided to all students. Instruction is aligned to academic standards, differentiated to meet diverse learning needs, and monitored through ongoing data collection to ensure students are successful without the need for additional intervention

Tier 2 provides supplemental, targeted interventions for students who do not make adequate progress through Tier 1 instruction alone. These interventions are typically delivered in small groups, focus on specific skill deficits, and include more frequent progress monitoring to measure student growth.

Tier 3 offers intensive, individualized interventions for students with significant academic needs who have not responded adequately to Tier 1 and Tier 2 supports. These interventions are tailored to each student's specific learning needs and involve close monitoring of progress.

Behavioral and Social-Emotional Supports

Tier 1 behavioral supports are provided to all students and emphasize the development of positive school culture through restorative practices, explicit instruction in behavioral expectations, and positive behavior supports.

Tier 2 behavioral supports provide targeted interventions for small groups or individual students who require additional assistance. Examples include Check & Connect and Check-In/Check-Out (CICO),

Tier 3 behavior is individualized and intensive for students with the greatest

Music

Music is an essential part of a well-rounded education. The music curriculum is required to meet National and State Standards. As one of the fine arts, music provides lifelong enjoyment and experiences unavailable through any other means. Music can be enjoyed through active participation or passive listening.

Music Education in the Pocono Mountain elementary and intermediate schools actively involves students in singing, critical listening, motor skills development, musical analysis, and performing. The five basic elements of music - melody, harmony, rhythm, tone color, and form, are taught in each year's general music curriculum at a level of understanding appropriate for student development and maturity.

Performing groups in the elementary and intermediate schools include choruses in fourth, fifth and sixth grades, band in fifth and sixth grades, and may include recorder ensembles, special choirs, and musicals.

Performances emphasize group participation, stage discipline, music reading and pitch refinement beyond that of the general music class, and lay groundwork for participation in the secondary level school bands and choruses.

The general goal of our music program is to create a learning environment that through musical literacy will develop not only the talents of the performer but also enhance the value of music appreciation by each student.

Physical Education

The primary aim of our program at the elementary level is to develop proficiency in movement skills using a wide variety of activities as well as incorporating health-related fitness activities. The content for Physical Education focuses on movement skills/concepts, manipulative activities, health-related fitness, adventure activities, sport, and dance. The emphasis is on self-improvement and providing students with a variety of activities that will help to build a foundation that promotes lifelong physical activity. Questions can be directed to the Director of Health, Physical Education & Guidance/Nursing Services.

In order for your child to be prepared on physical education class, he or she should wear clothing which permits freedom of movement. Garments such as shorts, sweatpants, and cotton shirts are ideal. Tennis shoes or sneakers are required. Other types of footwear are potentially dangerous to the child. Please provide a written excuse if your child is to be excused from physical education class. If any problems concerning participation, discipline or medical problems arise, the school will make a personal contact with you.

Reading Support

Certified specialists are available in each elementary school in order to provide extra reading instruction. The specialists work with students who are experiencing difficulty with reading skills and strategies. Instruction is in small groups or within the reading classroom, and addresses children's individual needs. A wide variety of scientifically research-based materials are used to stimulate interests, attitudes, and learning. The specialists take on the responsibility of providing an environment conducive to proper reading habits, one of which is a positive attitude toward reading.

Students are referred to the special reading teachers on the recommendation of the regular classroom teacher, the counselor and/or the parents. Students are scheduled according to their individual needs after proper pretesting reveals such needs. Usually, they are seen five times a week for thirty-to-forty-five-minute sessions or are helped by the reading specialist within their reading classroom.

Finally, as students' individual weaknesses are strengthened, they are post-tested in order to document such improvements. When all of a student's reading weaknesses are strengthened, his/her special reading sessions are discontinued. To accomplish this goal, our program is built upon a wide variety of activities that can include the use of manipulative materials, kits, out-of-class activities such as field trips, movies or other media materials, library resources, and textbooks.

Science

Our society becomes more scientifically and technically oriented each day. The issues and problems we face are increasingly complex. As a result, it becomes more and more difficult to resolve them. To deal with such complex issues and problems as adults, students must begin in the elementary grades to become informed decision makers and effective problem solvers. In brief, they must increase their scientific literacy.

The major outcomes we expect all students to master are:

1. Demonstrate the basic principles of science.
2. Use the process skills of science to solve problems.

3. Demonstrate the ability to make decisions based on collected data.

To meet these outcomes, students complete many hands-on activities. In addition, computers are used as a tool in providing students with opportunities to do real science. Upon completion of their elementary years, we want all students to have a keen interest in science. As they progress through the secondary schools, their developed skills, attitudes, and knowledge will be continuously applied and refined. Questions should be directed to the Director of Mathematics & Science.

Social Studies

The social studies program of the Pocono Mountain School District is designed to equip students for active, responsible, and effective participation aligned with the state standards for social studies, the curriculum in grades K–6 ensures that students meet rigorous state benchmarks while engaging in dynamic learning experiences that broaden their understanding of themselves, their diverse communities, and the wider world. Economic literacy is woven into the curriculum through real-world decision-making processes, helping students understand how individuals and societies meet their basic needs and manage resources. Additionally, the institutions, events, and individuals who have shaped democratic societies are introduced through age-appropriate, engaging frameworks that inspire future civic participation. Integrated literature, primary sources, and multi-modal writing experiences remain essential components across all grade levels to reinforce state reading and writing standards within the context of social studies.

The program places a strong emphasis on guiding students to develop the critical thinking, media literacy, and problem-solving skills necessary to navigate today's complex information landscape. To enhance their research and inquiry skills, students utilize a blend of resources, digital databases, modern technology, and community resource experts. They are then encouraged to demonstrate their learning in innovative, authentic ways through collaborative projects, multimedia presentations, and written or oral storytelling. Questions regarding the curriculum, standards, or program initiatives should be directed to the Director of Social Studies and Humanities.

Special Education

Special Education refers to "specially designed instruction (SDI)" to meet the needs of an exceptional student. The term "exceptional" includes children with a physical, emotional or mental disability. Students are identified as "exceptional" through a broad based evaluation process which consists of developmental, educational and psychological components. Additional assessments, which assess the need for related services, are administered as needed.

The assessment components are reviewed by the Multidisciplinary Team (MDT), who prepares an Evaluation Report (ER). If the student is identified as "exceptional," an Individualized Education Program (IEP) is developed in collaboration with school personnel and parents/guardians to determine the type and amount of special education service and programming. All IEP's are reviewed and/or revised at least once a year. All student programs are reevaluated every three years. However, students who are identified with mental retardation will be reevaluated every two years.

Other students with disabilities, who do not qualify for support services through special education, may be provided for as a Protected Handicapped Student under the

requirements of Section 504 of the Federal Rehabilitation Act of 1973 and Chapter 15 of State Regulations Title 22. Students with an identifiable disability, which limits or prohibits participation in or access to an aspect of the school program, can be provided with modifications and adaptations through a Chapter 15 Service Agreement.

If a parent or guardian has questions or concerns regarding their child's regular or special education program, they should contact the school directly and schedule a conference with the classroom or special education teacher. Additionally, the principal and/or guidance counselor at each school are available to assist any parent/guardian with the educational programming of the child.

Teachers or parents who feel a child is exceptional or is experiencing academic, emotional, or physical difficulties, may request an evaluation to determine special program needs. A parent request form is available through the guidance office in each school. Evaluations are completed throughout the year in every school in the district.

Pocono Mountain School District provides students, based on their eligibility, and needs, with the opportunity to receive services through academic, emotional, and physical support. Classes for Gifted Support, Learning Support, Emotional Support, and Life Skills Support are operated by the Pocono Mountain School District. In addition, Colonial Intermediate Unit #20, in cooperation with the school district, operates classes for Life Skills Support, Emotional Support, Autistic Support, Multiple Disability Support, Deaf and Hearing-Impaired Support, Blind and Visually Impaired Support, Speech and Language Support and Early Intervention for At-Risk Pre-School Students.

Confidentiality is maintained on all personally identifiable information regarding students. Parents have the right to see and obtain a copy of their child's records. Personally identifiable information relative to an exceptional student will only be released with the permission of the parent and/or in accordance with the Family Educational Rights and Privacy Act and the Pennsylvania Rules, Regulations, and Standards.

Information can be obtained from the guidance counselor in the student's school or the Special Education Office, (570)839-7121 extension 10181.

Visual Arts

The Visual Arts program is a core curriculum providing each student, Kindergarten through grade 6, with a 45-minute art experience each cycle. The curriculum is based upon state and national standards for the Visual Arts. Students may learn through the development of the product, the study of historical and cultural contexts, learning to analyze works of art, and the personal response to art. A strong emphasis is placed upon the Elements of Art and the Principles of Design. Our goals are to expose children to creative experiences and allow them to grow through that creativity; to encourage children to express themselves through art; to assist children to explore, handle and master different materials and tools; to encourage students to see historical and cultural connections in Visual Arts in the global community. The course content and learning experiences offer a variety of materials and applications to the students. Students begin with basic experiences in two-dimensional projects such as color theory, painting, drawing, and collage. Printmaking is added as the student progresses. Three-dimensional experiences such as sculpture, ceramics, and weaving are introduced as students mature in their fine motor coordination and attention spans. Technology is

incorporated as needed and age appropriate for students. Knowledge of potential careers is gained as students study Visual Arts.

Students are encouraged to develop an appreciation of the Visual Arts through an understanding of the role of the arts as seen through various cultures both past and present. Integration with other subject areas is practiced as students begin to understand the Visual Arts and its importance in our lives.

School District Policies

Admission of Beginners

(Policy #201 Adopted October 20, 2021)

<https://policymain.org/pocono-mountain-school-district/policies/54ba003f-2f6d-4e94-a131-e9574d26e783>

The Board shall establish age requirements for the admission of students to first grade and to kindergarten that are consistent with state law and regulations. This policy addresses children who transfer into the district from within the state and children who transfer into the district from out of state that do not meet district age requirements.

Kindergarten –

Kindergarten entrance age for the Pocono Mountain School District shall be five (5) years of age or more as of September 1 of the school year for which the student seeks to enroll. This age requirement applies to in-state, out of state, public and private transfer students, as well as new enrollments.

In the event that a child moves into the district during any part of the current school year and does not satisfy the age requirement of attaining the age of five (5) years on or before September 1, the child shall not be permitted to register for Kindergarten in the Pocono Mountain School District. If the child is currently in a kindergarten program, or has completed a kindergarten program, but does not meet the age requirement of the district, the child cannot register. The student may register the following school year according to the district's age-appropriate guidelines.

First Grade –

Beginners are students entering the lowest grade of the primary school above the kindergarten level. The Board establishes the district's entry age for beginners as six (6) years by September 1, in accordance with state law and regulations.

First grade entrance age for the Pocono Mountain School District is six (6) years of age on or before September 1 of the current school year. This age requirement shall apply to out of state, in-state and public and private school transfer students.

In the event that a child does not satisfy the age requirement of at least six (6) years on or before September 1 of the current school year, but has spent at least one semester (90 days) in an approved first grade program, the student may be considered for admission to the district first grade program under the following conditions:

1. A written recommendation and proof of successful academic documentation is received from the sending building administrator.
2. After reviewing the required documentation and consulting with the guidance counselor, reading specialist and/or other designated staff member, the building principal makes a written recommendation to the Superintendent or designee to admit the student to first grade.
3. Additional screening tests are administered by the district, if necessary or appropriate, to confirm the academic and social readiness of the child.

Anti-Bullying

(Policy # 249 Adopted March 2, 2022, Revised May 7, 2025)

<https://policymain.org/pocono-mountain-school-district/policies/131989e5-8ecc-484f-a04a-39c165fda8bf>

The Pocono Mountain School District recognizes that bullying of students has negative effects on the educational environment of its schools. Bullying interferes with the learning process, and may present an obstacle to the academic, vocational, and social/emotional development of students. Bullying can also escalate into more serious violent offenses. Therefore, the Board prohibits bullying by district students.

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

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

Bullying may include a wide variety of behaviors, with deliberate intent to hurt, embarrass, or humiliate the other person. Some examples of bullying include, but are not limited to:

1. Physical - hitting, kicking, spitting, pushing, stealing and/or damaging personal belongings; sexual acts; and invasion of one's personal space in an aggressive manner.
2. Verbal/Written - taunting, malicious teasing, name-calling, making threats, phone and/or Internet; and sexual innuendo/remarks.
3. Emotional - spreading rumors, shunning, manipulating social relationships or environment, engaging in social exclusion, extortion, ridiculing, and intimidating.
4. Electronic - verbal, written and/or emotional bullying through electronic means (i.e., cyberbullying).

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

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, on the school's network or computer equipment, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school, including during the time traveling to and from school and/or school-sponsored activities.

The Pocono Mountain School District will not tolerate any acts of bullying occurring in the school setting. For bullying that occurs outside the school setting, the district shall take appropriate disciplinary action to the extent permitted by applicable law.

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.

Discrimination/Harassment

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.

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.

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

This policy and accordant administrative regulations will be reviewed annually with students.

This policy shall be reviewed as recommended by the district solicitor and necessary revisions recommended to the Board.

District administration shall annually provide the following information with the School Safety and Security Incident Report:

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

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

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

Education

Bullying prevention and intervention programs and activities shall be developed, implemented, and evaluated periodically. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

Consequences for Violations

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

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

All reported incidents of bullying will be documented.

Depending upon the severity of a particular situation, the building principal may also take appropriate steps to ensure student safety. Such steps may include the implementation of a safety plan; separating and supervising the students involved;

providing employee support for students as needed; reporting incidents to law enforcement, if appropriate; and developing a supervision plan with parents/guardians.

For bullying occurring outside of the school setting, the district shall take appropriate disciplinary action to the extent permitted by applicable law.

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.

For families who wish to consider private counseling or therapy, information regarding family-based mental health services, as well as other counseling services, is available from the Carbon-Monroe-Pike Mental Health and Developmental Services (CMPMHMR) Office. The contact information for that office is as follows:

Mental Health and Developmental Services – Monroe County

732 Phillips Street, Stroudsburg, PA 18360

(570) 420-1900

<http://www.cmpmhm.com/>

24/7 Mental Health Crisis Hotline

800-338-6467

Any/all private/outside counseling shall be at the expense of the family. The district encourages parents/guardians to notify the school if their child is receiving outside counseling.

McKinney-Vento Homeless Education Program

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently re-authorized in December 2015 by the Every Student Succeeds Act (ESSA).¹ The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Local Educational Agencies are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

The law indicates that the LEA liaison shall ensure that all homeless children, youth and families are identified through coordinated activities with other entities.

DEFINITION OF HOMELESS (MCKINNEY-VENTO ACT SEC. 725(2); 42 U.S.C 11435(2)): CHILDREN WHO LACK A FIXED, REGULAR, AND ADEQUATE NIGHTTIME RESIDENCE:

"Doubled up" - Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.

Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.

Living in emergency or transitional shelters.

Living in a public or private place not designed for humans to live.

Migratory children living in above circumstances

Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings

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

Residency and Educational Rights:

Students who are in temporary, inadequate, and homeless living situations have the following rights:

Immediate enrollment in the school they last attended or the school in whose attendance area they are currently staying even if they do not have all of the documents normally required at the time of enrollment.

Access to free meals and textbooks, Title I and other educational programs and other comparable services including transportation.

Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

When a student is identified as being McKinney-Vento eligible, staff will:

Assist with enrollment, monitor school attendance, and arrange transportation (preK-8 students)

Provide school supplies and other school related materials as needed

Advocate for and support students and families through school and home visits

Set clear expectations for student behavior, attendance, and academic performance

Assist students/families access with community services

Assist students/families with access to tutoring, special education, and English language learner resources

Assist students so they can participate in sports, field trips, and school activities regardless of their ability to pay or to provide their own transportation.

**For additional information, contact Dr. Catherine Sweeney, PMSD
LEA Homeless Liaison at 570-839-7121 x10161.**

Homeless Students

(Policy #251 Adopted March 2, 2022, Last Revised July 18, 2025)

<https://policymain.org/pocono-mountain-school-district/policies/4bc2442c-ce13-4aa2-92a8-1e1ef1151e53>

The Board recognizes its obligation to ensure that homeless students have equal access to the same free appropriate public educational programs and services provided to other district students. The Board shall make reasonable efforts to promptly identify homeless children within the district, encourage their enrollment, and eliminate any district policies, procedures, or administrative regulations that may act as barriers to their attendance and education, in compliance with federal and state law and regulations.

The Board shall ensure that homeless children and youths have equal access to the same educational programs and services provided to other district students.

The Board authorizes the Superintendent or designee to waive district policies, procedures and administrative regulations that create barriers to the identification, enrollment, attendance, transportation, school stability and success in school of homeless children and youths.

It is the policy of the Board that no student shall be discriminated against, segregated or stigmatized based on their homeless status.

Students Experiencing Educational Instability means a student who has experienced one (1) or more changes in school enrollment due to any of the following:

1. Homelessness.
2. An adjudication of:
 - a. dependency relating to child protective services and juvenile matters;
 - b. An adjudication of delinquency, if disclosed by the student's parent/guardian; or
 - c. An adjudication as part of court-ordered services under a voluntary placement of custody agreement.

A student experiencing foster care may also qualify as a student experiencing educational instability as defined above, if such circumstances apply.

Additional Costs means the difference between what the district spends to transport a

resident student the student's assigned school and the cost to transport a child in foster care.

Foster Care means twenty-four (24) hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payment are made by the state, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption or whether there is federal matching of any payments that are made.

Enroll or Enrollment means attending classes and participating fully in school activities.

Homeless children and youths means individuals who lack a fixed, regular and adequate nighttime residence, and includes:

1. Children and youths who are:
 - a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - b. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
 - c. Living in emergency, transitional or domestic violence shelters; or
 - d. Abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
4. Migratory children who qualify as homeless because they are living in circumstances described above; and
5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

School of origin for a homeless child or youth is the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool.

School of origin for a child in foster care is the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin is the school the child is attending immediately prior to each change in placement.

School of origin for a student experiencing educational instability is the school in which the student was last enrolled.

When the child or youth completes the final grade level served by the school of origin, the school of origin shall include the designated receiving school at the next grade level for all feeder schools.

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

The Board designates the Superintendent or designee to serve as the district's liaison for homeless children and youths. The district's liaison shall be responsible to facilitate implementation of all requirements under the McKinney-Vento Act.

A Homeless Liaison's job is to support and advocate for individuals experiencing homelessness, ensuring access to resources and services. They identify, enroll, and support homeless students in schools, and may also provide referrals to other essential services like housing and healthcare. Liaisons also work to resolve disputes, raise awareness, and collaborate with community partners.

The name and contact information of the district's liaison shall be included in the student's education records and provided to the student's education decision maker.

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

1. Local social service agencies and other entities that provide services to homeless children and youths and families.
2. Other local service agencies and entities that provide services to students experiencing educational instability.
3. Other school districts on issues of prompt identification, transfer of records, transportation and other inter-district services or programs.
4. District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.
5. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's liaison shall provide public notice of the educational rights of homeless children and youths in locations frequented by parents/guardians of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens. Such notice shall be provided in a manner and form understandable to the parents/guardians of homeless children and youths, and unaccompanied youths.

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

The district's liaison shall recommend and arrange professional development programs for staff, including office staff, consistent with this policy.

The district's liaison, shall in consultation with the school counselor, school social worker, home and school visitor or school psychologist and the student's Individualized Education Program (IEP) team or Section 504 Team, shall:

1. Facilitate the student's expedited consultation with the school counselor or other mental health professionals, as appropriate.
2. Facilitate the prompt placement of the student in appropriate courses.
3. Connect the student with educational services that meet the student's specific needs.
4. Immediately request the prior school entity, county agency, and the student's education decision maker to provide the complete student information and records, including an IEP or Section 504 service agreement, if applicable. Within ten (10) business days, the prior school entity located within Pennsylvania, including school with residential placements, shall provide the requested information and records to ensure proper transfer of course credits, grades, and an IEP or Section 504 service agreement, if applicable.
5. Develop and execute a graduation plan in collaboration with the student in grades nine (9) through twelve (12). The graduation plan shall be customized to meet the specific needs of the student and shall detail the courses necessary for on-time graduation and transition to postsecondary education or the workforce. The graduation plan shall be included in the student's education records.

Students enrolled in this district experiencing educational instability shall be provided support and services, as appropriate to each individual student's needs, in accordance with Board policy.

Minimal documentation shall be required for a student experiencing educational instability to qualify for supports and services. Information used to determine that a student is experiencing educational instability may be confirmed verbally, in writing, or by another manner by shelter providers, outreach workers, case managers, juvenile probation officers and others.

Parents/Guardians and student have the authority to determine what information shall be shared with the district.

Information related to the student's educational instability status shall be confidential and disclosed by the point of contact or other administrators only to other school staff who have a legitimate need to know unless authorized by the student or parent/guardian.

Enrollment/Placement

Best Interest Determination -

The best interest determination shall be made in accordance with federal and state laws and regulations, court orders, and established local procedures.

Documentation related to the best interest determination shall be maintained in the student's education record.

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

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

The cost of transportation shall not be used as a factor in the best interest determination.

Placement -

Except when an unaccompanied youth or the parents/guardian of a homeless youth request otherwise, it shall be presumed that a student experiencing educational instability shall continue to be enrolled in their school of origin unless it is determined that it is not in the student's best interest to remain in the school of origin.

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

An unaccompanied youth or the parents/guardians of a homeless student may request enrollment in the school in the attendance area where the homeless student is actually living or other schools.

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

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

Enrollment -

In accordance with the homeless child's or youth's best interest, the district shall continue to enroll a homeless student in the student's school of origin within the district while the student remains homeless and through the end of the academic year in which the student obtains permanent housing.

The selected school shall immediately enroll a student experiencing educational instability and begin instruction, even if:

1. The student is unable to produce records normally required for enrollment.
2. The application or enrollment deadline has passed during any period of homelessness.

The district's liaison shall immediately contact the school last attended by the child or youth to obtain relevant academics or other records.

The district may require a parent/guardian to submit contact information.

Grade Level Assignment -

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

Dispute Resolution -

If a dispute involving a student experiencing educational instability arises, the concern shall be addressed and/or resolved at the lowest appropriate level in accordance with Board policy, unless otherwise stated below.

Dispute Resolution for Homeless Students -

If a district determines that it is not in a homeless student's best interest to attend the school of origin or the school of residence, the district shall provide the unaccompanied youth or parent/guardian with a written explanation of the reasons for this determination. The explanation shall be in a manner and form understandable to the unaccompanied youth or parent/guardian and shall include information regarding the right to appeal.

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

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

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

Dispute Resolution for Students in Foster Care -

If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in the school of origin, pending resolution of the dispute.

Students Discharged from Foster Care

A student who has been discharged from foster care may be permitted to finish the school year in this district, if appropriate, with payment of tuition by the district of residence.

Education Records

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

The district may disclose personally identifiable information from the education records of a student without written consent of the parent/guardian or the eligible student if the disclosure is:

1. To comply with a court order authorizing the disclosure of educational records in a case where a parent is a party to a proceeding involving child abuse or neglect or a dependency matter.
2. To an agency casework or other representative of a state or local child welfare agency, or tribal organization, who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, or the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

Comparable Services

Homeless students shall be provided services comparable to those offered to other district students including, but not limited to:

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

Transportation

Transportation for Homeless Students -

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

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

Transportation for Students in Foster Care -

The district shall ensure that children in foster care needing transportation to their school of origin promptly receive transportation in a cost-effective manner.

To ensure that transportation for children in foster care to their school of origin is provided, arrange, and funded, the district shall collaborate with the local children and youth agency to develop a local transportation plan.

The transportation plan shall address the following:

1. The procedure the district and local children and youth agency will follow to provide transportation for children in foster care in a cost-effective manner and in accordance with applicable law.
2. How transportation costs will be covered if additional costs are incurred. Options include:
 - a. The local children and youth agency agrees to reimburse the district;
 - b. The district agrees to pay for the costs;
 - c. The district and the local children and youth agency agree to share the costs; or
 - d. The district of origin, the district or foster residence, and the placing children and youth agency agree to share the costs.
3. Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution.

The district shall submit the local transportation plan, including any updates or revisions, to the Pennsylvania Department of Education.

Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided by the district.

Students with Disabilities

Students with an IEP may elect to remain in school until age twenty-one (21) even if the district determines there is an earlier pathway to graduation. Such students may

participate in the graduation ceremony with their current graduating class, even if they student elected to remain in school.

Students experiencing educational instability who have an IEP shall maintain the right to special education and the right to graduate either through attainment of credits or through the completion of the goals established in their IEP.

Keystone Diploma

In any school year for which demonstration of proficiency on a Keystone exam is required for graduation, a student who has successfully satisfied the graduation requirements may obtain a secondary school diploma known as the Keystone Diploma from the PA Department of Education, if both of the following provisions apply:

1. All other graduation options have been exhausted.
2. The student is unable to obtain a diploma from the student's prior or receiving school entity.

The district's point of contract shall assist the student in determining the student's eligibility for a Keystone Diploma and, if eligible, obtaining the Keystone Diploma from the Pennsylvania Department of Education.

Course Credit and Graduation

The district shall ensure that each student experiencing educational instability in grades nine (9) through twelve (12) is provided with a graduation plan to facilitate the student's timely graduation. The graduation plan shall specify the courses and other requirements necessary for the student to graduate. The district's efforts to ensure that the student experiencing educational instability graduates in a timely manner may include:

1. Waiving a specific course required for graduation if similar coursework has been satisfactorily completed in another school entity or the student has demonstrated competency in that content area. Evidence as to whether coursework has been satisfactorily completed and the amount of full or partial credit assigned, may be determined through any of the following:
 - a. Competency demonstration, which could include, but is not limited to:
 - i. Submission of an essay, presentation, or project.
 - ii. Recognition that the student has already successfully completed a higher-level course, an experiential learning opportunity or internship that demonstrates competence in the content area.
 - b. Performance on an examination.
 - c. Successful completion of a career and technical education course.
 - d. Other evidence or method determined appropriate by the district.
2. If a specific course requirement cannot be waived, the district shall provide an alternative or modified course of study that is currently offered to students and

that will assist the student with acquiring the required work or competency requirements by the anticipated graduation date.

3. If, after considering full and partial course credits, waiving courses or providing alternative courses of study, the district determines that the student meets the established graduation requirements, the student shall be allowed to participate in the graduation ceremony and graduate with their peers.

If the student is determined not eligible for graduation, the district may request a high school diploma from their prior school entity. The prior school entity may issue a diploma if the student meets their prior school entity's graduation requirements.

Training

The district's liaison shall provide professional development and training to school staff on the education needs of students experiencing educational instability.

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

The district's liaison shall arrange professional development programs for school staff, including office staff.

School personnel providing services to homeless children and youths, including school enrollment staff, shall receive professional development and support to:

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

For additional information, contact Dr. Catherine Sweeney, PMSD LEA Foster Liaison at 570-839-7121 ext. 10161.

Educational Opportunity for Military Children

(Policy #254 Adopted April 3, 2024, Last Revised August 20, 2025)

<https://policymain.org/pocono-mountain-school-district/policies/87bf432f-7f59-493d-a50d-91f6a9a604ff>

The Board recognizes the challenges encountered by children of military families due to the frequent moves and deployment of their parents/guardians. The Board is committed to eliminating barriers to student attendance, education and graduation; and to providing additional supports to children of military families in compliance with federal and state laws, regulations and Board policy.

Active duty – means full-time duty status in the active uniformed services of the United States, including members of the National Guard and reserve on active duty orders.

Children of military families - means a school-aged child, enrolled in kindergarten through twelfth grade, normally residing in the household of an active duty member or in accordance with applicable law. Specifically, this includes children of:

1. Active duty members of the uniformed services.
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement.
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.
4. Members of the National Guard or reserve who are required to move to perform responsibilities in their service, which results in the child having to transfer from a public school in another state to a public school in this state.

This does not include the children of:

1. Inactive members of the National Guard and military reserves.
2. Members of the uniformed services now retired, except as otherwise stated in this policy.
3. Veterans of the uniformed services, except as otherwise stated in this policy.
4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

State Council – an entity to coordinate the state’s participation and compliance among its government agencies, school entities and military installations.

Uniformed services – means the U.S. armed forces, Commissioned Corps of the National Oceanic and Atmospheric Administration, and the Commissioned Corps of the Public Health Service.

U.S. armed forces – means the Army, Navy, Air Force, Marine Corps, Coast Guard and Space Force.

The Board directs the district to comply with the provisions of the Interstate Compact on Educational Opportunity for Military Children (Compact) and this Board policy by:

1. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from previous school districts or variations in entrance/age requirements.
2. Facilitating the student placement process through which children of military families are disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or assessment.

3. Facilitating the qualification and eligibility for enrollment, educational programs and participation in extracurricular, academic, athletic and social activities.
4. Facilitating the on-time graduation of children of military families.
5. Providing for the promulgation and enforcement of administrative rules implementing the provisions of the Compact.
6. Providing for the uniform collection and sharing of information between and among states, schools and military families under the Compact.
7. Promoting coordination between the Compact and other compacts affecting military children.
8. Promoting flexibility and cooperation between the educational system, parents/guardians and the student in order to achieve educational success for the student.

In addition to the provisions of the Compact, the district shall enroll children of a parent/guardian who is an active duty member of the U.S. armed forces, including a reserve component, that has received official military orders to transfer into or within Pennsylvania, prior to establishing residency in this district.

The parent/guardian shall provide the following:

1. A copy of the official military order.
2. Proof of intent to move into this district, which may include:
 - a. A signed contract to buy a home.
 - b. A signed lease agreement.
 - c. A statement from the parent/guardian stating their intent to move into the district.

Within forty-five (45) days after the arrival date specified in the military orders, the parent/guardian shall provide the district with proof of residence in this district.

The Board shall ensure that children of military families have equal access to the same educational programs, activities and services provided to other district students.

The Superintendent shall be authorized to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the enrollment, placement and attendance of children of military families.

The Superintendent or designee shall collaborate with the military family education liaison designated by the State Council, school staff, sending schools, local agencies and other entities in supporting the needs of children of military families.

Children of military families enrolled in this district shall be provided support and services, as appropriate to each individual student's needs, in accordance with the Compact and Board policy.

Assignment within District
(Policy #206 Adopted October 20, 2021)

<https://policymain.org/pocono-mountain-school-district/policies/7ccc27ba-57a2-4222-8b35-6c6a07ae983e>

The Board directs that the assignment of students to classes and schools within this district shall be consistent with the educational needs and abilities of students and the best use of district resources.

The Board shall determine periodically the school attendance areas of the district, and the students within each area are expected to attend the designated school. Exceptions may be considered for special education students if the change is needed to deliver the educational program designated within the individualized education program (IEP). In assigning students to schools within this district, no discrimination shall occur.

The Superintendent or designee may assign a student to a school other than the one designated for the attendance area when such exception is justified by circumstances and is in the educational interest of the student.

The Superintendent or designee shall assign incoming transfer students to schools, grades, and classes that afford each student the greatest likelihood of realizing his/her educational and academic goals.

The building principal shall assign students in the school to appropriate grades, classes or groups, based on consideration of the needs and abilities of the student, as well as the educational program and administration of the school.

In general, students transferring into the district shall be placed in the same grade level as in the district from which they transferred, but students may be retained or advanced in grade at the principal's discretion.

Parents/Guardians shall not be permitted to designate their child's teacher or assignments.

A parent/guardian of twins or higher order multiples who are in the same grade level at the same school may request that their children be placed in the same classroom or in separate classrooms. The request for classroom placement must be made no later than ten (10) days after the first day of each school year or ten (10) days after the first day of the children's attendance.

The school shall provide the classroom placement requested by the parent/guardian, with the following exceptions:

1. After consultation with the Superintendent or designee, the principal determines that an alternative placement is necessary.
2. After consultation with the teacher of each classroom in which the children are placed, the principal determines that the requested classroom placement is disruptive to the classroom. The principal may then determine the appropriate classroom placement for the siblings.
3. If the request for separate classroom placement would require the district to add an additional class to the grade level of the siblings.

The school may recommend classroom placement and provide professional education advice to the parent/guardian to assist in making the best decision for their children's education.

A parent/guardian may appeal the principal's classroom placement of twins or higher order multiples in accordance with Board policy.

Attendance Policy

(Policy #204 Adopted October 20, 2021, Last Revised January 21, 2026)

<https://policymain.org/pocono-mountain-school-district/policies/db87c470-bdd6-4c28-aaf6-43941f19fc51>

Regular and punctual attendance is essential to the educational process. The Board of Education requires that school-aged students enrolled in the schools of this district attend school regularly, in accordance with the laws of the state and best educational practices. The educational program offered by this district is predicated upon the presence of the student for meaningful student-teacher interactions and classroom learning experiences and requires continuity of instruction and classroom participation.

To be successful in today's society, a person needs to be educated. Attendance at school is a prerequisite to a successful education. Class attendance has a stronger impact on the student's academic progress than any other factor. Therefore, the district encourages all students to remain in school until graduation and urges students and parents/guardians to dedicate themselves to ensuring that students attend school.

Attendance shall be required of all students during the days and hours that school is in session, except that authorized district staff may excuse a student for temporary absences in accordance with applicable laws and regulations upon receipt of satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence.

The Board shall establish and enforce attendance requirements, in accordance with applicable laws and regulations, Board policy and administrative regulations.

Absence – The nonattendance of a student on any day(s) and/or partial day(s) school is in session. Students attending less than one half (1/2) of the school day will be considered absent for the full day.

Compulsory School Age – The period of a child's life from the time the child enters school, which may be no later than at the age of six (6) years, until the age of eighteen (18) years or graduation from a high school, whichever occurs first. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.

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

Truancy – The failure of a child of compulsory school age to attend school as required by law, excluding excused absences. Truancy is addressed under Policy 204.2.

Chronic Absenteeism - Absence of a student for more than ten (10) percent of school days across the academic year (18 days). Chronically absent students include students who are absent regardless of whether absences are excused or unexcused.

The Superintendent or designee shall annually notify students, person in parental relation, staff, local Children and Youth Agency and local Magisterial District Judge(s) about the district's attendance policy by publishing such policy in student handbooks, newsletters, district website and through other efficient communication methods.

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

Compulsory School Attendance Requirements

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

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 approval 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; or the student is receiving approved homebound instruction; or the student's placement is instruction in the home.

The Board may excuse the following students from the requirements of attendance at district schools, upon request and with the required approval:

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

Excused Absences

The Board of Education considers the following urgent reasons to constitute reasonable cause for excusal from school attendance:

1. All absences occasioned by the observance of the student's religion when requested in writing by the parents/guardians stating the name and date of the holiday shall be reviewed for approval of an excused absence. Such requests must be made at least two (2) weeks in advance of the proposed date of absence. No student so excused shall be deprived of an award or the opportunity to make up a test or any other schoolwork given on that day. No student shall be granted more than five (5) such absences during a single school year.
2. Religious instruction for a maximum of thirty-six (36) hours per year when requested in writing by the parents/guardians.
3. Medical, dental, or other health care appointments when requested in writing by the parents/guardians and/or verified by the practitioner. For this section such excuse shall be granted when:
 - a. The health or therapeutic services are to be rendered by licensed practitioners.
 - b. It is not practical or possible for the student to receive the services outside of school hours.
 - c. The time of necessary absence from school involves a minimum of interference with the student's regular program of studies.
4. Illness.
5. Quarantine of student.
6. Recovery from an accident which causes injury to the student.
7. Death in the student's family, limited to five (5) days per occurrence. Exceptions may be granted by the principal.
8. Required court attendance of students.
9. Unavoidable family emergencies including such conditions as impassable/hazardous roads. Excuses for unavoidable family emergencies will be reviewed by the principal or designee who will make the decision whether the emergency is unavoidable.
10. Weather so inclement as to endanger the health of the student.
11. Excused pursuant to a farm or domestic service emergency permit issued by the Commonwealth of Pennsylvania.
12. Out-of-school suspension.
13. Pre-approved educational trips or tours in accordance with Policy 204.2.

14. Pre-approved college visits, for students in grades 11 and 12, limited to six (6) days per year, upon receipt of satisfactory evidence of such visit.
15. Participation in school sponsored activities.
16. The Board of Education shall permit a student to be excused for participation in a project sponsored by a statewide or countrywide 4-H, FFA or combined 4-H and FFA group upon written request prior to the event.
17. Exceptionally urgent reasons such as affect the student, as well as circumstances related to homelessness, foster care and other forms of educational instability, but which ordinarily would not include work at home.

Excuses –

The school district must receive a written excuse signed by a parent/guardian for any absence(s) within three (3) school days of one's return to school or after ten (10) consecutive days of absence. The principal or designee will review the excuse to determine whether or not the absence is excused. If an excuse is not received within three (3) days of one's return to school or after ten (10) consecutive days of absence, the absence will be recorded as unexcused and, when appropriate, unlawful. All unexcused absences shall be recorded as unlawful for students of compulsory school age.

When a student has accrued eighteen (18) or more days of absences the student shall be required to submit a physician's note for each subsequent medical/health-related absence.

The district reserves the right to impose additional requirements, such as a requirement that parents/guardians provide excuses directly to the school in person, mandatory documented physician verification of all health-related absences, in cases where the district administration knows or has reason to suspect that the excuses provided are fraudulent or where there is a history of misrepresentation within excuses previously provided for a student.

Unlawful absences by students who are of mandatory attendance age shall be addressed through the district's Truancy policy (Pol. 204.2). Unlawful absences by students who are age eighteen (18) or older shall be addressed through the district's Code of Conduct.

Make-Up Work - Students who are absent are responsible, upon returning to school, to see each of their teachers and make arrangements to make up work missed. Students are to complete all makeup work within the number of days commensurate with the number of days absent (i.e., one excused absence day allows for one day to makeup work) from the date of their return to school, or they will receive a zero for the incomplete work. Teachers may extend the limit to makeup work for extenuating circumstances such as length of absence and/or importance of work missed.

Students who are temporarily unable to attend any part of the school day due to a medical or psychiatric condition may qualify for a temporary medical excusal pursuant to Pol. 204.1 (Temporary Medical Excusals).

The Board may excuse the following students from the requirements of attendance for other than temporary reasons at schools of the school district:

1. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught, except that such students and students attending college who are also enrolled part-time in the schools of the school district shall be counted as being in attendance in this school district.
2. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business school has been approved.
3. Students fifteen (15) or sixteen (16) years of age who have completed sixth grade, who are engaged in farm work or private domestic service under duly issued permits.
4. Students sixteen (16) years of age regularly employed during the school session and holding a lawfully-issued employment certificate.
5. Students receiving private instruction from a properly qualified tutor and who meet the requirements for such under the Pennsylvania School Code.
6. Children who have been deemed by the Secretary of Education of the Pennsylvania Department of Education to be unable to attend school, based upon the recommendation of the school psychologist or a psychiatrist.
7. Students enrolled in special schools conducted by an Intermediate Unit or the Department of Education.

Student absences due to employment are subject to the rules governing such absence as prescribed by the Child Labor Laws and the Pennsylvania Department of Education. In order for an eligible student to be released from attending school for reasons of full-time employment, s/he must show proof of having acquired a job and has continuous employment of not less than thirty-five (35) hours per week.

Unexcused Absences

Absences for temporary periods which may be declared unexcused and potentially unlawful include but are not limited to the following:

1. Oversleeping.
2. Missing the bus.
3. Routine babysitting and personal child care.
4. Failing to turn in an excuse within three (3) days or ten (10) consecutive days of absence.
5. Skipping a class or classes.
6. Leaving the school grounds after arriving.
7. Refusing to come to school.
8. Working at a part-time job.

9. Missing school in excess of eighteen (18) days without a doctor's excuse for each subsequent absence.
10. Hunting.
11. Fishing.
12. Taking an educational trip without following the educational trip guidelines.
13. Being absent for reasons other than those listed above under Excused Absences.

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 a 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.

The notice shall:

1. Be in the mode and language of communication preferred by the person in parental relation and:
 - a. Include notice that a habitually truant student may not transfer, during the school year, to a cyber charter school unless a judge determines that the transfer is in the best interest of the student; and
 - b. Include resources available to assist the student and the person in parental relation with returning the student to compliant compulsory attendance and opportunities for academic recovery in response to the truant behavior.
2. Include a description of the consequences if the student becomes habitually truant; and
3. When the notice is transmitted to a person who is not the biological or adoptive parent, it shall 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. 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.

School Attendance Improvement Conference -

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the School Attendance Improvement Conference (SAIC).

The purpose of the School Attendance Improvement Conference is to examine the students' absences and reasons for the absences in an effort to improve attendance with or without additional services.

The following individuals shall be invited to the School Attendance Improvement Conference:

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 School Attendance Improvement Conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.

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

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

Student is Habitually Truant -

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

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

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

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

Unless a judge determines that it is in the student's best interest, a habitually truant student will not be permitted to transfer to a cyber charter school during the school year.

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.

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.

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.

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the students' needs in accordance with applicable law, regulations and Board policy.

Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.

Student absences due to employment are subject to the rules governing such absence as prescribed by the Child Labor Laws and the Pennsylvania Department of Education. In order for an eligible student to be released from attending school for reasons of full-time employment, s/he must show proof of having acquired a job of not less than thirty-five (35) hours per week.

The district shall develop administrative regulations to enforce this policy and all applicable laws governing student attendance.

Educational Trips

The school district recognizes that occasionally students may have an opportunity to participate in a trip or educational experience outside of school during the regular school day. This policy establishes procedures to be followed by parents/guardians when requesting approval for such an experience and criteria to be used by the administration in acting on these requests.

A trip may be considered an educational experience if it broadens the student's understanding of social, cultural, or geographic values and concepts.

The Board requires that requests by parents/guardians to have their children excused from school for educational vacation trips or tours must therefore be evaluated under the authority of the law.

1. To be eligible under this section, the student's parent/guardian must make written application on the form provided by the district at least ten (10) days prior to the trip. It is recommended that district approval for educational trips be obtained prior to finalizing trip plans (i.e., plane tickets, hotel reservations, etc.). Failure to submit the request prior to ten (10) days in advance may result in denial of the trip by the administration.
2. The principal will review the form, the student's attendance record, and teacher recommendations. Approval will be based on the date of submission, attendance record, current student academic standing, the student's previous trips, the educational value of the trip and teacher recommendations. When appropriate, the principal will give permission for such trips.
3. Students in grades K-12 may not spend more than a total of five (5) school days on approved educational trips in any given school year. No approval of non-school district sponsored educational trips or tours will be granted at the following times during the school year:
 - a. During the first or last five (5) days of the school year.
 - b. During the administration of achievement tests or statewide assessments tests.
4. The student is expected to make arrangements with his/her teacher to obtain and complete work missed. Work is to be presented to the appropriate teacher within five (5) days of the student's return.

Failure to obtain written administrative approval for an educational trip or tour, as outlined in this policy, shall result in the absences recorded declared unexcused and, where appropriate, unlawful.

The student may be required to provide the building principal with a written account describing what was learned during the educational trip. The written account must be at least one (1) page in length. Failure to provide the written account within five (5) days of returning to school will result in the absence being declared unexcused or unlawful. Elementary students unable to provide such written statements may be directed to provide an oral statement or discussion with a teacher and/or the principal.

College Visitations

Students will be allowed to complete college visitation while in the 11th and 12th grades, with the following expectations:

1. To be eligible under this section, the student's parent/guardian must make a written application on the College Visitation Request form provided by the district at least ten (10) days prior to the visitation. It is recommended that the district approval for college visitation during the school year be obtained prior to finalizing travel plans (i.e., plane tickets, hotel reservations, etc.). Failure to submit the request prior to ten (10) days in advance may result in denial of the trip by administration.
2. The principal will review the college visitation request and consider other information (i.e., student attendance record) pertinent to the approval of the subsequent student absences. When appropriate, the principal will give

permission for such trips. Failure to get written administrative approval for college visitations that result in absence(s) from school will result in an unexcused absence.

3. 11th grade students will be permitted a total of two (2) absences during the school year for college visitations. Parents/Guardians must provide verification by the college of such visitations to the designated high school administrator upon return. A letter from the admissions office or student recruitment office of the respective college documenting the visit is acceptable. The student is responsible to make up all schoolwork missed during such absences.
4. 12th grade students will be permitted a total of four (4) absences during the school year for college visitations. Parents/Guardians must provide verification by the college of such visitations to the designated high school administrator upon return. A letter from the admissions office or student recruitment office of the respective college documenting the visit is acceptable. The student is responsible to make up all schoolwork missed during such absences.

Attendance at Postsecondary Schools

Students attending a postsecondary institution full-time prior to graduation from high school shall be dropped from the membership roll of the district at the time they stop attending school.

Part-Time Attendance for Potential Graduates

A senior who can complete graduation requirements by attending school part-time may be excused part-time from school attendance for the purpose of attending a postsecondary school or for being lawfully employed. The student's part-time status will be calculated by dividing the student's daily number of instructional minutes by the 330 minutes of required daily instruction. The purpose of this policy is to excuse students only when the times for postsecondary school attendance or lawful employment directly conflict with school attendance. Principals may approve or disapprove such requests.

Excusal From Instruction for Religious Objections

Parents/Guardians may request that their child be excused from specific lessons or units of instruction such as sex education, AIDS education, evolution, or other topics for religious reasons. Students will be excused upon completion of the following:

1. A parental letter to the building principal requesting student dismissal from instruction which explains the reason for the request.
2. A parental meeting with the teacher to review the unit to which s/he objected and to determine appropriate alternative assignments.
3. Completion of an agreement between the parent/guardian and teacher which specifies the requirements of the alternative unit.
4. Principals will be responsible for approving the excusal. Such excusals shall not be permitted where the above requirements have not been followed.

Release of Students During School Hours

Teachers are not to release students from school without the prior approval of the principal. No student will be released from school to go with any adult other than the mother or father of the child without the principal first obtaining the following information:

1. Proper identification may be required.
2. The reason for requesting the release. (The principal may ascertain the validity of the excuse.)

Student Excusal and Early Dismissals

Students may not leave the school before dismissal time unless the school administration has received a written parental/guardian request that they be allowed to do so or a parent/guardian and/or parent's/guardian's designee comes to the school to pick up the child at the requested time of release.

The request must include the student's name, date, time, reason for request, parental/guardian signature, and a telephone number at which the parent/guardian can be reached. Each school shall set up procedures to validate requests for early dismissal to assure that children are released only for proper reasons and into proper hands.

Parents/Guardians are encouraged to return your child to school after a regular appointment and prior to regularly scheduled student dismissal. Established sign-in/out procedures should be followed at this time.

NOTE: When parents are separated and a court order regarding custody exists, considerable caution should be taken in excusing students. Custody orders of the court must be on file in the school office. It is the responsibility of the custodial parent to have the most current court order on file.

In order to participate in an after-school sponsored activity or event, students must be in attendance at least one half (1/2) of the school day unless approved by the principal.

Chronic Absenteeism

The Superintendent or designee shall report chronic absenteeism data to the Pennsylvania Department of Education (PDE), in accordance with procedures provided by PDE. Enrollment of fewer than sixty (60) days of school will exclude a student from the calculation.

Temporary Medical Excusals

(Policy #204.1 Adopted October 20, 2021)

<https://policymain.org/pocono-mountain-school-district/policies/4e304c8c-1106-455c-aa4e-745d328f14f4>

The district, pursuant to the Pennsylvania school Code and State Board of Education regulations will review and consider approval of temporary requests for excusals from the compulsory attendance requirements of the Commonwealth of Pennsylvania. Such excusals are discretionary and not required by law.

The Superintendent or designee may draft any administrative regulations necessary for implementing this policy.

A student will be considered for a temporary medical excusal under the following conditions:

1. Student suffers from a temporary medical and/or psychiatric condition considered medically urgent and so severe that:
 - a. It is likely to persist for more than two (2) weeks during the time that school is in session.
 - b. It is a condition that will prevent the child from attending even part of the school day during the above-referenced timeframe.
 - c. The excusal from school is based upon the recommendation of an appropriately licensed physician, psychiatrist or licensed psychologist.

The following conditions, rules and/or restrictions apply:

1. The parent/guardian must submit a complete application for approval. Applications are available at the Guidance Office and must be submitted to the Assistant Superintendent of Special Education fully and properly completed by both the parent/guardian and physician. Incomplete or improperly completed forms will not be considered.
2. Pursuant to this policy, requests for a temporary medical excusal based on mental health conditions require the recommendation and signature of a psychiatrist or licensed psychologist.
3. Signatures of Licensed Nurse Practitioners, Registered Nurses and/or Physician's Assistants will not be accepted for the purpose of temporary medical excusals.
4. The district must be granted ongoing permission of the parent/guardian to contact the recommending physician for verification and/or updates of information within the temporary medical excusal application form, including information regarding the medical condition underlying the need for a temporary medical excusal. Revocation of such permission shall result in revocation of the temporary medical excusal.
5. At any time, the district may utilize its district physician to review, approve, and/or deny a request for a temporary medical excusal.
6. Prior to approval of a temporary medical excusal, the district reserves the right to refer a student to a physician of the district's choice, at district expense, for application purposes, if it so chooses. It is not, however, obligated to do so. Such referral shall be subject to the parent's/guardian's express written permission. Where the district requires such referral and the parents/guardians refuse permission, a temporary medical excusal shall not be granted.
7. In the event that the district chooses to refer a student to its own physician to determine the necessity for a temporary medical excusal, and the district physician's opinion is contrary to the family physician, or the recommending physician is unable to substantiate the recommendation, it will be left to the

determination of the district administration whether to grant a temporary medical excusal.

If, upon the district's review of the application, a temporary medical excusal or extension of a temporary medical excusal is not granted and no other accommodation or arrangements are made or permitted by the district, the child will be requested to return to school. In such a case, the student shall be denied any further temporary medical excusal tutoring services, if currently being provided, and the child would then fall under the mandatory attendance regulations.

Any breach of the above conditions, in part or in whole, may result in the withdrawal of approval of a homebound excuse.

An approved temporary medical excusal may be revoked by the district at any time. Where possible, the district will provide the parent(s)/guardian(s) with at least forty-eight (48) hours' notice of such termination. Revocation will be immediate where a parent/guardian ceases to permit the district to contact the recommending physician regarding the information contained within the temporary medical excusal application, including obtaining updated information regarding the medical condition that necessitated the temporary medical excusal.

Temporary medical excusals approved by the district shall be effective for a specified time period, not to exceed a maximum of sixty (60) calendar days. Upon the expiration of the sixty (60) day period, the student will no longer be lawfully excused from temporary medical excuse. However, the parent/guardian may apply for a renewal of the medical excusal by following the approval process outlined above. Only one renewal shall be permitted, and further requests for renewal shall be denied. Long-term medical excusals must be approved by the Pennsylvania Department of Education pursuant to the requirements of the law.

Students who do not return to school upon the expiration of a temporary medical excusal shall be referred to their district of residence. Where a student has been absent for three (3) or more days after the expiration of the student's temporary medical excusal, the unlawful absences shall be reported to the student's school district of residence, which may institute truancy proceedings. Where a student has been absent for ten (10) or more days after the expiration of the student's temporary medical excusal, such student shall be automatically removed from the district's roster, pursuant to the law, and the student's school district of residence shall be notified of the continuing unlawful absences and the disenrollment. Students who have been disenrolled due to non-attendance shall not be entitled to re-entry during that school year. For re-enrollment purposes, such students shall be subject to the same lottery process and enrollment requirements applicable to non-enrolled students.

Students on a temporary medical excusal are not eligible to participate in any clubs, athletics, field trips, programs/performances, and/or other extracurricular activities.

Tutoring during a temporary medical excusal may be provided at the discretion of the district but is not required or guaranteed. Such tutoring should not be considered as a replacement to attendance and instruction in the school setting. Such tutoring is not intended to replace regular instruction, but, rather, is intended to assist with maintaining current skills and prevent regression, if possible, until the student is able to return to temporary medical excuse. Tutoring may be terminated by the district at any time for any reason including limitations regarding funding and/or available personnel.

1. Tutoring shall only be provided where the temporary medical excusal period is expected to exceed four (4) weeks.
2. Assigned tutors shall be of the district's choosing.
3. The hours of tutoring shall not exceed five (5) hours per week maximum or the maximum that the health and well-being of the student will allow, whichever is less.
4. The availability and amount of such instruction is subject to the availability of certified teachers to provide such services in the home. If a certified teacher is not available, then homebound will not be provided.
5. The district will attempt to reschedule missed sessions, but it is not obligated to do so.
6. Tutoring during a temporary medical excusal will be based upon provision of assignments and materials from the student's current courses, as provided by the student's teachers. Such teachers have discretion to substitute alternate assignments if the regular assignments are not appropriate for in-home tutoring.
7. It is the responsibility of the parent/guardian to make arrangements to obtain a student's work from the temporary medical excuse.
8. The district may, at its discretion, choose to utilize online tutoring or other programming in lieu of live tutoring.
9. Due to the nature of course content, it may not be possible for the temporary medical excusal tutor to deliver or teach a particular course content. Where this is the case, the student will be required to reschedule this course(s) during the next available semester and/or work on the materials independently.
10. Each hour of tutoring provided during a temporary medical excusal is expected to be supported by one (1) to three (3) hours of independent study, depending on grade level and as permitted by the student's medical condition.
11. The parent/guardian is required to provide the temporary medical excusal tutor with an educational learning environment within the home conducive to conducting the assigned course work. It is expected that family members will not interfere with tutoring sessions. It is expected that students will be prepared for sessions. The district may terminate tutoring where appropriate workspace and/or an appropriate work environment is not provided.
12. A parent/guardian or other adult authority must be present in the home during temporary medical excusal tutoring.

The Superintendent or designee reserves the right to discontinue tutoring at any time and for any reason. Tutoring will be automatically discontinued where:

1. The instructor's presence in the place of a student's confinement presents a hazard to the health and/or safety of the teacher.

2. A parent/guardian or other responsible caretaker is not at home or does not remain in the home with the student during the hours of instruction;
3. Parents/Guardians and/or student routinely cancels tutoring sessions;
4. The medical condition of the student is such as to preclude any benefit from such instruction;
5. A student is routinely unprepared for tutoring sessions – each hour of tutoring is expected to be supported by one (1) to three (3) hours of independent study; or
6. The home environment is not conducive to learning (loud noise or other distractions; family members or other individuals interfering with work; no suitable place to work; unsanitary conditions; etc.).

The district may, at its sole discretion, permit a student to complete course work for credit if a student is physically and mentally able to independently complete coursework in a satisfactory manner while on a temporary medical excusal, regardless of whether it chooses to provide a tutor. The decision as to whether to permit students to earn credits during temporary medical excusals is completely discretionary on the part of the district and should not be viewed as an automatic right by students and/or parents/guardians. If permission to complete course work for credit is granted, the student must keep up with the class's regular assignments in a timely fashion in order to earn credit. A tutor may administer tests if deemed appropriate by the tutor and/or the district, or the student may be required to postpone taking tests until he/she is able to return to the school setting.

Lack of independent work on the part of the student or non-completion of assignments may result in the loss of credit or the student's receipt of an incomplete for a course. The district shall make the final decision on an award of credit for a course. In the event that a particular course requires in-class work (such as labs, group work, etc.) or that the grading of a particular course is based wholly or partially on classroom participation/activity, a student on temporary medical excusal may be required to re-take such course at another time in order to receive credit. In such case, the student will be withdrawn from the course, and such withdrawal shall not have a negative impact on the student's grades or GPA.

Modifications of assignments and/or grading requirements shall generally not be made. Any decisions to provide modified assignments and/or grading requirements due to a student's absence during a temporary medical excusal shall be made by both the teacher and the building principal. Such modification shall be made sparingly and only where the teacher and principal are satisfied that the assignments/requirements, as modified, require the student to demonstrate the same competencies, skills, and level of achievement that the student would have been required to demonstrate through the regular assignments/requirements. Modification of grading requirements shall be based upon substitution, NOT grade "forgiveness" or elimination of requirements without replacement. Modifications must require the same rigorous academic standards as the original requirements.

Temporary medical excusals are designed for students with temporary medical conditions and are not intended to be and may not be substituted for appropriate in-school accommodations for students with disabilities who are able to attend some part of the school day. Students with disabilities may be entitled to accommodations during

the school day under Section 504 and the ADA. Parents/Guardians seeking accommodations for their students should contact the building principal.

In some cases, a student may receive special education instruction under the Individuals with Disabilities Education Act (IDEA) in the home through his/her IEP. This is called "instruction in the home" and is NOT the same as a temporary medical excusal. "Instruction in the home" is a placement within the special education continuum that may be chosen by an IEP team where the Team has determined that an eligible student cannot properly receive a Free Appropriate Public Education (FAPE) in any other setting. The nature of "instruction in the home," as well as the process for obtaining such instruction, is distinctly different from a temporary medical excusal. Any parent/guardian or guardian who has additional questions about instruction in the home or needs further clarification of the differences between the two and which is appropriate for a particular student should contact the Supervisor of Special Education.

If a parent/guardian believes his/her child may be eligible for special education services, the parent/guardian has the right to request that the child be evaluated for special education services. Requests for evaluation should be made to the Assistant Superintendent of Special Education.

Truancy/Mandatory Attendance Enforcement

(Policy #204.2 Adopted July 26, 2017, Last Revised July 30, 2020, Last Reviewed October 20, 2021)

<https://policymain.org/pocono-mountain-school-district/policies/a1fc57e8-94b9-4cad-8a6d-32aa54901c31>

The Board recognizes that regular attendance is an important part of student success, and that chronic absenteeism can have devastating effects on a student's academic progress and can also negatively affect a student socially and can cause stress and anxiety for the absent student and his/her family. The Board also recognizes that families dealing with chronic attendance issues may benefit from additional support to help them address the problem.

The Board intends for the processes and procedures used to combat truancy and comply with applicable mandatory attendance laws to be as supportive of the families as possible, utilizing referrals to the magistrate only as a last resort when other more collaborative, non-punitive options have not been successful.

This policy applies to all students of compulsory school age, which is the period of a child's life from the time the child's parents/guardians elect to have the child enter school age until the child reaches eighteen (18) years of age. This Policy does not apply to individuals who hold a certificate of graduation from a regularly accredited, licensed, registered, or approved high school.

The Superintendent or designee shall develop administrative regulations that set forth specific truancy procedures that are consistent with the law and with this Policy. Each building principal shall be responsible for addressing truancy issues in his/her building through consistent implementation of this Policy and the administrative regulations promulgated pursuant to it.

- **"Person in parental relation"** shall mean a:
(1) Custodial biological or adoptive parent.

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

- **"Attendance improvement program"** shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a child'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 Pa School Code.
- **"Truant/Truancy"** occurs where a student has accrued three (3) or more school days of unexcused absences during the current school year.
- **"Habitually Truant/Habitual Truancy"** occurs where a student has accrued six (6) or more school days of unexcused absences during the current school year.
- **"Unexcused absence"** shall mean an absence from school which is not permitted by Bd. Pol. 204 (Attendance) or for which an approved explanation has not been submitted within the time period and in the manner prescribed by Board and/or by the Superintendent or designee through administrative regulations.

Pursuant to law, the district shall provide written notification to the "person in parental relation to the student," as defined, above, in cases where a student has accrued three (3) unexcused absences.

Once the notice has been issued, where a student continues to accrue unexcused absences, a School Attendance Improvement Conference (SAIC) will be held. This is a conference to discuss where the child's absences and reasons for the absences are examined in an effort to improve attendance, with or without additional services. The following individuals shall be invited to the conference:

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

The outcome of this conference will be documented in a School Attendance Improvement Plan.

Students who accrue six (6) or more unexcused absences are considered "habitually truant" under the law. Once the SAIC has been held, if a student reaches six (6) or more unexcused absences, the student is considered "habitually truant" pursuant to the law, and the district shall take further action which will include one or more of the following, as permitted by law:

- Referral to an attendance improvement program,
- Referral to the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act,
- Formal filing of a truancy action with the magisterial district court.

Formal filing of truancy charges with the magisterial district court shall only be utilized only where the School Attendance Improvement Conference/School Attendance Improvement Plan have been unsuccessful and, for students under the age of fifteen (15), where at least one other alternative option has been attempted and has been unsuccessful in resolving the truancy issue.

DRESS AND GROOMING

(Policy #221 Adopted February 16, 2022)

<https://policymain.org/pocono-mountain-school-district/policies/a84bd188-343c-463f-95f0-d4086d89b3fa>

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

The Board has the authority to impose limitations on students' dress in school. Students shall comply with limitations established by the Board, Administration, or other designee. Such limitations shall be published in the Student/Parent Handbook.

Additionally, students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

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

Standardized Dress Code for Students: <https://policymain.org/pocono-mountain-school-district/policies/a84bd188-343c-463f-95f0-d4086d89b3fa>

Bottoms:

Dress, casual Docker ® style, or corduroy pants in Khaki, Black, Grey and Navy.

Length: Should meet the top of the shoe but does not touch the floor.

Dress or casual Docker ® style shorts in Khaki, Black, Grey and Navy.

Length: No shorter than the top of the kneecap

Dress or casual capri style pants in Khaki, Black, Grey and Navy.

Dress, casual skirt/skort, maxi skirt/dress in Khaki, Black, Grey and Navy.

Length: No shorter than the top of the kneecap

Shirts/Tops:

Traditional 2 or 3 button Polo® style shirts (full torso with collar)

Standard oxford style shirt/blouse (with collar)

Colors:

Pocono Mountain East – primary red, white, grey, or black

Pocono Mountain West – navy blue, white, grey, or black

Logos: Only District or PMSD school/spirit wear logo/emblem and/or school sponsored activity logo/emblem permitted. No Brand Name logos (i.e., Nike®).

Dresses:

Dresses that meet the standard for collar, sleeve, skirt length, and colors

Length: No shorter than the top of the kneecap

Belts:

Solid-colored buckled belts, worn at the natural waistline in Black, White, Tan, Khaki, Grey or Brown. Belt buckles must be plain, standard, and appropriate length for the waist.

Optional Apparel:

For layering purposes only in compliance with identified colors

Full-torso T-shirts

Full-torso turtlenecks – mock or pullovers

Full-torso cardigan sweaters

Full-torso sweater vests or fleece

Crewneck sweatshirts

Note: Apparel with the Pocono Mountain School District/Athletic and/or extra-curricular logo, embroidery, monogramming (polo, shirts, sweaters/vests, warm-ups, etc.) may be worn provided it meets the requirements set forth in this policy.

Footwear: No heels more than 3 inches. No flip flops or bedroom slippers.

Shoes

Sneakers

Boots

Sandals with back strap

Clogs or Crocs

Note: Standard Dress Code apparel is available at most clothing/retail stores. If you are experiencing difficulty locating any dress code item or have additional questions, please contact the building administrator.

Controlled Substances/Paraphernalia

(Policy # 227 Adopted February 2, 2022, Revised October 2, 2024)

<https://policymain.org/pocono-mountain-school-district/policies/ed57441e-9553-4616-b4b3-9c6730b2b397>

The Board recognizes that the use and abuse of controlled substances as defined in this policy is a serious problem with legal, physical and social implications for the whole school community. The purpose of this policy is to prohibit student possession, use and/or distribution of controlled substances, except as permitted by applicable state or federal law and Board policy.

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

1. Any controlled substance prohibited by federal or Pennsylvania laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.

5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

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

For purposes of this policy, **look-alike drug** shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

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

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

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

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Conduct if any of the following circumstances exist:

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts or interferes with the school environment or educational process, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt or interfere with the school environment or educational process.
4. The conduct involves the theft or vandalism of school property.

5. The conduct constitutes a direct threat of violence or destruction of property or involves, threatens or makes more likely violence, use of force or other serious harm directed at students, staff or the school environment.
6. The conduct interferes with or threatens to interfere with the rights of students or school staff or the safe and orderly operation of the schools and their programs.
7. The proximity, timing or motive for the conduct in question or other factors pertaining to the conduct otherwise establish a direct connection to attendance at school, to the school community or to a school-sponsored activity. This would include, for example, but not be limited to, conduct that would violate the Code of Student Conduct if it occurred in school that is committed in furtherance of a plan made or agreed to in school, or acts of vandalism directed at the property of school staff because of their status as school staff.

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

1. Establish procedures to appropriately manage situations involving students suspected of using, possessing, being under the influence or distributing controlled substances.
2. Disseminate to students, parents/guardians and staff the Board policy and administrative regulations governing student use of controlled substances.
3. Provide education concerning the dangers of abusing controlled substances.
4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

Violations of this policy may result in disciplinary action up to and including expulsion and referral for prosecution.

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

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving the prohibited possession, use or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of prohibited possession, use or sale of controlled substances to the PA Department of Education on the required form.

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

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

Anabolic Steroids

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

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

Reasonable Suspicion/Testing

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

Searches

(Policy #226 Adopted February 16, 2022)

<https://policymain.org/pocono-mountain-school-district/policies/d07d809c-bb0c-49e0-90bc-01cd95524574>

The Board acknowledges the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling the district's interest in protecting and preserving the health, safety, and welfare of the school population, enforcing rules of conduct, and maintaining an appropriate atmosphere conducive to learning.

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband, or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.

The district has a compelling interest in protecting and preserving the health, safety, and welfare of the school population, which under certain circumstances may warrant general or random searches of students and their lockers, vehicles, or other belongings

without individualized suspicion, for the purpose of finding or preventing entry onto school property of controlled substances, weapons or other dangerous materials.

The Board authorizes the administration to conduct searches of students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions in accordance with the standards set forth in this policy.

Guidelines and procedures shall be developed, in consultation with the district solicitor, to implement this policy, and shall ensure that school staff who are involved in carrying out searches or determining when searches will be conducted receive appropriate periodic training about such procedures and currently applicable legal standards.

Students, parents/guardians, and staff shall be notified at least annually, or more often if deemed appropriate by administration, about the standards and procedures in effect pursuant to this policy.

Students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband, or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.

In determining whether reasonable suspicion exists, the principal or designee always should be able to articulate what is being looked for, and why it is thought to be located in the particular place to be searched. The scope of a search should be limited to the place or places the item sought is believed to be.

Examination by school staff of text messages, call logs, files, images, or other data contained in a student's mobile telephone or other electronic device, without the student's consent, must be justified by reasonable suspicion that material in violation of law, district policy or school rules, or evidence of such a violation, is contained in each particular file, directory or other data location being examined in the device.

Administration should consult with the District Solicitor prior to searches based on individualized suspicion, except in exigent circumstances.

Under certain circumstances, random or general searches of students and their belongings, including student lockers or vehicles parked on school property, may be conducted during the school day or upon entry into school buildings or school activities, in the absence of suspicion focused on a particular student or students, for the purpose of finding or preventing entry onto school property or activities of controlled substances, weapons or other dangerous materials. Such searches normally will be conducted in a minimally intrusive manner using screening methods such as dogs or other animals trained to detect controlled substances, explosives, or other harmful materials by smell, as well as metal detectors and other technology. When such screening methods provide a reasonable suspicion that particular students, items or places possess or contain controlled substances, weapons or other dangerous material, screening may be followed by physical searches of those particular students, items or places on an individualized basis.

Random or general searches not based on individualized suspicion must be approved in advance by the Superintendent or designee, in consultation with the district solicitor as needed. Coordination with law enforcement officials will be accomplished as provided in the memorandum of understanding with the applicable law enforcement agency.

Searches may be conducted at any time, with or without reasonable suspicion, if the student has given knowing and voluntary consent specific to the place to be searched.

The administration may establish rules and procedures governing certain privileges enjoyed by students, such as the privilege of parking a vehicle on school grounds, that make the student's consent to searches or inspections a condition of access to the privilege.

The legal standards governing searches initiated by school officials are less strict than the standards applicable to law enforcement authorities in many situations. When searches of students, student belongings, vehicles or lockers are conducted by or at the request of law enforcement officials, with or without the involvement of school staff, the law enforcement officials are solely responsible for ensuring that a warrant has been issued or that the circumstances otherwise permit the search to be lawfully conducted in accordance with the standards applicable to law enforcement actions. School staff will not interfere with or obstruct searches initiated by law enforcement but may assist when law enforcement officials have requested such assistance and have represented that a warrant has been issued or that they otherwise have proper authority for a lawful search.

Lockers are assigned to or otherwise made available to students as a convenience for the safe storage of books, clothing, school materials and limited personal property, and to facilitate movement between classes and activities and to and from school. Such lockers are and shall remain the property of the school district, and to the extent students have any expectation of privacy of lockers at all, it is very limited.

No student may place or keep in a locker any substance or object that is prohibited by law, Board policy or school rules, or that constitutes a threat to the health, safety, or welfare of the occupants of the school building or the building itself. Students are required to ensure that their lockers do not contain spoiled food items or beverages, or soiled clothing which may attract pests, create odors, or cause unhealthy conditions.

A student locker may be opened and inspected for safety and health concerns.

Students are exclusively responsible for locking their assigned lockers to ensure the security of their personal belongings and school property entrusted to them. Students are permitted to secure their assigned lockers only with locks provided by the district, or if the district does not provide locks, personal combination locks for which the combination has been provided to designated school staff.

Prior to an individual locker search or inspection, the student to whom the locker is assigned shall be notified and be given a reasonable opportunity to be present. However, when there is a reasonable suspicion that a locker contains materials which pose a threat to the health, welfare or safety of the school population, student lockers may be searched without prior notice to the student.

The principal or a designated staff person shall be present whenever a student locker is inspected for cleanliness or is searched.

Searches of students involving the removal of undergarments or examination beneath undergarments are subject to stricter standards than are required to justify other searches of a student's person or belongings. Such searches are permitted only when the basis for suspicion establishes either:

1. That the reasons for believing that the items being searched for are concealed specifically inside undergarments are stronger reasons than grounds that would support only a more general reasonable suspicion that the student is in possession of the items or has them somewhere on the student's person; or,
2. That the quantity or nature of the items being sought present a higher level of danger to the school population than other kinds of contraband.

Searches involving the removal of or examination beneath any clothing of a student, other than jackets, coats, or other outerwear, shall be conducted only by a staff person of the same gender as the student, with at least one (1) other staff person of the same gender present as a witness, and in a location assuring privacy from observation by persons not involved in the search or of the opposite sex.

Searches involving the removal of undergarments or examination beneath undergarments will be conducted only after consultation with the district solicitor.

Any items or material found during a search or inspection, the student's possession of which is in violation of law, district policies or school rules, or otherwise is evidence of such a violation, may be confiscated, and may be used as evidence in student discipline proceedings or a criminal investigation, even if such items or material were not the original objective of the search or inspection.

The principal shall be responsible to ensure that confiscated items or material are properly inventoried and secured until the conclusion of disciplinary action, if any, and are then properly disposed of if not appropriate to be returned to the student. Items or materials that are evidence of a criminal offense, or that are not lawful for ordinary citizens to possess will be promptly turned over to proper law enforcement authorities for custody or disposal.

Weapons

(Policy #218.1 Adopted August 18, 2010, Last Revised January 21, 2026)

<https://policymain.org/pocono-mountain-school-district/policies/c37a272d-b464-44f5-b172-8bfece943fdf>

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Weapon - the term shall include but is not limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and any other tool, instrument or implement capable of inflicting serious bodily injury.

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker or assigned storage area; or under the student's control while on school property, or in the student's vehicle on school property or at a school event, on property being used by the school, at any school

function or activity, at any function held on school grounds, at any school event held away from the school or while the student is coming to or from school.

The Board prohibits students from possessing and bringing weapons into any district buildings, onto school property, to any school-sponsored activity and onto any public vehicle providing transportation to or from school or a school-sponsored activity, or while the student is coming to or from school.

The Board shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board policy.

The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.

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

The district shall react promptly to information and knowledge concerning possession of a weapon. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with the law enforcement agency that has jurisdiction over the school's property, and the district's emergency preparedness plan.

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

Reporting

Law Enforcement Incident Report -

The Superintendent or designee shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.

Parental Report - Direct Involvement -

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

Additional Parental and Employee Notifications -

The Superintendent or designee shall, in accordance with applicable law, ensure notification of an incident involving possession of a weapon on school property, at a school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, to employees and parents/guardians of students, as follows:

1. Incident occurring at a school building - Notification to parents/guardians of students enrolled in or attending that school building and school employees assigned to that building.
2. Incident occurring at a school building that shares a campus with other school buildings - Notification to parents/guardians of students enrolled or attending and school employees assigned to any building on the shared campus.
3. Incident occurring at a school-sponsored activity or on a public conveyance providing transportation to or from a school or school-sponsored activity - Notification to the appropriate population of parents/guardians and school employees. Notification is not required if the incident is not directly related to the school-sponsored activity or the students or staff involved in the activity.

Such notification(s) must occur within twenty-four (24) hours of the incident using a method of communication likely to reach designated parents/guardians and employees, unless the circumstances of the incident necessitate otherwise.

If a student is in possession of a weapon, the school employee to whom the student is assigned will be deemed a "school official with legitimate educational interest in the student." As such, the school must notify that employee of the student's identity and records relating to the incident.

Notifications provided under this policy must not contain any personally identifiable information about a student. However, this rule does not apply to notifications made to (1) the parent or guardian of a student found in possession of a weapon nor (2) the school employee to whom the student is assigned.

Annual School Safety and Security Incidents Report -

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents involving possession of a weapon to the PA Department of Education on the required form.

The building principal shall annually inform staff, students and parents/guardians about the Board policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

An exception to this policy may be made by the Superintendent, in accordance with law, who shall prescribe special conditions or administrative regulations to be followed.

In accordance with federal law, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.

Transfer Students

When the district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.

Discipline of Students with Disabilities
(Policy #113.1 Adopted July 21, 2021)

<https://policymain.org/pocono-mountain-school-district/policies/7b8f6d6b-1f2a-442b-972c-dc109a425004>

The district shall develop and implement Positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Positive Behavior Support Plan.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Suspensions from school - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.

Expulsions from school - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.

Interim alternative educational settings - removal of a student with a disability from the student's current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of the student's disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.

During any period of expulsion, or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate public education (FAPE), in accordance with law.

A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement.

For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of the student's disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors, constitute changes in educational placements requiring a manifestation determination. For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement.

A student with a disability whose behavior is not a manifestation of the student's disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities.

A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the student to the placement from which the student was removed or order the student's removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the student's current placement is substantially likely to result in an injury to the student or others.

Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise.

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

1. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, weapon is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than two and one-half (2 ½) inches in length.
2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the district.

3. Has inflicted serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, serious bodily injury means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

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

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan.

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policies.

When reporting an incident committed by a student with a disability to the appropriate authorities, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.

In accordance with state law, the Superintendent or designee shall annually, by July 31, report to the Office for Safe Schools on the required form all new incidents committed by students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.

School Visitors Policy

(Policy #907 Adopted July 5, 1995 Revised April 3, 2024)

<https://policymain.org/pocono-mountain-school-district/policies/957a5b0f-7e74-4d12-bd91-23ae9851e3b9>

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

The district has the authority to prohibit the entry of any individual to a district school, in accordance with Board guidelines and state and federal law and regulations.

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

The district may develop administrative regulations to implement this policy and control access to school buildings and school classrooms.

Employees

1. All employees are required to maintain and display the school district-issued identification badge at all times while on school district property. This badge must be worn on the lanyard provided, above the waist, and in clear view at all times. The Superintendent must approve any exception to this directive. Special exceptions will be granted for employees working in and around equipment or other potentially dangerous situations. The employee will be required to wear a clip to fasten the ID badge to an article of clothing in clear view at all times above the waist.
2. Under no circumstance may an employee loan his/her identification card to any other person.
3. Employees who have forgotten to bring their identification cards to work must inform the designated building secretary immediately upon arrival at the school or building, at which time they will be given a temporary badge for the day. This badge must be returned to the secretary at the end of the day. A listing of all badges issued and returned will be given to the building principal, supervisor or designee at the end of each day.
4. Employees who repeatedly report to work without their identification badges, refuse to wear the badge, or lose or destroy the badge will be subject to disciplinary measures. These measures will include oral warning, written warning and possible suspension without pay.
5. Employees are to report a lost card immediately. Within three (3) working days they are to report to the security office on the Swiftwater Campus to obtain a replacement. A temporary badge may be obtained from the building secretary, on a daily basis, during this three-day period.
6. Any employee who observes someone who is not wearing proper identification is not required to confront (unless they feel comfortable doing so) that individual, but should immediately report this circumstance to the administration or member of the security staff.
7. Anyone who terminates his/her employment with the district is to return his/her badge.
8. Contracted daily substitutes assigned to a single individual building will receive picture identification cards.

9. Temporary identification cards will be issued to all other employees or persons entering the building on official duty, including, but not limited to:
 - a. Daily substitutes.
 - b. Student teachers.
 - c. College student teacher advisors.
10. Temporary identification cards issued to student teachers and other long term personnel should be issued at the beginning of service and collected upon completion of assignment.

Visitors

1. All visitors, upon entering any school district building or school, are to report immediately to the main office or reception area. Visitors not complying with this directive will be escorted from the building. Employees who observe someone entering district facilities who are not wearing proper identification are not required to confront (unless they feel comfortable doing so) that person, but should immediately report this circumstance to the administration or member of the security staff. School district employees are not permitted to ignore this identification badge policy or allow or assist any person to enter or use school district facilities when they do not have a valid I.D. card.
2. Visitors, after reporting to the main office, will register (name, address, telephone number and nature of business) and be given a temporary identification badge. A driver's license or other suitable means of identification is necessary and will be requested by the principal or his/her designee, unless the visitor is known to the principal or designee, prior to the visitor being permitted to enter the building. The form of identification requested by the building principal or his/her designee shall be retained at the administrative office to assure proper check out by the visitor. Upon return of the temporary badge, the form of identification will be returned.
3. The identification badge is to be worn above the waist and in clear view at all times. The temporary badge is valid only for the date of issuance.
4. Visitors are not to wander through the building, but must report or be escorted to the designated area and then back to the main office.

Whenever possible, persons wishing to visit a school should make arrangements in advance with the school office in that building.

Only one (1) designated entrance that is monitored and capable of controlling visitor entry shall be used by visitors to the school. All other entrances shall be locked.

All staff members shall be responsible for requiring that a visitor demonstrate he/she has registered at the school office and received authorization to be present for the purpose of conducting business.

No visitor may confer with a student in school without the approval of the building principal.

No visitor shall be permitted unsupervised direct contact with students.

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

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

Audio, Video Recording or Photographs

No visitor shall be allowed to photograph, record audio, or videotape any person or any part of any building or to tape record any conversation of any kind without prior approval by the building principal. In general, only Special Education Individual Education Plan conferences may be taped with one (1) school day prior notification to the principal and the availability of an administrator to attend the conference. An exception to this policy shall apply in the case of public meetings or work sessions of the Board.

Loud, Abrasive and/or Profane Language or Behavior

It is the policy of the Pocono Mountain School District to prevent disruptions to district operations and the instructional process. All persons, including but not limited to, students, parents/guardians, employees, visitors and members of the general public are prohibited from the use of foul, profane and abusive language, whether spoken or written, or for a tirade in any manner in the school buildings or upon school grounds. If any visitor threatens, verbally abuses, or harasses a school employee, student, or another visitor, a building administrator will direct the visitor to leave the property.

All persons are therefore warned that if a visitor refuses to leave district property voluntarily, s/he will be subject to removal from district property by district security or local law enforcement and be charged with trespassing for failure to promptly vacate the property upon notice or notification. In all cases, violators may be subject to appropriate laws of the Commonwealth of Pennsylvania.

Classroom Visitations

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

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

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

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

Under exceptional circumstances and upon request of the building principal, program supervisor, classroom teacher or parent/guardian, the Superintendent may authorize additional or longer classroom visits by a parent/guardian.

Military Personnel

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

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

Nondiscrimination in School and Classroom Practices

(Policy #103 Adopted July 21, 2021, Last Revised June 4, 2025)

<https://policymain.org/pocono-mountain-school-district/policies/523f9c15-37ba-431b-a38d-c5b67662db8d>

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in these schools regardless of race, color, age, religious creed, religion, ancestry, national origin, marital status, pregnancy, childbirth or pregnancy-related medical conditions or handicap/disability.

Discrimination on the basis of sex is a special category of discrimination prohibited by the federal civil rights law Title IX. Therefore, the Board has adopted a separate Program Policy, Policy 103.2, which prohibits discrimination on the basis of sex in school and classroom practices, in order to comply with the U.S. Department of Education Title IX Regulations, Nondiscrimination on the Basis of Sex in Education Programs or Activities, published in the Federal Register on May 19, 2020 after notice and comment rulemaking and effective August 14, 2020.

The district shall provide to all students, without discrimination, admissions, course offerings, counseling, assistance, services, employment opportunities, athletics and extracurricular activities. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations.

Discrimination is inconsistent with the educational and programmatic goals of the district and is prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school-sponsored activity.

The Board encourages students and third parties who believe they or others have been subject to discrimination or harassment to promptly report such incidents to designated employees.

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

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

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

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

Discriminatory Harassment

Harassment by students, employees or third parties on the basis of race, color, age, religious creed, religion, ancestry, national origin, marital status, pregnancy, childbirth or pregnancy-related medical conditions, handicap/disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf.

For purposes of this policy, **harassment** shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, religious creed, religion, ancestry, national origin, marital status, pregnancy, childbirth or pregnancy-related medical conditions, or handicap/disability when such conduct is:

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

In order to achieve the aforesaid goal, the Board directs the Assistant Superintendent for Curriculum and Instruction to assume the responsibility of coordinating all curricular activities for their respective division and reporting same to the Affirmative Action Officer, the Chief Human Resources Officer. The Board delegates the Title IX Coordinator as the Compliance Officer for this policy.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.

The Compliance Officer is responsible to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provision of training for students and staff to prevent, identify and alleviate conduct which may constitute discrimination.
3. Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure, such as making reports to law enforcement, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review current and proposed programs, activities and practices to ensure that all students have equal access and are not segregated except when permitted by law or regulation.
5. District Support - Assure that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related areas.
6. Student Evaluation - Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Complaints - Monitor and provide technical assistance to building principals or their designee in processing complaints.

The building principal or designee shall be responsible to promptly complete the following duties upon receipt of a report of discrimination, harassment or retaliation from a student, employee or third party:

1. If the building principal is the subject of the complaint, refer the complainant to the Compliance Officer to carry out these responsibilities.
2. Inform the complainant about this policy including the right to an investigation of both verbal and written complaints of discrimination and harassment.
3. Obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18). Inform parents/guardians and students who are complainants or accused of violating this policy that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
4. Provide relevant information on resources available in addition to the school complaint procedure, such as making reports to law enforcement, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
5. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another district employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual. When a

parent/guardian has requested confidentiality and will not consent to the alleged victim's participation in an investigation, the Compliance Officer shall provide the parent/guardian with a letter containing information related to the district's legal obligations to conduct an investigation and address violations of this policy, and any other information appropriate to the specific complaint.

6. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement appropriate measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation.

Complaint Procedure - Student/Third Party

Step 1 - Reporting

A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal. Any person with knowledge of conduct that may violate this policy, is encouraged to immediately report the matter to the building principal.

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

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

The complainant or reporting employee may be encouraged to use the district's report form, available from the building principal or Compliance Officer, or to put the complaint in writing; however, verbal complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

Step 2 - Investigation

Where an attorney is not used to conduct an investigation into a discrimination complaint, only individuals who have received basic training on the applicable law, this policy and how to conduct a proper investigation shall be authorized to conduct an investigation of a complaint made pursuant to this policy.

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the respondent shall be provided the opportunity to present witnesses and other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property,

school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the respondent, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary so as not to interfere with or disrupt any criminal or child protective services investigation.

Step 3 - Investigative Report

The investigator shall prepare and submit a written report to the Compliance Officer within thirty (30) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the respondent shall be informed of the outcome of the investigation, including the recommended disposition within a reasonable time of the submission of the written report, to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws.

The respondent shall not be notified of the individual remedies offered or provided to the complainant.

The complainant shall not be notified of any disciplinary action imposed upon the respondent.

Step 4 - District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed during the course of this investigation.

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

Appeal Procedure

If the complainant or the respondent is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within five (5) calendar days of receiving notification of the outcome of the investigation. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent.

The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.

The person handling the appeal shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the respondent and the investigator who conducted the initial investigation. The outcome of the appeal constitutes a final determination by which the parties are bound.

Student Records

(Policy #216 Adopted April 6, 2022)

<https://policymain.org/pocono-mountain-school-district/policies/89e52f34-2095-4277-b894-fcbf2a54eded>

The Board recognizes its responsibility for the collection, retention, disclosure, and protection of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records and prohibits the unauthorized access, reproduction, and/or disclosure of student education records and personally identifiable information from such records.

The Board shall adopt a comprehensive plan for the collection, maintenance and dissemination of student education records that complies with federal and state laws and regulations and state guidelines. Copies of the adopted student records plan shall be maintained by the district and revised as required by changes in federal or state law and regulations.

Copies of the student records plan shall be submitted to the Department of Education, upon request.

Attendance - includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and the period during which a person is working under a work-study program.

Directory information - information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the student's name; address; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized school activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.

Directory information does not include a student's Social Security Number; or student identification (ID) number, except that directory information may include a student ID number, user ID, or other unique personal identifier displayed on a student ID card/badge or used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

Opt-Out: Parents retain the right to opt-out of disclosure by informing the district in writing that any or all of the information designated above as directory information shall not be released without the parent's prior consent.

Disclosure - permitting access to or the release, transfer or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party, except the party that provided or created the record.

Education records - records that are directly related to a student, maintained by the school district or by a party acting for the school district.

The term does not include:

1. Records kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another individual except a temporary substitute for the maker of the record.
2. Records created or received by the district after an individual is no longer a student in attendance and that are not directly related to the individual's

attendance as a student.

3. Grades on peer-graded papers before they are collected and recorded by a teacher.
4. Other records specifically excluded from the definition of education records under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations.
5. Group photographs, team photographs, yearbook photographs, and other similarly casual photos or media wherein the student is not specifically identified.

Eligible student - a student who has attained eighteen (18) years of age or is attending an institution of postsecondary education. All rights accorded to and consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student. In cases where an eligible student is dependent upon the parent as defined in the Internal Revenue Code, the district shall make the education records accessible to the parent of said student.

Parent - includes a natural parent, a guardian or an individual acting as a parent of a student in the absence of a parent/guardian. The district shall give full rights to either parent unless the district has been provided with evidence that there is a state law, court order, or a legally binding document governing such matters as divorce, separation, or custody that specifically revokes these rights.

Personally identifiable information - includes, but is not limited to:

1. The name of a student, the student's parents, or other family members.
2. The address of the student or student's family.
3. A personal identifier, such as the student's Social Security Number, student number, or biometric record.
4. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name.
5. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
6. Information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

Student - includes any individual who is or has been in attendance at the district and regarding whom the district maintains education records.

All district personnel having access to student education records shall receive training in the requirements of Board policy, student records plan, and applicable federal and state laws and regulations as directed by the Superintendent.

Each district teacher shall prepare and maintain a record of the work and progress of each student, including the final grade and a recommendation for promotion or retention.

The district's plan for the collection, retention, disclosure and protection of student records shall provide for the following:

1. Safeguards to protect the student records when collecting, retaining, and disclosing personally identifiable information either to student/parent or third parties.
2. Ensuring that parents and eligible students, including those who are disabled or have a primary language other than English, are effectively notified of their rights and the procedures to implement those rights, annually and upon enrollment.
3. Procedures for the inspection, review, and copying of a student's education records by parents and eligible students. The district may charge a fee for copies of records that are made for parents so long as the fee does not effectively prevent parents from exercising their right to inspect and review those records. The district shall not charge a fee to search for or to retrieve information in response to a parental request.
4. Procedures for requesting the amendment of a student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
5. Procedures for requesting and conducting hearings to challenge the content of the student's education records.
6. Enumerating and defining the types, locations, and persons responsible for education records maintained by the district.
7. Determining the types of personally identifiable information designated as directory information.
8. Establishing guidelines for the disclosure and subsequent redisclosure of student education records and personally identifiable information from student records.
9. Reasonable methods to ensure that school district officials obtain access to only those education records in which they have a legitimate educational interest. Such methods shall include criteria for determining who constitutes a school district official and what constitutes a legitimate educational interest.
10. Maintaining required records of requests for access and each disclosure of personally identifiable information from each student's education records.
11. Ensuring appropriate review, retention, disposal, and protection of student records.
12. Procedures for the inspection and release of a student's education records to third parties.

13. Transferring education records and appropriate disciplinary records to other school districts.

Procedures for disclosure of student records and personally identifiable information shall apply equally to military recruiters and postsecondary institutions and shall comply with law and Board policy.

A missing child notation shall be placed on school records of a student under the age of eighteen (18) reported as missing to school officials by a law enforcement agency. Such notation shall be removed when the school district is notified by the appropriate law enforcement agency that a missing child has been recovered.

In the event the district receives a request for information from the school records of a missing child, the district shall:

1. Attempt to obtain information on the identity of the requester.
2. Contact the appropriate law enforcement agency to coordinate a response.

No information in the records shall be released to the requester without first contacting the appropriate law enforcement agency.

Student Wellness

(Policy #246 Adopted March 2, 2022, Last Reviewed June 4, 2025)

<https://policymain.org/pocono-mountain-school-district/policies/6b8ffbfa-55a6-4e25-859e-3c0b9c69c79c>

Pocono Mountain 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.

The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established 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.

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in their respective school.

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee shall annually report to the Board on the district's compliance with law and policies related to school wellness. The report may include:

1. Assessment of school environment regarding 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. The extent to which each district school is in compliance with law and policies related to school wellness.
2. The extent to which this policy compares to model wellness policies.
3. A description of the progress made by the district in attaining the goals of this policy.

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health

science, information and technologies emerge; and new federal or state guidance or standards are issued.

The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates, and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:

1. The written School Wellness policy.
2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.
3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.
4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.

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, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing, and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school-based activities that promote student wellness as part of the policy development and revision process.

An Advisory Health Council may be established by the Superintendent or designee to study student health issues and to assist in organizing follow-up programs.

The Advisory Health Council may examine related research, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues.

The Advisory Health Council may make policy recommendations to the Board related to other health issues necessary to promote student wellness.

The Advisory Health Council may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.

The Advisory Health Council shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.

Individuals who conduct student medical and dental examinations shall submit to the Advisory Health Council annual reports and later reports on the remedial work accomplished during the year, as required by law.

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.

Nutrition education in the district shall teach, model, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

Nutrition education lessons and activities shall be age appropriate.

Nutrition curriculum shall teach behavior-focused skills, which may include menu planning, reading nutrition labels and media awareness.

School food service and nutrition education classes shall cooperate to create a learning laboratory.

Nutrition education shall be integrated into other subjects such as math, science, language arts and social sciences to complement but not replace academic standards based on nutrition education.

Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.

The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. The district shall develop standards for such training and professional development.

Nutrition education shall extend beyond the school environment by engaging and involving families and the community.

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

District schools shall promote nutrition through the implementation of Farm to School activities, where possible. Activities may include, but not be limited to, the initiation/maintenance of school gardens, taste-testing of local products in the cafeteria and classroom, classroom education about local agriculture and nutrition, field trips to local farms and incorporation of local foods into school meal programs.

District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

District food service personnel shall review and implement research-based, behavioral economics techniques in the cafeteria to encourage consumption of more whole grains, fruits, vegetables, and legumes, and to decrease plate waste.

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

District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

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 participate in 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.

Physical activity breaks may be provided for students during classroom hours.

Before and/or after-school programs shall provide developmentally appropriate physical activity for participating children.

District schools may partner with parents/guardians and community members and organizations, such as YMCAs, Boys & Girls Clubs, local and state parks, hospitals, etc., to institute programs that support lifelong physical activity.

Physical activity may not be used or withheld as a form of punishment.

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.

Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

A comprehensive physical education course of study that focuses on providing students the skills, knowledge, and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.

A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program.

Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.

A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.

Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

Physical education shall be taught by certified health and physical education teachers.

Appropriate professional development shall be provided for physical education staff.

Physical education classes shall have a teacher-student ratio comparable to those of other courses for safe and effective instruction.

Physical activity shall not be used or withheld solely as a form of punishment.

Safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.

District schools shall provide adequate space, as defined by the district, for eating and serving school meals.

Students shall be provided a clean and safe meal environment.

Students shall be provided adequate time to eat breakfast and lunch.

District schools shall implement alternative service models to increase school breakfast participation where possible, such as breakfast served in the classroom, “grab & go breakfast” and breakfast after first period to reinforce the positive educational, behavioral and health impacts of a healthy breakfast.

Meal periods shall be scheduled at appropriate hours, as required by federal regulations, and as defined by the district.

Students shall have access to hand washing or sanitizing before meals and snacks.

Access to the food service operation shall be limited to authorized staff.

Nutrition content of school meals shall be available to students and parents/guardians.

Students may be involved in menu selections through various means, such as taste testing and surveys.

To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.

The district shall provide appropriate training to all staff on the components of the School Wellness policy.

Goals of the School Wellness policy shall be considered in planning all school-based activities.

Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness during school hours.

Administrators, teachers, food service personnel, students, parents/guardians, and community members shall be encouraged to serve as positive role models through district programs, communications, and outreach efforts.

The district shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.

The district shall maintain a healthy school environment to optimize conditions for learning and minimize potential health risks to students, in accordance with the district’s school environmental health program and applicable laws and regulations.

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.

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 available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all

locations and through all services where foods and beverages are sold to students, which may include, but are not limited to a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.

Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.

For purposes of this policy, **school campus** means any area of property under the jurisdiction of the school that students may access during the school day.

For purposes of this policy, **school day** means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.

Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards unless an exemption is approved in accordance with applicable Board policy and administrative regulations.

The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. **Exempt fundraisers** are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.

The district shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption.

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. Rewards and Incentives:

- a. Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc.).

2. Classroom Parties and Celebrations:

- a. Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom.
- b. 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.

3. Shared Classroom Snacks:

- a. Shared classroom snacks are not permitted in district schools.

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.

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.

The district shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

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.

Suspension and Expulsion

(Policy #233 Adopted February 16, 2022)

<https://policymain.org/pocono-mountain-school-district/policies/ee86da93-0da3-4516-a07e-81d672cdf887>

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student.

Students suspended or expelled from school for violation of school rules are prohibited from attending or participating in all school district activities and sponsored events such as social, musical, club or athletics, for the duration of the suspension or expulsion including the day of action.

The principal or person in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall immediately notify the parent/guardian and the Superintendent or designee in writing when the student is suspended. If it is determined after an informal hearing that a student's presence in his 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.

No student may be suspended without notice of the reasons for which s/he is suspended and an opportunity to be heard on his/her own behalf before the school official who holds the authority to reinstate the student. Prior notice of the intended suspension is not required where it is clear that the health, safety or welfare of the school population is threatened. Except as provided above, suspensions may not be made to run consecutively beyond the ten-school day period.

When a suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an informal hearing with the designated school official. Such hearing shall take place as soon as possible after the suspension, and the district shall offer to hold it within the first five (5) days of the suspension.

Informal hearings under this provision shall be conducted by the building principal.

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

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

No student may receive an in-school suspension without notice of the reasons for which s/he is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school.

Should the in-school suspension exceed ten (10) consecutive school days, the student and parent/guardian shall be offered an informal hearing with the designated school official. Such hearing shall take place prior to the eleventh (11th) day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions.

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

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

A formal hearing shall be required in all expulsion actions.

The formal hearing shall observe the due process requirements of:

1. Notification of the charges in writing by certified mail to the student's parent/guardian.
2. At least three (3) days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when s/he demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits upon request.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
7. The right to testify and present witnesses on the student's behalf.
8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
9. The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:
 - a. The need for laboratory reports from law enforcement agencies.
 - b. Evaluations or other court or administrative proceedings are pending due to a student's invoking his/her rights under the Individuals with

Disabilities Education Act (IDEA).

- c. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.

10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

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

Where the student disagrees with the written adjudication, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a Constitutional issue is involved, the student may file claim for relief in the appropriate federal district court.

Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines.

If it is not possible to hold the formal hearing within the first ten (10) school days, the school district may exclude such a student from class for up to five (5) additional – fifteen (15) total – school days if, after an informal hearing, it is determined that the student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others.

No further exclusion prior to a formal hearing may occur unless by mutual agreement in writing. Such students shall be given alternative education, which may include home study.

Students who are under nineteen (19) years of age are still subject to compulsory school attendance even though expelled and shall be provided an education.

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education.

The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies.

Administrative regulations shall be developed to implement this policy which include:

1. Publication of a Code of conduct/student discipline policy, in accordance with Board policy on student discipline.
2. Procedures that ensure due process when a student is excluded from school.

3. Regulations regarding student records which require that records of disciplinary suspension be maintained in accordance with Board policy on student records.
4. The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the Board. Such students may be designated by code.
5. Any student who has been expelled may apply for readmission to school upon such conditions as may be imposed by the Board.

Tobacco and Nicotine Use/Possession and Vaping Devices
(Policy #222 Adopted February 16, 2022, Revised August 14, 2024)
<https://policymain.org/pocono-mountain-school-district/policies/2bf02031-5b86-4c98-9d5b-d7e16f4147c7>

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

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

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

The term **tobacco product** does not include the following:

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled. NOTE: *This exception shall be*

governed by Board policy relating to Medications.

2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act.

NOTE: Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall be governed by Board policy relating to Controlled Substances/Paraphernalia.

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

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

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

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

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

The district shall develop administrative regulations to implement this policy.

The district shall notify students, parents/guardians and staff about the Board's tobacco and vaping products policy by publishing information in student handbooks, parental newsletters, posters and by other efficient methods, such as posted notices, signs and on the district website.

Reporting

Parental Report –

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

Annual School Safety and Security Incidents Report -

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

Law Enforcement Incident Report –

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

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

School counselors shall provide students who have violated this policy with information regarding available tobacco cessation programs.

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

*Use of Dogs to Search School Property
(Policy #227.1 Adopted February 2, 2022)*

<https://policymain.org/pocono-mountain-school-district/policies/eaf6a804-5a41-4eb0-b457-df3603af4660>

The district supports the elimination of the possession or use of illegal substances/devices. The Board wants to convey a strong message to the community, faculty, staff, and student body concerning the use or possession of illegal substances.

It shall be the policy of the school district to permit the administration to periodically invite law enforcement agencies or other qualified agencies or individuals to search school property with dogs trained for the purpose of detecting the presence of illegal substances:

1. The administration shall authorize the search and have a designee on hand while the search is taking place.
2. Parents and students will be notified of this policy through its inclusion in the student and/or parent handbook. Once notification has been given to parents and students, the school district will have met its obligation to advertise the searches. Additional notices need not be given, and actual times or dates of planned searches need not be released in advance.
3. All school property such as lockers, classrooms and storage areas may be searched.
4. Individual(s) shall not be subjected to a search by dogs.

USE OF MEDICATIONS

(Policy #210 Adopted November 17, 2021)

<https://policymain.org/pocono-mountain-school-district/policies/87319003-02d7-409c-8ab9-101ac0b8356f>

The Board of Directors prefers that prescription and nonprescription medicines needed by students be administered at home under the supervision of their parents/guardians and physician whenever possible. However, the school district recognizes that some students need medication during the school day and/or during school-sponsored activities.

The district will permit the administration of prescription and nonprescription medications during school and/or school-sponsored activities when the procedures in this policy are followed.

This policy shall be interpreted consistent with 28 PA Code §§ 23.1, 23.51, 23.81, 24 P.S. §§ 1401, 1409, 1414.1 and all other applicable state and federal regulations.

The district shall act in a manner consistent with the ADA, Section 504, the IDEA and all other laws protecting the rights of students with disabilities.

Whenever a student has a Section 504 plan or IEP, that plan supersedes this policy to the extent it contains different and/or more detailed provisions than those set forth in this policy.

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

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

Insulin injection device shall mean insulin and any device used to inject the insulin into the skin.

Medication includes both prescription or nonprescription (over the counter) medications but does not include first-aid ointments or cough drops. The term may include herbal remedies and supplements. If a parent/guardian or student has a question as to whether a particular substance is a medication under this policy, the parent/guardian or student should consult with the principal or school nurse, who have the authority to determine whether a substance is a medication under this policy.

Physician means a licensed medical doctor (M.D., D.O.), physician's assistant, CRNP or dentist with prescriptive powers for the purpose of issuing a prescription.

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

Except as provided in this policy or as specifically provided for in a student's Section 504 plan or IEP, no student shall be allowed to keep medications on his/her person or in a locker or book bag. Students who possess and/or take medications in violation of this policy shall be subject to discipline.

Unless otherwise specified in a Section 504 plan or IEP, any medication, prescription or nonprescription, that a student must take during school must be brought by a parent/guardian or designee, in its original packaging, to the nurses' office immediately upon entering the building so that it may be transferred to a secure location under the supervision of the school nurses and maintained with the proper forms and instructions. Medications presented to an individual other than the school nurse, presented in a container other than the original container or provided without sufficient necessary physician's instructions, where required, shall not be accepted.

No medications, prescription or nonprescription, shall be administered to a student during the school day without the written and dated consent of the student's parent/guardian and specific written recommendation by the student's physician. Such written consents and specifications must be on file in the nurse's office of the school building that the child attends. Copies of the Medication Authorization form may be obtained from the health room or on the district's website. All permission forms must include written authorization and signatures from the parent/guardian and prescribing physician, as well as the following information:

1. Date.
2. Student's name.
3. Name of medication.
4. Correct dosage of medication with instructions on administration.
5. Time schedule for administration of the medication.
6. Dates the medication is to be taken, including a termination date where appropriate.
7. Possible side effects of medication and procedures to be followed if a reaction occurs.
8. Name and contact information of the recommending physician.

Requests for administration of medication that do not meet the requirements set forth above shall be denied, and such medication shall not be administered. A school nurse is responsible for approving the administration of and administering medication during the school day. If the nurse has questions about a request for medication, s/he should contact the child's physician or the chief school physician to clarify the physician's recommendations. Based upon the physician's recommendations or absent physician recommendations, the nurse may refuse to administer a given medication. If this occurs, the nurse will contact the student's parent/guardian in a timely fashion.

The consent of the parent/guardian and physician will be valid only for the period specified on the consent form and in no case longer than the current school year, which shall be defined as ending August 31. No medication will be administered if its expiration date has passed or if the physician's orders have expired.

Parents/Guardians are responsible for informing the school nurses' office of any change in the medication needs of a student. When any change occurs, the parent/guardian

must provide documentation from the prescribing physician (where applicable) to the nurses' office.

Emergency medications may be administered by school nurses as per the standing orders for administration of medication issued by the school physician.

Nurses will keep records of all medications administered. These records will include the student's name, the name of the medication, the dosage, the date, and the time of the administration.

SELF-ADMINISTRATION OF MEDICATION AND SPECIFIC RULES REGARDING POSSESSION/USE OF ASTHMA INHALERS, INSULIN INJECTION DEVICES AND EPINEPHRINE AUTO-INJECTORS

The Board shall permit students to possess asthma inhalers, insulin injection devices and epinephrine auto-injectors and to self-administer the prescribed medication in compliance with state law and Board policy. In appropriate and necessary situations, case-by-case arrangements for self-administration of other medications may be made contingent upon physician recommendation and approval by the parent/guardian, building principal and school nurse. The school nurse may establish individualized requirements for self-administration of such medication and may revoke permission to self-administer at any time. Permission for a student to carry and/or otherwise possess self-administered medication must be obtained by the building principal and/or the school nurse, as per this policy. Permission to carry and/or self-administer medications other than asthma inhalers, insulin injection devices and epinephrine auto-injectors shall be granted only in very select situations where possession and/or self-administration is deemed by the school nurse to be necessary and appropriate.

Before a student may possess or use an asthma inhaler, insulin device or epinephrine auto-injector during school hours, the Board shall require all of the following:

1. A written request from the parent/guardian that the school complies with the order of the physician, certified registered nurse practitioner or physician assistant.
2. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that states:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Times medication is to be taken.
 - d. Length of time medication is prescribed.
 - e. Diagnosis or reason medication is needed, unless confidential.

- f. Potential serious reaction or side effects of medication.
- g. Emergency response.
- h. If child is qualified and able to self-administer the medication.

The student shall be made aware that the asthma inhaler, insulin injection device or epinephrine auto-injector is intended for his/her use only and may not be shared with other students.

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

Violations of this policy by a student shall result in immediate confiscation of the asthma inhaler and medication and loss of privileges.

A written request for student use of an asthma inhaler, insulin injection device and/or epinephrine auto-injector shall be submitted annually, along with required written statements from the parent/guardian and an updated prescription.

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

A student who meets the requirements for the possession and/or administration of a medication in the school setting must demonstrate to the school nurse the capability and competency for self-administration and responsible behavior in use of the medication. It shall be the responsibility and right of the school nurse to determine competency for self-administration, and such determination shall be based on the student's age, cognitive function, maturity, and demonstration of responsible behavior. Permission to carry and/or self-administer medication may be revoked at any time by the school nurse.

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

1. Respond to and visually recognize his/her name.
2. Identify his/her medication.
3. Demonstrate the ability to properly handle the medication (if permitted to carry).
4. Demonstrate the proper technique for self-administering medication, including measuring and dosing.
5. Demonstrate the ability to accurately and reliably document the administration of medication.
6. Sign his/her medication sheet to acknowledge having taken the medication.
7. Demonstrate competency and understanding of the nature of the medication and potential risks of improper dosing, including overdosing, under-dosing and missed doses.
8. Demonstrate a cooperative attitude in all aspects of self-administration.

At any time during school hours, while on school property, at any school-sponsored activity and/or during the time spent traveling to and from school and school-sponsored activities, students are prohibited from sharing, giving or selling medications or from using them in a manner for which it is not prescribed and/or for which the school nurse has not granted permission, as per this policy. Such actions shall be considered illegal drug use and shall be subject to discipline according to district policy and the Code of conduct/student discipline policy.

If the district denies a student's request to self-carry an asthma inhaler, insulin injection device, epinephrine auto-injector or other medication, or if the student at any time loses the privilege to carry such medication, the student's prescribed medication shall be appropriately stored at a location in close proximity to the student. The student's classroom teachers shall be informed as to where the medication is stored and the means by which the medication can be accessed.

The district shall annually notify parents/guardians and students of this policy.

The district shall annually inform staff, students and parents/guardians about the district's policy and procedures governing student possession and use of asthma inhalers, insulin injection devices and epinephrine auto-injectors.

When an asthma inhaler, insulin injection device or epinephrine auto-injector is initially brought to school by a student, the school nurse shall be responsible for the following:

1. Obtain the required written request and statements from the parent/guardian and physician, certified registered nurse practitioner or physician assistant, which shall be kept on file in the office of the school nurse.
2. Review pertinent information with the student and/or parent/guardian, specifically the information contained on the statement submitted by the physician, certified registered nurse practitioner or physician assistant.
3. Determine the student's ability to self-administer medication and the need for care and supervision.
4. Determine the student's ability to self-administer medication and the need for care and supervision.
5. Maintain an individual medication log for all students possessing asthma inhalers, insulin injection devices, or epinephrine auto-injectors.

Guidelines will be developed for the administration of medication on field trips and/or during school-sponsored activities. Such guidelines shall be in conformity with Chapter 15, Section 504 and the ADA and shall ensure nondiscrimination against students with disabilities.

PUBLIC NOTICES

POCONO MOUNTAIN SCHOOL DISTRICT

Administration Office – P.O. Box 200, Swiftwater, Pa 18370
(570) 830-7121

Special Education Identification Activities

Teachers or parents who feel a child is exceptional or is experiencing academic, emotional, or physical difficulties may request an evaluation to determine special program needs. A parent request form is available through the guidance office in each school. Evaluations are completed throughout the year in every school in the district.

Services and Programs Available

Pocono Mountain School District provides students, based on their eligibility, and needs, with the opportunity to receive services through academic, emotional, and physical support. Classes for Gifted Support, Learning Support, Emotional Support, and Life Skills Support are operated by the Pocono Mountain School District. In addition, Colonial Intermediate Unit 20, in conjunction with the school district, operates classes for Life Skills Support, Emotional Support, Autistic Support, Multiple Disability Support, Deaf and Hearing-Impaired Support, Blind or Visually Impaired Support, Speech and Language Support and Early Intervention for “at-risk” Pre-School Students.

Confidentiality

Confidentiality is maintained on all personally identifiable information regarding students. Parents have the right to see and obtain a copy of their child’s records. Personally identifiable information relative to an exceptional student will only be released with the permission of the parent and/or in accordance with the Family Education Rights and Privacy Act (FERPA) and the Pennsylvania Rules, Regulations, and Standards.

The School Nurse maintains health records for each student. Parents or guardians are responsible for notifying the school nurse, in writing, of medical needs that may affect a student while in school. Parents or guardians are expected to update this information regularly, especially when a student’s needs change. In accordance with School Code section 14-1409, to the extent necessary to protect the health and safety of a student, staff members will be notified of health conditions which may adversely affect student learning or present a danger to the student. Medical information will only be disclosed by the nurse’s office to school staff to the extent necessary to ensure the safety of a student. Unless it presents a threat to a student’s health, medical information may remain confidential with the school nurse only, upon the written request of a parent or guardian.

Notice of Electronic Video Monitoring

To help ensure the safety of students and staff, electronic video monitoring or digital imaging equipment may be used on any bus or in or outside any school facility. All students and staff are subject to being videotaped on the school bus or on school property at any time.

Summarization of Drug and Alcohol Administrative Guidelines

Situational/ Category	Immediate Action	Investigation	Notification Of Parents
1. The possible use of drugs, alcohol or mood altering substances by a student is indicated, but there is no evidence of violation of law or school regulation.	Inform student of available help and encouraged to seek assistance.	Referral to the Student Support Team.	Notification of behavior and/or performance indicators.
2. A student possesses drug-related paraphernalia.	Principal is summoned. Paraphernalia is confiscated. Staff member writes an anecdotal report of the incident.	The student, his/her locker, desk and other possessions may be searched.	Yes
3. The student has a drug, mood altering substance or alcohol related medical emergency.	Standard health and first aid procedures will be followed. The nurse will be summoned immediately. The student will be transported to a medical facility at parental expense.	The principal will investigate the incident. This may include a search of the student, his/her locker, desk, and other possessions.	Yes
4. A student is found to be in possession, use, or under the influence of drugs, mood altering substances, or alcohol when attending any school sponsored function.	Chaperone will contact group advisor or administrator. Student will be sent home immediately at parental expense or detained until a parent can accompany the student. Confiscation of substance. An anecdotal report of the incident will be written and submitted to the principal.	The student, his/her locker, desk, and other possessions will be searched.	Yes
5. A student possesses, uses, or is under the influence of drugs, mood altering substances, or alcohol. First offense - cooperative.	Principal is summoned. Confiscation of substance. Staff member writes an anecdotal report of the incident.	The student, his/her locker, desk, and other possessions will be searched.	Yes, immediate parental conference arranged.
6. A student possesses, uses, or is under the influence of drugs, mood altering substances, or alcohol. First offense - uncooperative.	Principal is summoned. Confiscation of substance. Staff member writes an anecdotal report of the incident.	The student, his/her locker, desk, and other possessions will be searched.	Yes, requested to come to the school immediately.
7. A student is caught again in possession, use, or under the influence of drugs, mood altering substances, or alcohol.	Principal is summoned. Confiscation of substance. Staff member writes an anecdotal report of the incident.	The student, his/her locker, desk, and other possessions will be searched.	Yes, requested to come to the principal's office immediately.
8. A student is distributing a drug, mood altering substance, or alcohol.	Principal is summoned. Confiscation of substance. Staff member writes an anecdotal report of the incident. Police notified.	The student, his/her locker, desk, and other possessions will be searched.	Yes, requested to come to the principal's office immediately.

Summarization of Drug and Alcohol Administrative Guidelines

Notification Of Police	Disposition Of Substance	Discipline/ Rehabilitation
Not applicable.	Not applicable.	An informal intervention conference will be held if the Student Support Team feels it is indicated by the data.
Yes	Confiscated for analysis, if warranted.	Required meeting with the Student Support Team. If there is evidence of a further violation, see appropriate situational category. Informal hearing - up to 10 days out of school suspension. Possible formal intervention to recommend to school board for expulsion.
Yes	Analysis will be made.	Referral to the Student Support System. If there is evidence of further violation, see appropriate situational category. Informal hearing - up to 10 days out of school suspension. Possible formal intervention to recommend to school board for expulsion.
Yes	Analysis will be made for possible use in further proceedings.	Further discipline as provided by the appropriate situational category will be administered following the principal's investigation. Referral to Student Support Team. Informal hearing - up to 10 days out of school suspension. Possible formal intervention to recommend to school board for expulsion.
Yes	Analysis will be made for possible use in further proceedings.	Informal hearing - up to 10 days out of school suspension. Referral to Student Support Team. Required attendance in student counseling program. Possible formal intervention to recommend to school board for expulsion.
Yes	Analysis will be made for possible use in further proceedings.	Informal hearing - 10 days out of school suspension. Referral to Student Support System. Formal intervention to recommend to school board for expulsion or professional assessment. The administration will request that conditions for return to school include an assessment by a licensed drug and alcohol facility and student must comply with the recommendations of the facility. If the student returns to school, participation in an aftercare program is mandatory.
Yes	Analysis will be made for possible use in further proceedings.	Informal hearing - 10 days out of school suspension. Referral to Student Support System. Formal intervention to recommend to school board for expulsion or professional assessment. The administration will request that conditions for return to school include an assessment by a licensed drug and alcohol facility and student must comply with the recommendations of the facility. If the student returns to school, participation in an aftercare program is mandatory.
Yes, in order that they may take further action.	Analysis will be made for use in further proceedings.	Informal hearing - 10 days out of school suspension. Referral to Student Support System. Formal intervention to recommend to school board for expulsion or professional assessment. The administration will request that conditions for return to school include an assessment by a licensed drug and alcohol facility and student must comply with the recommendations of the facility. If the student returns to school, participation in an aftercare program is mandatory.

POCONO MOUNTAIN SCHOOL DISTRICT
Educational Trip Approval Request

School _____ Grade _____ Homeroom _____

Permission is requested for _____ to participate in the educational trip described below. This request is made pursuant to Board Policy on Educational Trips published on the back of the application (Policy #204).

Trip dates: _____ through _____. Total number of school days missed: _____

Trip destination: _____ Description of the educational value of the trip (use additional pages if necessary, along with documentation substantiating the trip's value:

List all siblings in district that are also applying for trip approval:

NAME	BUILDING	GRADE

I have read the educational trip policy and believe that the trip described above meets the requirements of this policy. In addition, my child will complete all the requirements as pre- scribed.

Signature of Parent(s)/Guardian(s)

Date

.....
FOR OFFICE USE ONLY:

DAYS ABSENT _ _____ DAYS TARDY _ _____

The above student has applied for permission to take an educational trip. Please complete the recommendation below.

TEACHER NAME	RECOMMEND	NOT RECOMMEND	COMMENT
	(Circle One)		
_____	YES	NO	_____
_____	YES	NO	_____
_____	YES	NO	_____
_____	YES	NO	_____
_____	YES	NO	_____

PRINCIPAL'S DECISION YES NO

Principal's Signature _____

POCONO MOUNTAIN SCHOOL DISTRICT

Board Policy on Educational Trips

- A. Students may be excused from school attendance to participate in non-school sponsored educational trips.
- B. To be eligible under this section, the student's parent/guardian must apply in writing utilizing the form provided by the District at least ten (10) days prior to the trip. It is recommended that district approval for educational trips be obtained prior to finalizing trip plans (i.e. plane tickets, hotel reservations, etc.). Failure to submit the request prior to ten (10) days in advance may result in denial of trip by the administration.
- C. The principal will review the form, the student's attendance record, and the teacher recommendations. Approval will be based on the date of submission, attendance record, current academic standings, previous educational trips, the educational value of the trip and teacher recommendations. When appropriate, the principal will give permission for the student to be absent from school to attend the referenced trip.
- D. Student in grades K-12 may not spend more than a total of five (5) school days on approved educational trips in any given school year. Educational trips are not permitted during the first five (5) days and the last five (5) days of the school year.
- E. Failure to get written administrative approval for an educational trip will result in the absences for the trip being declared unexcused and, where appropriate, unlawful.
- F. The student is expected to make arrangements with his/her teacher(s) to obtain and complete work missed. Work is to be presented to the appropriate teacher upon return to school within the number of days commensurate with the number of days absent. (i.e. 3 days out= 3 days to complete and return work to the respective teacher(s))
- G. The student may be required to provide the building principal with a written account describing what was learned during the educational trip. The written account must be at least one page in length. Failure to provide the written account upon return to school within the number of days commensurate with the number of days absent (i.e. 3 days absent= 3 days for submission of the written account) will result in the absence being declared unexcused or unlawful. Elementary students unable to provide such written statements may be directed to provide an oral statement or discussion with a teacher and/or principal.



POCONO MOUNTAIN SCHOOL DISTRICT

Authorization for Medication During School Year

Date_____

My child, _____, must receive the following, prescribed or over the counter medication during school hours, and school sponsored activities in order to maintain sufficient health to participate in the educational process. I will provide the medicine in an appropriately labeled, original, pharmacy container.

Physician/Provider, please complete form below:

Name of medication_____

Dosage_____For school year_____

Time schedule_____

Diagnosis_____Side effects of medication_____

The student is capable of carrying inhaler or epinephrine & may self-administer if needed. Please circle one: Yes or No

Medication during school sponsored activities:

- ___ Will be omitted on the day(s) of the field trip.
- ___ Will be administered by a parent/designated guardian accompanying the student on the field trip
- ___ Will be administered prior to leaving the school or upon return to the school.

Physician name (please print) & phone number_____

Pharmacy_____Pharmacy phone number_____

I do hereby release, discharge & hold harmless, Pocono Mountain School District, its agents & employees, from any and all liability and claims whatsoever in connection with the administration of the above medication to my child.

Signature of Parent/Guardian

Signature of Physician

IMPORTANT REMINDERS

Please read carefully, initial each item, sign below that you have read and understand the changes, and return this form to your child's teacher.

1. Students arriving after 12:25pm or leaving before 12:25pm shall be considered absent for the full day. _____
2. The school must receive a note within THREE school days of the child's return to school OR after 10 consecutive days of absence. _____
3. In order to participate in an after-school sponsored activity or event, students must be in attendance at least ½ of the school day. _____
4. A written request for all religious absences must be made at least two weeks in advance of the proposed date(s) of absence. _____
5. Approval of Educational Trips will not be granted during the first or last five days of the school year OR during the administration of achievement tests or statewide assessment tests. _____

Please note: Any student missing more than ten (10) percent of school days across the academic year or 18 days, excused or unexcused, will be counted as chronically absent for Pennsylvania Department of Education (PDE) reporting of regular attendance.

The entire Attendance Policy (204) can be found at the site link below

<https://policymain.org/pocono-mountain-school-district/policies/db87c470-bdd6-4c28-aaf6-43941f19fc51>

Please sign that you have read and reviewed the above changes. Your child's attendance at school is in direct correlation with his/her educational success.

Student Name (Please Print)_____

Parent Name (Please Print)_____

Parent Signature_____ Date _____

**** Please sign and return this page to your homeroom teacher****

Parent/Student Recognition of Elementary Handbook & Policies

I have read the Pocono Mountain School District Elementary Handbook and understand my responsibilities as a student.

Student Name: _____ Grade: _____ Homeroom: _____

I/we have reviewed the Pocono Mountain School District Elementary Handbook with my/our child and understand the context of the handbook and accept the responsibilities maintained in the policies, including, but not limited to, bus policy, locker/search policies, weapons, discipline, media, and other school rules and regulations.

If I/we have questions, I/we will contact my child's school.

Parent/Guardian Signature: _____ Date: _____

I have reviewed this handbook including the ELEMENTARY ATTENDANCE POLICY and the other policies contained within this handbook with my child and we understand the student responsibilities.

Student Name: _____ Grade: _____ Homeroom Section: _____

Parent/Guardian Signature: _____ Date: _____

Parent Permission Form for Publicity/Media Relations

I give my consent to the Pocono Mountain School District to use a photograph, videotape clip, audiotape clip, artwork, and other class work produced of/by my child on the district's web site, to use in the District newsletters, the District calendar, and other District print publications. YES or NO (*please circle one*)

I give my consent to the Pocono Mountain School District to allow my child to be photographed, videotaped and interviewed by news media reporters invited to cover school and district activities. YES or NO (*please circle one*)

Student's Name (Print): _____ Grade: _____ Date: _____

Parent Name (Print): _____

Parent/Guardian Signature: _____ Date: _____

Note: This policy only pertains to activities that take place during the school day and in the classroom environment. Pocono Mountain School District does not restrict photography or news media coverage of students attending events open to the public, participating in public performances or competitions.

Name of Parent: _____

Signature of Parent: _____ Date of Signature: _____

**** Please sign and return this page to your homeroom teacher****

Pocono Mountain School District Setting

The Pocono Mountain School District, comprising 321 square miles, is connected by excellent highways to the major metropolitan centers of Pennsylvania, New York, New Jersey, Delaware, Maryland and the District of Columbia. New York and Philadelphia are both about 100 miles away. The District is comprised of the townships of Barrett, Coolbaugh, Jackson, Paradise, Pocono, Tobyhanna, and Tunkhannock and the Borough of Mt. Pocono.

Municipalities within Pocono Mountain School District

Barrett Township

Barrett Municipal Building
993 Route 390
Cresco, PA 18326
(570)595-2602

Coolbaugh Township

Coolbaugh Municipal Center
5520 Municipal Drive
Tobyhanna, PA 18466
(570)894-8490

Jackson Township

Jackson Township Municipal
Building
2162 Route 715, PO Box 213
Reeders, PA 18352
(570)629-0153

Mount Pocono Borough

Mount Pocono Municipal Building
1361 Pocono Blvd, Suite 100
Mount Pocono, PA 18344
(570)839-8436

Paradise Township

Paradise Township Municipal
Building
5912 Paradise Valley Road
Cresco, PA 18326
(570)595-9880

Pocono Township

Pocono Township Municipal Building
112 Township Drive
Tannersville, PA 18372
(570)629-1922

Tobyhanna Township

Tobyhanna Township Municipal
Building
105 Government Center Way
Pocono Pines, PA 18350
(570)646-1212

Tunkhannock Township

Tunkhannock Township Municipal
Building
1557 Long Pond Road
Long Pond, PA 18334
(570)646-3008