Mountain View
Elementary School

Student Handbook

2026-2027

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District Mission

The mission of the Mountain View School District is to provide our students with a safe, welcoming environment for developing skills to become committed contributors to their community.

District Goals

- ***Provide diverse learning opportunities to challenge and support all members of the school community.***
- ***Create collaborative, safe school environments where all voices are heard, respected, and valued.***
- ***Empower ALL to explore and develop individual potential for future career opportunities and to discover a sense of purpose.***
- ***Build a strong community spirit through local and global partnerships.***

**Please note that any policy included in this Student Handbook may be updated at any time during the school year. The new policy will supersede what is printed in this Student Handbook.

ADMINISTRATIVE DIRECTORY

Dr. Michael Elia	Superintendent of Schools
Mrs. Erica Loftus	Director of Special Education
Dr. Bridget Frounfelker	Director of Curriculum and Instruction
Dr. Mark Lemoncelli	High School Principal
Mr. Dan Lishok	Assistant High School Principal
Mr. Patrick McGarry	Elementary Principal
Mr. Kody Fitzgerald	Director of Technology
Mr. Matt Georgetti	IT Technology
Mrs. Jessica Worden	Human Resources Coordinator
Mrs. Alicia Chidester	Coordinator of Payroll, Transportation, & Accounts

SCHOOL DAY

BEGINNING OF THE SCHOOL DAY

Arrival time is between 8:00 A.M. and 8:30 A.M. Students report directly to their Homerooms. Attendance will be taken at 8:30 A.M. When dropping off students, please do not escort them to their classrooms. They are to be dropped off at the main lobby foyer. All students must enter the building through the main entrance. **If a student is late to school (after 8:30 A.M.), an adult must accompany him/her into the building to sign in the student.**

THE FLAG CEREMONY

The flag salute and code of conduct will be conducted each day; however, please take into consideration religious convictions concerning the ceremony.

The flag salute will be followed by the Promise to SOAR.

PICK UP AT DISMISSAL TIME

We dismiss students onto the school buses at 3:00 P.M. Occasionally there are circumstances that require students to be picked up from school rather than ride the school bus home. **In these situations, please send a note to your child's teacher in the morning on the day that the student will be picked up.** The students will be sent to the gymnasium at the end of the day. Parents are asked to remain in their vehicles and follow the buses to the curb in front of the school, single file. Students will be escorted to cars by staff members. **If an adult other than the legal parent/guardian is picking up the student at the end of the day, parents should send in a note to their child's teacher in the morning.**

EARLY DISMISSAL

If a student must leave school early, he/she shall PRESENT A NOTE FROM THE PARENT or GUARDIAN to that effect first thing in the morning on the day he/she is to leave early. The note must state who is picking the child up. After the teacher has noted the time and person, the note should be sent to the office. It will be filed and the secretary will call for the student at the appropriate time; the adult picking up the student must come into the office and **sign him/her out prior to 2:30 p.m**. After 2:30 p.m., parents will be asked to wait in their vehicles and pick up the student after the buses depart. **For your child's safety, phone calls to the school for pick up should only be made in extreme emergencies**. **Do not send a note/request via email.** This policy will be strictly enforced for the safety of your child.

EMERGENCY SCHOOL CLOSING

Should conditions make the unexpected closing of school necessary, television stations WNEP (TV16), WBRE (TV 28), WYOU (TV 22), and FOX (TV 40) will be notified; the School Messenger (One Call) system will also be utilized to communicate early dismissals and/or school closures. Rapid communications must be maintained; therefore, you are asked to wait for a School Messenger message or tune your radio and/or television to one of the named stations and not to call the homes of the faculty, administration, or school office. It is important that every child has an emergency plan so that he/she knows what to do if the school is dismissed early. Please fill out and return the emergency plan form to your child's teacher. If changes need to be made to the plan during the year, please notify your child's teacher.

EMERGENCY CALLS

Telephone calls to the elementary office requesting that messages be delivered to students should be restricted to emergency situations ONLY. If a student must call home during the school day, the telephone in the Main Office, not personal cell phones, should be used. Teachers are not able to stop class to take phone calls. Teachers will make every effort to contact parents/guardians (via phone, e-mail or note), who have made them aware of questions or concerns. Outgoing calls to a student's home can only be made with the school's permission.

EMERGENCY INFORMATION

There may be occasions throughout the school year when it is necessary to get in touch with parents. For this reason, we are asking you to complete the emergency information form that is sent home with your child at the beginning of each school year. The information on the emergency form should be updated at all times. Please note that it is **ABSOLUTELY NECESSARY** for us to have a phone number and email where you may be reached. Information changes may be phoned into the elementary office.

VISITORS TO THE ELEMENTARY SCHOOL

Visitors need to see the Board of Education policy #907. Please refer to our web site (www.mvsd.net). All visitors are required to present a state issued photo ID in order to access the building.

VISITORS TO THE CLASSROOM

Visitors are always welcome to our school. When visiting for other than a scheduled conference, arrangements must be made in advance with the building principal through a written request submitted at least 48 hours in advance. **Visitors must always report directly to the main office when entering the building. All visitors will be required to present a state issued photo ID in order to access the building. Visitors will be issued a badge identifying them as such.** Individual conferences with teachers must be scheduled by appointment. Teachers will not be asked to leave their classroom for "on the spot" meetings.

VOLUNTEER PROGRAM

Mountain View Elementary strongly encourages parents and/or community members to volunteer their time within our school. Anyone interested in serving in this capacity is asked to contact the elementary office for further information regarding the process required to become an approved volunteer. To be a long-term volunteer, one needs to be Board of Education approved and provide clearances for Child Abuse, State Police, FBI Fingerprinting, Act 24, and be TB tested.

ATTENDANCE

ATTENDANCE POLICY #204 (Summary)

1. Excused/legal absences from school include:
    a. Illness (doctor's verification may be required after 10 absences)
    b. Quarantine
    c. Death in the immediate family (parent/step parent, grandparent, or sibling)
    d. Religious holidays or instruction
    e. Impassable roads, as determined by transportation
    f. Inclement weather, as determined by transportation

2. Examples of unexcused/unlawful absences include: babysitting, visiting relatives, missing the bus, no transportation, skip day, personal reasons, attending doctor appointments not for the student, etc.

3. Educational Field Trips (Up to five school days, with administration prior approval) *Refer to Policy #204*

4. Tardiness

The following criteria will be used for lateness/early dismissal to school:

- Arrive before 11:00 A.M. Tardy
- Arrive after 11:00 A.M. ½ day absent
- Arrive after 12:30 P.M. Absent full day
- Leave before 11:00 A.M. Absent full day
- Leave after 11:00 A.M. Absent ½ day
- Leave before 2:00 P.M. Absent ½ day
- Leave after 2:00 P.M. No absence

a. Students with 3 unexcused lates will receive a verbal warning
b. For each additional late, a detention may be assigned

5. Written excuses must be submitted within 3 days following the absence.

6. **Truant is defined as "having three(3) or more school days of unexcused absences during the current school year."** The 2016 PA Truancy Law requires the school to notify parents/guardians in writing within ten (10) school days of the child's third unexcused absence that the child has been truant.

Habitually truant is defined as "having six (6) or more school days of unexcused absences during the current school year." The 2016 PA Truancy Law states that the school must refer a child under the age of fifteen (15) to either a school-based or community-based attendance improvement program **(SAIP Conference)** or the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act. The school may file a citation against the parent of a habitually truant child under fifteen (15) in a magisterial district court. The school must provide verification that it convened and held a student attendance improvement conference.

7. Under the new law, schools must

- make meaningful attempts to encourage parents to participate in attendance improvement.
- hold the school attendance improvement conference SAIP even if the parent declines to participate or fails to attend.
- document the outcome of any attendance improvement conference in a written attendance improvement plan.

8. Schools may not take further legal action to address unexcused absences until after the date of the scheduled attendance improvement conference has passed.

9. Exceptions will be granted for consecutive absences beyond 5 school days with a doctor's verification (ex. Hospitalization or extended illness)

10. A student who reaches his/her 10th absence from school (not including absences excused by the health office, a health professional, educational trip, or suspension) during one (1) school year will automatically be placed on doctor's verification.

For the complete Board of Education policy, please refer to our web site (www.mvsd.net).

WITHDRAWAL

It is necessary to inform the elementary office when a student will be withdrawn from the school. All financial and educational obligations must be resolved. It is also necessary to notify the elementary office if a student is changing residence within the district.

SCHOOL REGULATIONS AND PROCEDURES

BULLYING REFERRAL SYSTEM REPORTING PROCEDURE Policy #249

Our definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online.
The administration, faculty, and staff of Mountain View Elementary are dedicated and committed to the reporting system in place to address the serious issues related to school bullying, providing students with a safe, caring, and supportive school environment.

This system works in three ways:

1. Students can directly contact teachers, counselors, staff, or administrators regarding physical, emotional, or relational bullying.
2. Students, parents, and any community member can report bullying anonymously through a link on our website. If you need to make a referral, the web address is mvsd.net.
3. **Students may submit a tip to the Safe-2-Say mobile app, SAFE2SAYPA.ORG, or 1-844-SAF2SAY**

*This bully referral system gives bystanders (students witnessing bullying but unsure of what to do about it) and targets (victims of bullying) the chance to stop bullying without fear of repercussion.

STUDENT RECORDS Policy #216

The educational interests of students require the collection, retention, and use of data and information about individuals and groups of students while ensuring the individual's right to privacy. The school district will maintain educational records for students for legitimate educational purposes.
The Board recognizes its responsibility for compilation, retention, disposition and security of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records. The Board shall adopt a comprehensive plan for all aspects of student records that conforms to the mandates of the Family Educational Rights and Privacy Act (FERPA) and its regulations; the Guidelines for the Collection, Maintenance, and Dissemination of Student Records; and the Standards for Special Education. Only educational records mandated by federal and state statutes and regulations, or permitted by the Board, may be compiled by district staff.

For the complete Board of Education policy, please refer to our web site (www.mvsd.net).

HOMEROOM ASSIGNMENTS

The Mountain View Elementary School wants all students to succeed. The staff provides an excellent education for our students throughout the school year. Every consideration is provided to meet the students' needs. With this in mind, the professional staff at Mountain View Elementary School makes every effort to group students appropriately from year to year. Many hours are spent on this very important and essential task. The process is student-centered and utilizes multiple data sources collected throughout the school year to ensure that each student is placed in the optimal environment for success. Formal parent requests for specific teachers will NOT be considered.

SAFETY DRILLS

MVSD Safety and Security Codes

Intruder
During this scenario, all are expected to review their current situation. If possible, people should be evacuating the building. If not possible, people should be sheltering in place until they are able to evacuate the building. Throughout this scenario, all people should be intentional to improve their position consistently.

Restricted Movement (Lockdown)
During this scenario, all are expected to remain in their classroom with doors closed and locked. Students should not be leaving their classrooms for any reason. Students can be welcomed into a classroom if they are out when the code was called. This would be used in the case of an incident within the building or outside of the building such as a medical emergency, an unknown person on campus, or nearby police activity.

Evacuation
During this scenario, all people are expected to orderly and calmly evacuate the building. Please follow the evacuation routes and report to the assigned area. When the alarm is sounded, please have students line up, assess your surrounding situation, and then evacuate.

Fire Drill
Efficient fire drills at regular intervals are not only required by law monthly, but are highly important to the preservation of life in the case of fire. Therefore, every student and teacher, as well as all other school personnel, should regard fire drills as a necessary and serious exercise. All exit the building to a pre-designated area.

WEATHER PREPAREDNESS Drill
(National Weather Service severe storm notification)
During this scenario, all people are expected to move away from exterior windows and doors.
All people should move to interior hallways. Students should be seated on the floor outside their classroom. Classroom doors should be closed.
In cooperation with the National Weather Service, each school year, a weather preparedness drill is conducted to help students know what to do if severe storms should strike the school.

WEEKLY SCHEDULE
The Mountain View Elementary School operates on a five (5) day cycle, rotating schedule. Parents will be notified as to which special (art, library, music, STEM, and library) the student has on each day. Days are not skipped if there is no school (holidays, snow days, etc.), but continue consecutively on each day that school is in session. When Virtual Learning is in place, the students will follow their schedule as though they were in the building.
For example, if on Day 2 a student has Art and it is a Virtual Learning Day, the student will have instruction from the Art Teacher. Attendance for a Virtual Learning Day will be determined by the teacher as to whether the student joined a Google Meet or has submitted completed work on return to school. A Virtual Learning schedule will be provided to each student to follow.

CURRICULUM/GUIDANCE/GRADING

GRADING SYSTEM

Grades 1 – 6		Kindergarten	
A	93-100	G	Advanced
B	84-92	S	Proficient
C	77-83	N	Basic
D	70-76	U	Below Basic
F	69 and below	M	Modified
NG	No Grade		
M	Modified		

No grade below a 55 for the first marking period.

REPORT CARDS/PROGRESS REPORT

Report cards are sent home four times during the school year. Progress reports, noting any areas of concern are sent home halfway through each marking period. Both positive and negative reports, though, may be sent home at any time during the year. Replacement cost for a lost or missing report card is $0.75 for either the report card or the envelope.

ACADEMIC EXCELLENCE

Honor Roll

In order to qualify for the nine-week Honor Roll, a 4th, 5th, or 6th grade student must have a minimum overall average of 88.0% in all courses. There shall be no grade of unsatisfactory or incomplete in any course(s), nor shall any numerically graded course be below 82.0%.

High Honor Roll

In order to qualify for the nine-week Honor Roll, a 4th, 5th, or 6th grade student must have a minimum overall average of 93.0% in all courses. There shall be no grade of unsatisfactory or incomplete in any course(s), nor shall any numerically graded course be below 88.0%.

PHYSICAL EDUCATION

A wide variety of skills and games are presented at the elementary level. These activities are designed to promote physical fitness, coordination, basic skills development, and good sportsmanship. Physical Education is a class and students are to be prepared to participate. The following is a list of requirements for physical education class:

1. Students must dress appropriately to participate in physical education class. All students must wear sneakers. **Sneakers must have shoelaces that are tied tight or have Velcro fasteners**. Skate shoes are not allowed. Those students who are not wearing sneakers will not be allowed to participate. Long baggy pants that fall down and/or drag on the floor are also not allowed.
2. Students are not allowed to wear jewelry during physical education class. This includes large earrings as well as watches, bracelets, rings, necklaces and pins.
3. If a student is to be excused, he/she must bring a note signed by a parent or guardian.
4. If a student is to be excused for 2 or more consecutive classes, he/she must have a note signed by a doctor.

HOMEWORK

Homework is a vital part of a student's education to reinforce, strengthen, and enrich what is taught in the classroom. Students are responsible for completing all assigned homework. Parents need to check their child's assignment books or Google Classroom for the daily or weekly assignments/projects.

An After School Homework Program will be available after school on Tuesdays and Thursdays for students in Grades 4, 5, and 6 who are in need of extra assistance.

A faculty member monitors the program each night.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are scheduled for all students in the fall and spring of each year. Should you have any questions about the progress of your child at any time, do not hesitate to contact the teacher. Additional conferences are encouraged throughout the year.

MTSS

Students who are experiencing academic, behavior or at risk concerns in the classroom are referred to our Multi-Tiered Support System. The team, consisting of teachers, guidance, and administration, work with the support teacher to enable the student to meet with success in the regular classroom by implementing intervention strategies.

RETENTION

A pupil failing ("F" in grades 1 - 6, "U" in kindergarten) two or more major subjects, or who fails one major subject plus two of the following (art, music, physical education, library, computer, or health) may be retained. Teachers of students being considered for retention must request assistance from the Multi-Tiered Support System (MTSS) team. Parents should keep themselves apprised of their child's progress.

STUDENT OBLIGATIONS

SCHOOL ISSUED MATERIALS

A. **Textbooks** - Students will be expected to take good care of all textbooks. If a student loses or destroys a textbook, he/she will be expected to pay for replacement costs. All books will be covered.

B **Agendas - Students in grades 1 - 6** will be supplied with an assignment book. Students are expected to record all assignments, and to take the assignment book home each evening. Parents should check to see that all assignments are complete. Students will be expected to pay for lost assignment books. The cost of replacement is $5.00.

C. **Home/School Communication**--Students need to transport communication between school and home and home to school. **Parents need to check their child's folders for notifications sent home and sign where asked**. Parents should also check the classroom homepage.

D. **Chromebook Expectations and Guidelines -** Chromebook laptop/tablet computers are assigned to students in grades 5 and 6. Computers are to be returned as received, except for normal wear and tear, as determined by the District. The assignment and use of a computer are considered to be a privilege. Inappropriate use or neglect of a computer, internet, and/or any installed software could result in the loss of computer privileges. Loss of privileges will not change classroom expectations and/or assignment completion.

ASSIGNMENTS WHILE ABSENT

For any absence parents may call the office by 10 A.M. and request the work missed. Parents must then make arrangements to pick up all assignments and books.

Students must make up for all work missed during an absence. Work not completed according to arrangements made with the teacher involved may receive a zero.

LOST AND FOUND

Items found on the school grounds will be kept in the lost and found for a period of 30 days. We ask that students be responsible for their personal belongings, and check on any lost items immediately. Please label boots, clothing, etc., whenever possible.

SOLICITATIONS

Students are not allowed to sell items to other students either in school or on the bus.

CLASSROOM CELEBRATIONS

Birthday treats may be purchased from Nutrition, Inc. or parents may send in product-sealed treats for the class. We do ask that these treats be kept minimal and healthy, so as not to take an undue amount of time away from normal instruction.
On the day of the child's birthday, if the family prefers, we encourage our families to provide healthy food items, such as pretzels, or non-food items, such as school supplies, which may be sent in for the class only. Parents should make arrangements with the child's teacher prior to the date.

Elementary celebrations are held during the school year for Halloween, Christmas, and Valentine's Day. Your child's teacher will notify parents/guardians before each of these holidays.

SNACKS

Students in Grades K-6 have snack time before and/or after lunch. Parents are encouraged to provide healthy snacks and/or drinks for their child. Soda should not be provided. **Snacks may NOT be shared between or among students**, as according to the Wellness Policy. Students may have water bottles in the classroom throughout the day.

BOOKBAGS

Students may use book bags to transport materials to and from school. Bookbags must be left in the student's homeroom for storage during the school day.

STUDENT PICTURES

Student pictures are taken in the Fall and the Spring of each year. Information regarding this will be sent home with your child in advance of the picture taking.

SCHOOL SERVICES

ELEMENTARY GUIDANCE PROGRAM

The central purpose of elementary guidance taken in its broadest context, is to enhance and facilitate meaningful learning experiences for children so that each pupil has an opportunity to learn to the best of his/her ability.

In carrying out this task, the elementary school counselor functions in three major areas of responsibility: COUNSELING, CONSULTATION, and COORDINATION. He/she performs a counseling function with students and parents, when necessary, regarding academic, social, or emotional problems. He/she confers with teachers and other educational specialists and community agency personnel. He/she participates in the development and modification of curriculum, and coordinates resources of school and community to better meet the developmental needs of children.

STUDENT SCHEDULES

HOMEROOM ASSIGNMENTS- Students are assigned to a heterogeneous homeroom. Administration will formulate class lists based on educational needs and best practices.

STUDENT HOMEBOUND SERVICES

Homebound instruction is provided for students who have temporary mental or physical handicaps. A student can qualify for homebound instruction through the acquisition of a Homebound Instruction Application, to be completed by a physician, verifying classroom attendance would be harmful to the student's health. Homebound instruction is subject to school Board approval in accordance with section 24PS 13-1329 of the Pennsylvania School Code of 1949.

STUDENT RECOGNITION

Mountain View Elementary students are acknowledged in several ways during the school year for their academic achievement, citizenship, and overall effort. The student recognition that occurs during the school year is:

- **Student of the Month Award** – is awarded to one student from each homeroom from September through May. Each student is chosen by their teacher for their strong academic performance, citizenship, and work ethic. Each student will be recognized and awarded.

STUDENT STANDARDIZED TESTING PROGRAM

The Otis-Lennon School Ability Test (OLSAT 8) is administered in the fall to students in grade 2. Test results are sent home to parents. Results are used to help teachers identify learning problems and areas of academic talent. Group results are used to assess the effectiveness of the district's curriculum.
The Pennsylvania Assessments in the areas of ELA and Math are administered to all 3, 4, 5, and 6 grade students during April and May as dictated by the PA Department of Education, and the PSSA Science is administered to all Fifth Graders.

STUDENT HEALTH OFFICE

A. **IMMUNIZATIONS**

Before coming to school, students beginning for the first time are required by law to have the following immunizations:

- DPT - four doses - one administered after the fourth birthday.
- Polio - three or more doses
- MMR - two doses

- Hepatitis B vaccine - three properly spaced doses.
- Varicella – proof of two doses of vaccine or a written statement of having had the disease.

B. **PHYSICAL EXAMINATION**

Children, upon entry into school (kindergarten or grade one) and grade six are mandated to have a physical examination by the student's family doctor or the school doctor.

C. **DENTAL EXAMINATION**

Children upon entering into school (kindergarten or grade one) and grade three are mandated to have a dental examination by the students family dentist or school dentist.

D. **VISION SCREENING**

Annually for all students.

E. **HEARING SCREENING**

Annually for students in kindergarten, grades one, two, and three.

F. **HEIGHT AND WEIGHT MEASUREMENTS**

Annually for all students.

G. **SCOLIOSIS SCREENING**

Students in grade six.

H. **HEAD LICE/NIT POLICY**

To benefit all students and their families, our school has adopted a **no-nit policy.** Under this policy, a child who is found to have head lice or nits (lice eggs) will be sent home for treatment with a head lice killing product and for the removal of all nits. The child will not be permitted to return to school until every nit has been removed from the child's hair. **Your child must be brought to school to be checked by the school nurse prior to re-entry. The child may not ride the bus to school until cleared by the school nurse.**

STUDENT MEDICATION POLICY POLICY #210

I. Definition: For the purposes of this policy "medication" shall mean:

a. all medicines prescribed by a licensed physician or dentist

b. all patent -over the counter- drugs such as Tylenol, Advil, Midol, cough preparations, antacids, throat lozenges, or Anbesol for toothaches.

II. Diagnosis: The Board of Education of Mountain View School District and its employees shall not be responsible for the diagnosis and treatment of student illness.

III. Administration of Medication: The administration of medication in accordance with the written direction of a parent, physician, or dentist to a student during school hours will be permitted only if:

A. the failure to take such medication would jeopardize the health of the student.

B. the student would be unable to attend school if the medicine were not made available during school hours. If one or both of these situations exist, then before any medication may be administered to a student during school hours, the Board shall require a written request from the parent which shall:

1. Give permission for such administration (form available in health office)
2. Relieve the Board and its employees of liability for administration of such medication.

C. In the case of all medication, with the exception of the school's physician's standing orders, a written order of the prescribing physician stating:

1. Diagnosis

2. Name of medication
3. Dosage to be administered
4. The time at which or special circumstances under which the medication shall be administered
5. The length of period for which the medication is prescribed
6. The possible adverse reactions or side effects of the medication

The documents required in this section shall be kept in the nurse's office. When all of the stated conditions are met, then the school nurse or health aide or the designee of the nurse or the parent or the student shall administer the medications where the family physician so directs. When the medication is administered, the person shall enter the following information into the record:

1. The name of the student
2. Time and date.
3. Dosage given of specified medication

IV. Storage: All medication shall be securely stored and kept in its original labeled container in the office. All medication should be brought to the school by the parent or guardian as required and shall be picked up at the end of the school year or at the end of the period of medication, whichever is earlier.

STUDENT USE OF MEDICATIONS POLICY

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication to a student during school hours in accordance with the direction of a parent/guardian or family physician will be permitted only when failure to take such medicine would jeopardize the health of the student or the student would not be able to attend school if the medicine were not available during school hours.
For purposes of this policy, **Medication** shall include all medicines prescribed by a physician and any over-the-counter patented medicines.
Before any medication may be administered to a student during school hours, the Board shall require:

1. The written request of the parent, giving permission for such administration and relieving the Board and its employees of liability for administration of medication.
2. The written order of the prescribing physician, which shall include the diagnosis, name of the medication, dosage, time at which or special circumstances under which the medication shall be administered, length of period for which medication is prescribed, and possible adverse reactions or side effects of medication.

The Superintendent or designee, in conjunction with the head nurse, shall develop procedures for the administration of students' medications.
The documents required in this section shall be kept in the nurse's office. When all of the stated conditions are met, then the school nurse or the designee of the nurse or the parent/guardian of the student shall administer the medications where the family physician so directs. When the medication is administered, the person shall enter the following information into the record:

1. The name of the student.
2. Time and date.
3. Dosage given of specified medication.

The district shall inform all parents/guardians, students and staff about the policy and procedures governing the administration of medications.
All medication shall be securely stored and kept in its original labeled container in the office. All medication should be brought to the school by the parent/guardian as required, and shall be picked up at the end of the school year or at the end of the period of medication, whichever is earlier. Any medication not picked up at the end of the school year will be disposed of properly.

Student Self-Administration - Inhalers
Inhalers that need to be carried by the student during the school day must be ordered by the physician and include the signature of a parent/guardian. The principal and nurse must give written notification for a student to carry and administer his/her own inhaler during school hours.

STUDENT INSURANCE
School insurance is available for purchase by each student. Necessary information and forms are sent home at the beginning of each school year.

STUDENT CAFETERIA LUNCH PROGRAM
For the 2026-2027 school year, all MVSD students receive free breakfast and lunch.

The cafeteria operates using a Point of Sale program. Parents deposit money into each student's individual lunch account. The student's ID number is entered each day for the purchases that they make. Payments to the students account may be mailed to the elementary school or will be collected in the student's homeroom each day.
An alternative is available each day for those students who do not wish to purchase the regular choice. A copy of the monthly menu will be sent home.

EFFECTIVE OCTOBER 1, 2008, students whose account balances are negative $25.00 or greater will no longer be able to charge snack type items. At a negative $25.00 balance, all food purchases MUST be made in cash until the deposit is made, and the account is under $25.

Lunchroom Behavior Policy
Students shall respect and follow the instructions of all adults at all times. Students who refuse to cooperate or constantly break rules will be sent to the office. Those students who disregard the lunchroom policy will be subject to the school discipline policy.

PARENT TEACHER ORGANIZATION
Mountain View Elementary has an active Parent Teacher Organization. Parental involvement contributes to school success, and participation in this very important organization is an ideal way to become involved in your child's education and be a part of activities taking place in school. Information is sent home periodically with your students.Parents may sign up for the MV PTO social media page.

TITLE 1 PROGRAM
Students selected to participate in the Title 1 program will be notified in September. Specific instructional objectives will be outlined to parents upon request. Individual conferences may be held during normal school conference time during the fall and spring, or at any time of the year when the parents feel a need. Students qualify using multiple factors including assessment scores, teacher recommendation or parent recommendation.

AFTER SCHOOL / SPECIAL PROGRAMS

INSTRUMENTAL MUSIC

Many children have potential talent in music and in order to help each student discover this talent and form an appreciation of music from the performer's point of view, an instrumental music program is offered in the elementary grades. All fourth grade students receive a year of classroom instruction via a hands-on music course using the recorder. Those students who wish to further develop their talent may opt to receive instruction on a band instrument during the fifth and sixth grade years. Small group lessons are the usual format with participation in the elementary band serving as the year-end goal.

ELEMENTARY CHORUS

In addition to their required music classes, fifth and sixth grade students have the opportunity to participate in elementary chorus. This performance-oriented group is designed to enhance students' vocal abilities, stage presence, and musical camaraderie with students from other classes. It also serves as a springboard and foundation for the junior and senior high school choral organizations.

INTRAMURALS

Intramurals, consisting of softball in the fall, basketball in the winter and volleyball in the spring, are offered, after school, to boys and girls in grades five and six.

FIELD TRIPS

Field trips are scheduled periodically throughout the school year. Parents are reminded that student behavior is expected to be the same on a class trip as it is in school.

Child Abuse (Compass) and State Police (Epatch) clearances are required for anyone interested in volunteering as a field trip chaperone. Please contact the main office for all necessary forms.

LIBRARY

The library is open daily from 8:15 a.m. to 3:00 p.m. :

Grades K-2 may sign out books, which are then due back the following class period. Students in kindergarten through Grade 3 may take out one book.

Grades 4-6 are allowed two books. Students will not be allowed to take out another book or books until the current ones are returned. Students may also take out an additional book if information is needed for a class assignment. However, no more than three books should be signed out at any one time.

In the event a student damages or loses a library book, payment will be expected for a replacement copy. The student will not be able to take out books until payment is received. If a student ends the school year with overdue books, bills for payment will be mailed home and the student will be denied borrowing privileges in the next school year until payment is made. Should a sixth-grade student have overdue books, the high school will be notified, and high school library borrowing privileges will be denied until the matter is resolved at the elementary school. Once payment is made for a book, refunds cannot be given. If the book is later located, the student may then keep the book.

SCHOOL DISCIPLINE

POLICY STATEMENT Policy #218

Appropriate behavior is the norm for the majority of students at Mountain View Elementary School. Most students have already learned to respect the rights of others and to take seriously the educational opportunity the school presents. This discipline handbook is not designed to either alarm or restrict those students but rather assure them a safe and positive school environment in which to learn. Actions meant to demean or publicly humiliate a student are prohibited.

For those students who have yet to develop the self-control and character needed for good citizenship, the discipline handbook provides a series of guidelines. The guidelines will, hopefully, assist these students to more clearly understand the rights of others and citizenship.

Behavior is a series of decisions and choices. It is hoped students will make those behavior decisions and choices, which will lead to self-discipline and productive citizenship.

Code of Conduct

Students are encouraged to make decisions that align to the district's Positive Behavioral Interventions and Supports (PBIS) guidelines:

1. **S**afety
2. **O**pen-mindedness
3. **A**ccountability
4. **R**espect

These four simple rules apply to behavior in all areas of our school. All students are expected to abide by these rules which will be discussed and modeled at length during the beginning of the school year as well as throughout the year by all faculty and staff.

Level I Behavior	Office Referral Definitions
Disrespect to peers	Includes brief or low-intensity teasing toward peers.
Disruption	Student engages in low-intensity, but inappropriate disruption that interrupts the educational process. (Ex: calling out, out of seat, noise making, excessive tattling)
Defiance/Disrespect/ Non-Compliance	Student engages in brief or low intensity failure to respond to adult requests. (Ex: work refusal, throwing objects)
Inappropriate Language/Gestures	Low-intensity profanity, obscene language/gestures or drawings generally not directed at an individual. (Ex: inappropriate drawing, imitating use of weapons)
Lying/Cheating	Student delivers a message that is untrue and/or deliberately violates rules. (Ex: copying homework, cheating on test, plagiarism)
Physical Contact	Student engages in non-serious, but inappropriate physical contact (Ex: pushing, shoving, hugging, kissing)
Property Misuse	Student engages in low-intensity misuse of property. Can be cleaned or corrected easily. (Ex: writing on desk, walls of bathroom-if removable)
Stealing	Items of minimal value (as per teacher's discretion)
Dress Code Violation	Refer to Policy #221 for definition.

Level 2 Behavior	Office Referral Definitions
Stealing	Student is in possession of, has passed on, or is responsible for taking someone else's property.
Forgery	Student has signed a person's name without that person's permission (Ex: agendas, report cards, tests, excuse cards).
Damage to School Property	Serious, permanent defacement of school or another person's property. (Ex: defacing lavatory walls, scratching desks/walls)
Physical Confrontation	Actions involving serious physical contact where injury may occur. (Ex: hitting, punching, kicking, pinching, scratching, biting, hair pulling, hitting with or throwing an object) Assault with or without a weapon. Intent to harm and needed to be quelled by staff.
Abusive Language	Verbal messages that include swearing, name calling, or use of words in an inappropriate way that is directed toward a teacher or student.
Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes in a repeated manner. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters. Refer to Bullying district policy #248 for complete description.
Cumulative Level 1 Offenses	Student has accumulated 3 recurring Level 1 offenses.
Technology Violation	Student engages in inappropriate (as defined by the school district) use of cell phones, MP3 players, camera, computer, or other electronic devices.
Dress Code Violation	Chronic dress code violations
Inappropriate Display of Affection	Student engages in inappropriate (as defined by the school district) verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual.
Inappropriate location	Student is in an area that is outside of school boundaries (as defined by the school district) or in an area inside of the school building without permission. (Ex: leaving classroom without permission, visiting other classrooms/walking the hallways without permission)

Level 3 Behavior	Principal Refers to the Police Office Referral Definition
Use/Possession of Weapons	Student is in possession of knives or guns (real or look alike) or other objects readily capable of causing harm. Refer to handbook or district policy #227.
Use/Possession of Alcohol	Student is in possession of or is using alcohol. Refer to board policy #227
Use/Possession of Combustibles	Student is in possession of substance/objects readily capable of causing bodily harm and/or property damage. (matches, lighters, firecrackers, gasoline, lighter fluids)
Use/Possession of Controlled Substances	Student is in possession of or is using controlled substances or imitations. See board policy #227.
Use/Possession of tobacco/vape	Student is in possession of or is using tobacco or vape device. See board policy #222.

EXAMPLES OF DISCIPLINARY ACTIONS THAT MAY BE TAKEN:

Level 1 Infractions:
Misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the operation of the school system. These behaviors should be handled by the teacher's (SWEBS) classroom discipline plan as posted in his/her classroom.

Level 2 Infractions:
Misbehavior which by its frequency or seriousness disrupts the learning climate, and shall result in a disciplinary referral to the principal.

- Verbal reprimand
- Detention during recess
- Loss of recess
- Detention during Lunch
- Detention After-School
- Written and/or verbal apology
- Writing assignment dealing with appropriate behavior
- Exclusion from assemblies, special activities, movies, or class trip
- Written or telephone report to parents from principal
- In-school suspension (1-3 days)
- Out of school suspension (1-5 days)
- Loss of bus privileges

Level 3 Infractions:

Misbehaviors are considered to be major offenses.

- Out of school suspension
- Expulsion
- Possible referral to the police

DRESS AND GROOMING POLICY SUMMARY (POLICY #221 - REVISED 8/12/2019)

Complete policy at mvsd.net, district offices, board of education, board policy manual
The Board recognizes guidelines concerning dress and grooming can facilitate the process of education and promote the district goal of respect and responsibility among students and adults. Although each student may have different tastes in attire, reasonable guidelines can preserve aspects of those tastes among the student body and promote a positive learning environment. The purpose of a dress code is not to inhibit any person's taste in attire but rather to better facilitate the process of education through reasonable guidelines in dress. The Mountain View School District has adopted the following dress code policy for grades K-12.

The school policy for dress and grooming will be strictly enforced as per the discipline guidelines, which follow. The Mountain View School Board may amend this policy at any time and must approve all changes to this policy. Each student is expected to maintain good personal hygiene. All school clothing must be appropriately sized for the child and worn properly. Clothing must not be excessively loose or tight.

All clothing must maintain modesty expectations. Any articles of clothing that are excessively form fitting and/or expose bare midriff, shoulders, back or chest are prohibited. Final determination of conformity to this dress policy shall be made by administration and/or designee.

Each building's faculty, staff, and administration and/or designee shall be responsible to monitor student dress and grooming throughout the day and enforce school rules governing student dress and grooming. Administrative discretion will be final regarding the enforcement of this policy.

Students may not add to, nor subtract from, the approved student dress policy.

SPIRIT WEAR

Mountain View Spirit Wear that is in compliance with the dress code may be worn any day (K-12). Both long and short sleeve crewneck t-shirts that contain Mountain View logos, or are associated with school affiliated events, are permitted.

The following guidelines apply:

****Pants Grades 3-12:** All pants must be solid color, secured at the waist by a belt, snap, button, zipper, or the like. Excessively baggy or tight pants, extra-wide or long pants, military pants (fatigues), and yoga pants are NOT permitted. Leggings may be worn under approved skirts, shirts, skorts, and dresses. Pants with manufactured or self-made holes, tears, rips are not permitted.

****Skirts, Skorts, Rompers, & Dresses Grades K-12**: Skirt, skort, romper, and dress lengths must extend to a length that is greater than the arms and hands fully extended at the sides to lengths no longer than to the ankle. These clothing items are permissible in solids, stripes, plaids and patterns. Dresses do not need to have a collar, but it must adhere to the modesty expectations of this policy and have shoulder straps that are at least three fingers wide.

****Shorts Grades K-12:** All shorts must be of a formal/cargo style and must extend to a length that is greater than the arms and hands fully extended at the sides. Shorts may be solid colors, stripes, plaids, or patterns and must be secured at the waist by a belt, snap, button, elastic, Velcro, zipper, or the like. Gym shorts, spandex, cut-off jean shorts, fatigues or the like are not permitted. Elementary students may wear gym shorts on gym days.

****Shirts Grades 3-12:** Button-down, dress, golf, Henley, turtleneck, or crewneck t-shirts in solids or patterns are permitted. Approved shirts must have long or short sleeves and may not have more than 2 buttons unbuttoned at the neck. Scarves may be worn over approved shirts. Shirts may not display inappropriate or offensive graphics of any kind.

Elementary students, Grades K-2, may wear t-shirts with no inappropriate/offensive writing or pictures.

****Sweaters Grades 3-12:** Crew and turtleneck sweaters where collarbones and shoulders are covered are acceptable to wear. V-neck sweaters, cardigan sweaters, and sweater vests are only acceptable if an approved shirt is worn underneath.

****Sweatshirts**: Hooded, crew neck and collared zip-up sweatshirts in solids, stripes, plaids and patterns are acceptable. Zip-up sweatshirts must be zipped to the bottom of the collarbone unless an approved shirt or turtleneck is worn underneath. Sweatshirts may not display inappropriate/offensive graphics of any kind. **Hoods must remain down at all times when wearing a hooded sweatshirt.**

****Shoes**: Students shall wear sneakers, dress shoes, boots or sandals with an ankle strap. Shoes that are deemed to pose a safety hazard are not permitted, for example: shower shoes, flip-flops, and slippers. Shoes with wheels of any type are not permitted. Elementary students may not wear steel toed shoes/boots.

****Other articles of noncompliance**: sunglasses, winter jackets, coats, other outerwear, hats, bandanas, sweatbands, large chains, dog collars, spiked accessories, sheer or see-through clothing, and displaying undergarments.

****Spirit Days**: as approved by administration

VIOLATION OF POLICY

The purpose of school is to promote and foster a positive and constructive learning environment. Students are expected to dress in a manner which encourages this purpose. Violation of this policy will result in parent/guardian notification and appropriate school action through the Code of Conduct and through the consequences noted below.

Consequences of Noncompliance: The administration reserves the right to elevate the level of an offense dependent upon its severity. Regardless of the level or consequence, the student may not return to class unless he/she conforms to the policy. Students whose dress and/or grooming are not in compliance with this policy will be subject to the following consequences:

****First Violation – Warning.** Students will correct the infraction. Parent/Guardian will be contacted by student or administration or their designee, if appropriate clothing is needed from home. Alternative articles of clothing may also be provided by the administration or their designee. If the student refuses or cannot correct the infraction, his/her parents will be contacted, and he/she will be assigned to ISS for the remainder of the school day or until his/her dress is corrected. Elementary – ISS will be scheduled as needed.

****Second Violation** – Students will correct the infraction. Students will be assigned lunch detention. Parent/Guardian will be called. Students will receive a written notice to be signed by his/her parent/guardian and returned on the next school day. If the student refuses or cannot correct the infraction, he/she will be assigned to ISS for the remainder of the school day or until his/her dress is corrected. This ISS will be above and beyond the assigned detention. Elementary – ISS will be scheduled as needed.

****Third Violation** – Students will be assigned an ISS for the day of the infraction and a subsequent ISS on the next school day. Parents/Guardian will be called and required to attend a meeting for the purpose of creating a plan to comply with the policy. Students may return to class after an ISS only after conforming to the student dress code policy and a parental confirmation of a scheduled parent/guardian meeting has been obtained by administration or their designee. Elementary – ISS will be scheduled as needed.

****Fourth & Subsequent Violations** – Students will be assigned an ISS for the day of the infraction and a subsequent OSS on the next school day. Parent/Guardian will be called. Students may return to class after an OSS only after conforming to the student dress code policy and attending a post suspension meeting with a parent/guardian and administration or their designee. Elementary – ISS will be scheduled as needed.

ELECTRONIC DEVICE REGULATIONS

To support student safety, MVSD students are allowed to possess electronic devices while in school. Students must adhere to the following rules regarding electronic device use:

- Personal Electronic devices must be turned off and cannot be visible in the hallways, lavatories, recess area, or academic areas during the school day.
- The school day includes; class time, lunch periods, after-school detention or tutorials, and during emergency drills.
- Using an electronic device to record, photograph or videotape is prohibited.
- Smart Watches must be time devices only. Parents should restrict texting during school hours.

Students may be required by classroom teachers to place cell phones and other electronic devices in designated storage locations during class. Audio recording, video recording, photography, livestreaming, or the distribution of images taken during the school day without authorization is prohibited and may result in disciplinary action and/or restriction from bringing phones on campus.

If a student is found in violation of this policy, the following discipline will be administered:

FIRST OFFENSE

- Warning- Parent contact, the personal electronic device will be confiscated. The student may pick up at the end of the school day.

SECOND OFFENSE

- Detention- Parent contact, the electronic device will be confiscated. Parents may pick up at the end of the school day.

THIRD OFFENSE

- In-School Suspension - Parent contact, the electronic device will be confiscated. Parents may pick up at the end of the school day. A Parent Conference may be required. Subsequent electronic device violations will result in additional consequences.

Additionally, any violation of this policy that causes or involves a distraction or interruption of transportation, the instructional environment, or leads to the violation of other district rules or policies will be subject to disciplinary action according to the MVSD Student Handbook. Failure to comply with a staff directive to turn in an electronic device will be considered defiance of authority and subject to disciplinary action according to the MVSD Handbook. If parents need to contact a student during the school day, they are encouraged to contact the school office for assistance. If students need to use a phone during the school day, they must use a school phone, which is made available to students with appropriate permission.

MVSD personnel are not responsible for any lost, stolen, or damaged electronic devices.

SCHOOL BUS REGULATIONS

The Mountain View School District's primary objective is to provide safe bus service for all its students. Bus transportation to and from school in the Commonwealth of Pennsylvania is a privilege. Failure to comply with the bus regulations may result in this service being denied to your child. It is imperative that students cooperate with the bus driver to guarantee the safe transportation of all students. ***Our buses are equipped with videotape machines and camera that may be used for confirmation of disciplinary violations.***

The following regulations apply to every student being transported on regular school bus runs during the normal school hours or on extra-curricular trips. The bus driver is in charge of the bus and the students. It is his/her responsibility to report any incident to the appropriate school administrator within twenty-four hours of the occurrence. School authorities reserve the right to assign students to specific seats on any or all buses when deemed necessary. All disciplinary consequences for violations, after consultation with the bus driver, will be determined by the administration within a reasonable time.

General

1. ***The bus driver may assign seats.***
2. The bus driver has a duty to all pupils to maintain a schedule. The bus driver cannot wait for tardy pupils.
3. Students may not board or debark at any place other than the designated bus stop unless given written permission by a school official and parent or guardian. Students riding school buses will ride the assigned bus to and from school unless a written request from a parent/guardian is received and approved by the school secretary before 9:00 a.m. A ride on a bus other than the one assigned cannot be guaranteed and should be requested one day in advance.
4. Changes that occur regularly each week on the same day (Scouts, for example) require only one note for the year
5.Students shall behave in a manner that will not endanger the health and safety, or welfare of other students or the driver.

Bus Stop

1. DO NOT STAND IN THE ROADWAY. Pupils should remain stationary and at a safe distance from an approaching bus. Do not move toward the bus until it has come to a complete stop.
2. Do not attempt to touch a moving bus either with your hand or foot. Always cross the roadway in front of the bus and stay at least ten feet in front of it.
3. The bus driver's horn is a danger signal. Students should NEVER attempt to cross the road when they hear it. Wait until the driver tells you that the road is clear.This is an emergency warning and will rarely be used. It therefore assumes added importance and means DANGER.
At all times exercise good judgment and caution and, above all, STOP, LOOK, AND LISTEN!
4.The bus driver will put on the red flashing stop light whenever he/she stops to pick up or discharge pupils. Look for this first and then observe all the rules of safety before you attempt to cross the road.

Riding the bus

1. On the bus, orderly conversation or study is to be maintained. Unusually noisy talk or shouting may distract the driver.
2. Snatching caps, books, etc., waving arms out the window or shouting to people outside the bus is forbidden at all times.
3. Throwing things inside the bus or out the bus window is forbidden. The latter is an actual violation of the law and is subject to fine.
4. Pupils should avoid talking to the driver unless absolutely necessary.
5. Keep your bus neat and clean. Do not litter the aisles.
6. Remove all your personal property, books, etc. before leaving the bus.
7. **Pupils shall remain seated at all times.**
8. Aisles should not be cluttered with books, lunch boxes, musical instruments, etc.

Students shall not:

1. Smoke, eat, or drink on the bus.
2. Engage in scuffling, fighting or other unwarranted acts.
3. Use profane or indecent language.
4. Use the emergency exit unless an emergency exists.
5. Tamper with the bus or any of its equipment.
6. Regulate windows unless permitted to do so by the driver.
7. Extend any part of their bodies outside the bus.
8. Carry or use any potentially dangerous objects including but not limited to knives, firearms, fireworks, vapes, water guns, paper clips, nails, and scissors.
9. Transport any animal to or from school.

Infractions of the rules, which require disciplinary action, will be reported immediately to the office of the principal. Appropriate steps will be taken to notify the parents of the infraction, the discipline imposed, and to arrange for a conference, if necessary. **Violations of any of the regulations of the Mountain View School District bus policy may result in withdrawal of transportation privileges and/or other disciplinary action for a period of time to be determined by the seriousness of the offense at the discretion of the administration.** Withdrawal of bus privileges does not relieve either the student or the parents/guardians of their responsibilities for compulsory attendance. Absence from school for the above reason will be considered an unexcused absence. In the event of serious or repeated violations of bus regulations, the district may file a summary offense, misdemeanor, or felony complaint with the local magistrate. It is a violation of state law for any person to enter a school bus without prior authorization of the bus driver with the intent to commit a crime or to disrupt or interfere with the driver.

Please act responsibly. (PA Crimes Code 18-5517)

STUDENT FIGHTING #218.11

This policy and the accompanying procedures address student fighting in the Mountain View School District.

In order to preserve the degree of order necessary for a safe and orderly educational atmosphere, students are not permitted to fight. This policy applies to student conduct that occurs on school property, on the school bus or other contract carriers and at school sponsored events/activities. Fighting is classified under the following four levels:

<u>Level One</u>

SKIRMISH is an argument between students with minimal physical confrontation. Depending on the severity of the skirmish, students are disciplined through:

a. *Time out.*
b. *Planning Assistance Room. (Not applicable in elementary school)*
c. *Parent/guardian telephone call from administration.*

<u>Level Two</u>

FIGHT is when students gather, punches are thrown with the intent to harm, and the incident has to be quelled. The principal may at his/her discretion report the information and summon the police. Students are disciplined through:

a. One (1) to three (3) day out-of-school suspension may be considered on a case-by-case basis. An In-School Suspension may be considered on a case-by-case basis.
b. A parent/guardian meeting is required.
c. Students shall be returned to school through the Principal's Office. Additional consequences may apply.

Level Three

ASSAULT is a student physically attacking another student, causing bodily harm or injury. Student is disciplined through:

a. One (1) to three (3) day out-of-school suspension considered on a case-by-case basis. A parent/guardian meeting is required. An In-School Suspension may be considered, in addition to the out-of-school suspension on a case-by-case basis.
b. Students shall be returned to school through the Principal's Office. Additional consequences may apply. The principal will report the information, summon the local law enforcement, and the student will be subject to criminal prosecution.

Level Four

ASSAULT WITH A WEAPON is a student attacking another student with a gun, knife or like instrument with the intent to cause harm. Student will be disciplined through an out-of-school suspension up to ten (10) days with possible expulsion. Police will be called, and students will be subject to criminal prosecution.

In the case of students with disabilities, the District will take all necessary steps to comply with the Individuals with Disabilities Education Improvement Act (IDEIA) and follow board policy.

NOTE: Levels 2, 3, & 4 also fall under the Disorderly Conduct Policy.

STUDENT DRUG AND ALCOHOL POLICY

The Board of Education of the Mountain View School District recognizes the increasing national problem related to drug and alcohol use by school age children, and its direct physical, social, and legal implications on the entire school community. The Board of Education feels every avenue should be explored in an effort to eliminate the use of these substances by the students of the Mountain View School District.

DEFINITIONS

Drugs shall mean (i) substances recognized in the official *United States Pharmacopeia*, or official *National Formulary*, or any supplement to either of them; and (ii) substances intended for use in the diagnosis, cure, mitigation, treatment or prevention of disease in man or other animals; and (iii) substances (other than food) intended to affect the structure or any function of the human body or other animal body; and (iv) substances intended for use as a component of any article specified in clause (i), (ii), or (iii), but not including devices or their components, parts or accessories. (PA Statutes, Title 35).

1. Clarification includes but is not limited to:

a. any controlled substances prohibited by law
b. any alcoholic beverage
c. any legal prescription or patent drug, unless administrative permission for use in school has been granted, and such use is under the supervision of the school nurse.
d. using substances personally dangerous to one's health (Example: sniffing glue, etc.)
e. the use of anabolic steroids
f. "Look Alike Drugs" as defined by "The Controlled Substance Drug, Device and Cosmetic Act" of 1972.

2. Use shall mean:

a. possession
b. consumption (Consumption would also mean that in the administrator's opinion, a student is under the influence of any substance.)
c. transportation
d. selling
e. trafficking
f. distribution

3. AT SCHOOL shall mean any time the student is involved in school activities such as:
a. during school hours
b. on school property
c. on school buses
d. at any school sponsored event/contest
e. to or from school in such cases where the school is responsible for the student as defined by the School Code.
f. on school sponsored field trips.

DISCIPLINARY ACTIONS
Any student found to be involved with the "use" of "drugs" at "school":
1. 1st Offense For: Possession, Consumption, or Transportation
a. shall receive an immediate meeting with the administration and school counselor. The student's parent(s) will be required to attend this meeting.
b. shall be required to participate in ongoing counseling with the elementary school counselor or with a school or non-school counselor as designated by the guidance and administration.
c. shall be denied the participation or attendance at any school extra-curricular activity for 30 school days from the date of the above-stated meeting.
d. shall be given the names of several counseling centers.
e. shall receive a 3-day-in-school suspension.
2. 2nd Offense For: Possession, Consumption, or Transportation
a. shall receive an immediate 3-day out-of-school suspension during which time an informal hearing will be held to determine if an additional 7 days of suspension is warranted.
b. shall be denied the participation or attendance at any school extra-curricular activity for 90-180 school days, extending into the next school year if necessary.
c. shall be subject to a possible hearing before the Board of Education.
d. shall be referred to legal authorities for any violations of the law.
e. shall be required to participate in ongoing counseling with the school guidance counselor.
f. shall be given the names of several counseling centers.
3. 1st offense For: Selling, Distributing, and/or Trafficking
a. shall receive an immediate 3 day out-of-school- suspension during which time an informal hearing will be held to determine if an additional 7 days of suspension is warranted.
b. shall be denied the participation at any school extra-curricular activity for 90-180 school days, extending into the next school year if necessary.
c. shall be subject to a mandatory hearing before the Board of Education.
d. shall be referred to legal authorities for any violations of the law
e. shall be required to participate in on-going counseling with the school guidance counselor.
f. shall be given the names of several counseling centers.
4. 2nd Offense For: Selling, Distributing, and/or Trafficking
a. shall be excluded from school until an expulsion hearing can be held with the Board of Education.
b. shall have a mandatory hearing before the Board of Education. (Definitions; SELLING refers to giving any of the drugs as listed in item # 1 to any student for profit. TRAFFICKING refers to giving any of the drugs listed in item #1 to another student either gratis or for profit.)
During a period of suspension, the student will be provided all assignments if requested.
The student will be responsible for turning in all back assignments to the teachers on the day of return and it will be the student's responsibility to make arrangements for any "in class" make-up work. These arrangements shall be made within the first three school days after the student returns.

When a student returns from a suspension, the student will be re-admitted only after a re-admittance conference is held with the following people present:
--The Student
--The Student's Parent(s) or Guardian
--The Student's School Guidance Counselor
--The Administration

STUDENT CORPORAL PUNISHMENT

Chapter 14 regulations, adopted June 2004, expressly prohibit the use of corporal punishment within public educational facilities in the Commonwealth of Pennsylvania. The Mountain View School District abides by this regulation and prohibits corporal punishment in any form.

CONTROLLED SUBSTANCES #227

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical, emotional and social implications for the entire school community.

The Board believes strongly that every avenue should be explored in an effort to eliminate the use of controlled substances by the students of the Mountain View School District.

1. For purposes of this policy, **Controlled Substances** shall mean all substances recognized in the official *United States Pharmacopeia* or official *National Formulary* or any supplement to either of them,
2. substances intended for use in diagnosis, cure, mitigation, treatment, or prevention of disease in man or other animals,
3. substances (other than food) intended to affect the structure (positive or negative) of any function of the human body or other animal body.
4. substances intended for use as a component of any article specified above, but not including devices of their components, parts or accessories,

Any controlled substances prohibited by law including but not limited to;

a. Marijuana, cocaine, crack, heroin, LSD, PCP, amphetamines, methamphetamines, all steroids, look-alikes, and any other substances known as “designer drugs.”
b. any alcoholic beverage, any product containing alcohol, or any container repackaged with alcohol.
c. any legal prescription or patent drug, unless written administrative permission for use in school has been granted, and such use is under the direct, but not limited to, supervision of a school nurse.
d. any alcoholic beverage, any product containing alcohol, or any container repackaged with alcohol.
e. using substances personally dangerous to one's health (example: sniffing glue, inhalants, aerosols, etc.).
f. tobacco, or any other substance that alters a student’s usual personality, the use of anabolic steroids, or look-alike drugs. Any drug packaged or repackaged to simulate a known over–the-counter drug, prescription drug, or controlled substance prohibited by law.

Use shall mean:

1. **Possession** - to hold on person, lockers, cars, book bags, purses, etc.
2. **Consumption** – ingestion of illegal substances. Consumption would also mean that in the administrator's opinion, a student is under the influence of any substance at any time during school hours or at school sponsored activities/events.
3. **Transportation** – moving illegal goods/substances.
4. **Selling** – to exchange goods/substances for compensation.
5. **Trafficking** – the business of buying/selling illegal goods/substances.
6. **Distribution** – to exchange goods/substances without compensation.
7. **Possession of drug paraphernalia** shall mean but not be limited to: any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance in violation of this act.

The Board prohibits students from using any controlled substances during school hours, on school property, at any school sponsored event/contest, to or from school in such cases where the school is responsible for the student as defined by the School Code, and on school sponsored field trips.
The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular, athletic programs or student population.

The privileged confidentiality between students and guidance counselors, school nurses, school psychologists, home and school visitors and other school employees shall be respected; and no confidential communication made to such employee shall be required to be revealed without the consent of the student or parent/guardian, unless the best interests of the student can be served only by such release.

The Superintendent or designee shall prepare rules for the identification, amelioration and control of substance abuse in the schools which:

1. establish disciplinary actions to deal with students suspected of using controlled substances in school, up to and including expulsion and referral for prosecution,
2. provide education concerning the dangers of abusing controlled substances,
3. disseminate to students, parents/guardians and staff this policy and district procedures governing student abuse of controlled substances,
4. establish procedures for education and possible readmission to school of students convicted of offenses involving controlled substances.

Any student found to be involved with the use of controlled substances shall face consequences under the district Disciplinary Actions for elementary or secondary students, as appropriate. In addition local/state law enforcement may be contacted and involved in the investigation. Incidents of possession, use and sale of controlled substances, including alcohol, by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year and the local law enforcement agency. 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 or guardian and law enforcement, if necessary or recommended.

Anabolic Steroids

The Board prohibits the use of anabolic steroids by students involved in school-related athletics, or in school in general, except for a valid medical purpose. Bodybuilding and muscle enhancement of athletic ability are not valid medical and proscribed purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid. Students shall be made aware of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale may subject students to suspension, expulsion and/or criminal prosecution. The following minimum penalties are prescribed for any student athlete/extra-curricular participant found in violation of the prohibited use of anabolic steroids:

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

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

WEAPONS/DESTRUCTIVE DEVICES #218.1

Possession of a Deadly Weapon/Destructive Device or Representing Any Object as a Weapon or Device (look-alike)

Possession of deadly weapons which have the potential to inflict serious injury are prohibited for students in school, attending school activities, or traveling to or from school. In addition to the school penalty imposed, the student may be referred to local and civil authorities including, but not limited to, the provisions outlined in Act 26, Amendment to PA School Code. For the purpose of clarification, "weapon" includes the following: (1) any device with a blade or point that can puncture the skin, (2) any weapon (including a starter gun) which will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive, (3) the frame or receiver of any such weapon, (4) any firearm muffler or firearm silencer, or (5) any destructive device. The term "destructive device" is defined to include any explosive, incendiary, poison gas, bomb, grenade, or rocket having a propellant charge of more than four ounces, missile, or any combination of parts either designed or intended for use in converting any device into a destructive device, (6) look-a-like weapon or device such as look-a-like toy guns, or toy weapon represented or brandished to represent the real thing, (7) anything capable of inflicting injury.
Act 26 of 1995 (amends School Code, Section 1317.2) -The school district shall expel, for a period of not less than a year, any student who brings a weapon onto any school property, any school sponsored activity or any public conveyance providing transportation to a school or school sponsored activity. The Superintendent may recommend discipline short of expulsion on a case-by-case basis. In the case of an exceptional student, the Superintendent shall take all necessary steps to comply with the Individuals with Disabilities Education Act.

The Superintendent shall report the discovery of any weapon prohibited by this policy to local law enforcement officials and shall report all incidents relating to expulsions for possession of a weapon on school grounds to the Department of Education.

Acts of violence or possession of a weapon by any person on school property in violation of this policy shall be reported to the Office for Safe Schools on the designated form twice per year, as required.
The Superintendent or a designee shall take the necessary actions to develop a memorandum of understanding with local law enforcement officials that sets forth procedures to be followed when an incident occurs involving an act of violence or possession of a weapon by any person on school property.
Prior to admission to the school district, the parent, guardian, or other person having control or charge of a student shall, upon registration for admission, provide a sworn statement or affirmation stating whether the pupil was previously suspended or expelled from any public or private school of the Commonwealth or any other state for an act or offense involving weapons, alcohol or drugs, or for the willful infliction of injury to another person, or for any act of violence committed on school property. Such registration shall be maintained as part of the student's disciplinary record. Parents and guardians shall be advised that any willful false statements made under this section shall be available for inspection as required by law.

Act 44 of 2025 (Act 44) added section 1303.2-A to the Pennsylvania School Code (School Code) and established parent and employee notification requirements for nonpublic schools, private academic schools, career and technical schools, charter schools, cyber charter schools, regional charter schools, school districts, and intermediate units.

UNLAWFUL HAZING #247 and HARASSMENT, ETHNIC INTIMIDATION, AND STALKING #248

The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated. The Board prohibits all forms of unlawful harassment/hazing/intimidation/stalking of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees. The Board directs that complaints of harassment/hazing/intimidation/stalking shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

The Board has designated the Superintendent as the District's Compliance Officer and may be contacted at 434-2181 ext 413 or at Superintendent, Mountain View School District, 11748 State Route 106, Kingsley, PA 18826.

For complete text of Harassment, Hazing, Ethnic Intimidation and Stalking policies, please see our website www.mvsd.net

BULLYING/CYBERBULLYING #249

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

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

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

Bullying, as defined in this policy, includes cyber bullying. School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised, or sanctioned by the school**.**

The Board prohibits all forms of bullying by district students. The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee. The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying. Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying. The Superintendent or designee shall develop administrative regulations to implement this policy. The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students. The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

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

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

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students. This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website, if available. The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

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

- Counseling within the school.
- Parental conference.
- Loss of school privileges.
- Transfer to another school building, classroom or school bus.
- Exclusion from school-sponsored activities.
- Detention.
- Suspension.
- Expulsion.
- Counseling/Therapy outside of school.
- Referral to law enforcement officials.

TOBACCO USE #222

The district strongly supports a smoke-free school campus for the benefit of its students, faculty, staff and visitors. The use of tobacco in any form by students, faculty, staff, or visitors to the school campus is strictly prohibited. Possession and use are prohibited to reduce the risks of fire, secondhand smoke inhalation, poor health, and further drug experimentation or use.

For the purpose of this policy, **Tobacco** is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, vape, and any other smoking product, and spit tobacco, also known as smokeless, dip, chew, and snuff, in any form. **Student** is defined as a person between the ages of five (5) and twenty-one (21) years who is enrolled in school.

The Board of Education prohibits the use of tobacco in all forms by students. All students are prohibited from using and/or possessing tobacco products on school grounds, at school-sponsored activities, and in areas under school jurisdiction; **areas under school jurisdiction** include, but are not limited to: school buses, sporting events, field trips, bus stops, and parking lots.

With the concern for the safety of our school staff, students, visitors and faculty, the district prohibits the use and/or possession of tobacco products. The risks associated with smoking are passed on to innocent members of society who are directly affected by the effects of secondhand smoke.

No student is permitted to smoke, inhale, vape, dip, or chew tobacco at any time, including non-school hours:

1. in any building, facility, or vehicle owned, leased, rented, or chartered by the Mountain View School District,
2. on school grounds,

3. at any school sponsored event.

In addition, no student is permitted to possess a tobacco product. The provisions of existing policies that address the use and possession of drugs shall apply to all tobacco products.

Tobacco Promotion

Tobacco promotional items, including clothing, bags, lighters, and other personal articles, are not permitted on school grounds, in school vehicles, or at school-sponsored events. Students are prohibited from wearing attire that publicizes the use or possession of tobacco in any form. Students failing to comply with this requirement will be subject to the appropriate discipline measures contained within the Dress Code. Tobacco advertising is prohibited in all school-sponsored publications and at all school-sponsored events.

Prevention Education

To help students realize the negative effects of tobacco in all forms, the students of the school district are educated about the dangerous effects associated with tobacco. This education occurs in the elementary and high school curriculum.

Support Programs

The district realizes that tobacco addiction is very powerful and difficult to overcome. Students afflicted with tobacco addiction will be provided with information regarding cessation programs. Students in violation of the district tobacco policy will be referred to the Student Assistance Program (SAP team). The programs will provide the student with information related to tobacco risks and an opportunity to participate in a support group dealing with tobacco use.

Communication of Policy

This policy will be explained to parents/guardians and students through the Parent/Student/Guardian handbook received by the students at the beginning of each school year.

Enforcement

District students who violate the district tobacco policy by possessing or using tobacco on school grounds, at school-sponsored activities or in areas under school jurisdiction will be subjected to the following consequences:

1. First Infraction:
    a. parental/guardian notification,
    b. citation filed with the magistrate,
    c. Referral to MV Guidance Counselor and/or Outside Counseling Service
2. Second Infraction:
    a. parent/guardian notification,
    b. citation filed with the magistrate,
    c. Referral to Cessation Plan - Two day attendance required
3. Each Subsequent Infraction:
    a. parental notification,
    b. citation filed with the magistrate,
    c. Referral to Cessation Plan - Three day attendance required

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

CONFIDENTIAL COMMUNICATIONS OF STUDENTS #207

The Board recognizes that certain written and oral communications between students and school personnel must be confidential. The Board directs school personnel to comply with all federal and state laws, regulations and Board policy concerning confidential communications of students. Information received in confidence from a student may be revealed by the staff member who received the information when the health, welfare or safety of the student or other persons clearly is in jeopardy. Use of a student's confidential communications to school personnel in legal proceedings is governed by statutes and regulations appropriate to the proceedings. In qualifying circumstances, a staff member may reveal confidential information to the building principal and other appropriate authorities. In qualifying circumstances, the building principal may reveal confidential information to a student's parent or legal guardian and other appropriate authorities, including law enforcement personnel.

Mountain View School District
11748 State Route 106
Kingsley, PA 18826

Parent Right to Know Information as Required by
The Elementary and Secondary Education Assistance (ESEA)
[Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]

July 1, 2022

Dear Parent(s)/Legal Guardian(s):

Your child attends Mountain View Elementary School, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At Mountain View Elementary School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additional right to know requests. At any time, parents and family members can request

- Information on policies regarding student participation in assessments and procedures for opting out, and

- Information on required assessments that include
    - subject matter tested,
    - purpose of the test,
    - source of the requirement (if applicable),
    - amount of time it takes students to complete the test, and
    - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

For more information, please visit the Mountain View School District website (www.mvsd.net).

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact Mr. Patrick McGarry at Mountain View Elementary at 570-434-8436 or by email at pmcgarry@mvsd.net.

If you have any questions about Title I Part A or Federal Programs, please contact Mrs. Bridget Frounfelker at Mountain View School District at 570-434-8417 or by email at bfrounfelker@mvsd.net.

Sincerely,

Dr. Michael S. Elia
Superintendent

Notice of Special Education Services

The public school districts of Susquehanna County, Pennsylvania, and the Northeast Intermediate Unit 19 provide special education and related services to resident children with disabilities who are ages three through twenty-one. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for such programs and services, (2) the special education programs and related services that are available, (3) the process by which each of the Susquehanna County School entities screens and evaluates such students to determine eligibility, and (4) the special rights that pertain to such children and their parents or legal guardians.

What types of disability might qualify a child for special education and related services?

Under the Individuals with Disabilities Education Act, commonly referred to as the "IDEA," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, demonstrate a need for special education and related services: (1) mental retardation, (2) hearing impairments, including deafness, (3) speech or language impairments, (4) visual impairments, including blindness, (5) serious emotional disturbance, (6) orthopedic impairments, (7) autism, including pervasive developmental disorders; (8) traumatic brain injury, (9) other health impairment, (11) specific learning disabilities, (11) multiple disabilities, or (12) for preschool age children, developmental delays. If a child has more than one of the above-mentioned disabilities, the child could qualify for special education and related services as having multiple disabilities. Children ages three through nine years old may also be eligible if they have developmental delays and, as a result, need special education and related services.

The legal definitions of these disabilities, which the public schools are required to apply under the IDEA, may differ from those used in medical or clinical practice. Moreover, the IDEA definitions could apply to children with disabilities that have very different medical or clinical disorders. A child with attention deficit hyperactivity disorder, for example, could qualify for special education and related services as a child with "other health impairments," "serious emotional disturbance," or "specific learning disabilities" if the child meets the eligibility criteria under one or more of these disability categories and if the child needs special education and related services as a result.

Signs of developmental delays or risk factors that might indicate a disability could include, but are not limited to, poor prenatal care, birth trauma, febrile or other seizure activity, severe reaction to early medication or inoculation requiring extended medical care, or severe trauma to the head, followed by failure to attain developmental milestones for communication, motor development, socialization, emotional development, self-help skills, or cognition; unexplained failure to attain developmental milestones in these areas; failure to use toys and other objects in a developmentally appropriate manner; persistent inability to sustain attention at levels sufficient to complete age-appropriate tasks; easy frustration with developmentally-appropriate tasks or activities; difficulty with coloring, letter formation, or drawing lines and shapes within age-appropriate parameters; difficulty building or sustaining age-appropriate relationships or conversations; persistent difficulty tolerating the presence of or interactions with peers or adults; persistent and severe disciplinary actions in preschool or school settings; failure to develop age or grade-level appropriate reading, writing, mathematical, listening, or speaking skills after exposure to sound instruction in these areas by qualified teachers; and failure to pass routine vision or hearing screenings. Other information regarding potential signs of developmental delays and other risk factors that could indicate disabilities can be found in student handbooks available through your school district of residence or the Intermediate Unit at the addresses indicated below or on the Northeast Intermediate Unit Website: http://www.iu19.org.

Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, some school age children with disabilities who do not meet the eligibility criteria under the IDEA might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program, whether academic or non-academic in nature.

What programs and services are available for children with disabilities?

Each of the Susquehanna County school entities must ensure that children with disabilities are educated to the maximum extent appropriate in settings with their non-disabled peers, commonly referred to as the least restrictive environment. Programs and services available to students with disabilities, in descending order of preference, are (1) regular class placement with supplementary aids and services provided as needed in that environment, (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom for 20 percent or less of the school day, (3) regular class placement for some of the school day with supplemental instruction provided by a special education teacher for more than 20 percent, but less than 80 percent of the school day, (4) instruction provided by a special education teacher for more than 80 percent of the school day, and (5) special education services, with or without regular classroom placement, either in an alternative public school setting or in a private school, treatment facility, hospital, detention center or prison, on a day or residential basis.

Depending on the nature and severity of the disability, a Susquehanna County School entity can provide special education programs and services in (1) the public school the child would attend if not disabled, (2) an alternative regular public school either in or outside the school district of residence, (3) a special education center operated by a public school entity, (4) an approved private school or other private facility licensed to serve children with disabilities, (5) a residential school, (6) an approved out-of-state program, or (7) the home.

Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of service available are (1) learning support, for students who primarily need assistance with the acquisition of academic skills, (2) life skills support, for students who primarily need assistance with development of skills for independent living, (3) emotional support, for students who primarily need assistance with social or emotional development, (4) deaf or hearing impaired support, for students who primarily need assistance with compensatory skills to address deafness, (5) blind or visually impaired support, for students who primarily need assistance with compensatory skills to address blindness, (6) physical support, for students who primarily require physical assistance in the learning environment, (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders, and (8) multiple disabilities support, for students who primarily need assistance in multiple areas affected by their disabilities.
Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training.

Children of preschool age are served by the Northeast Intermediate Unit in a variety of home and school-based settings that take into account the chronological and developmental age and primary needs of the child. As with school age programs, preschool programs must ensure that to the maximum extent appropriate, children with disabilities are educated with non-disabled peers.

Each Susquehanna County School entity, in conjunction with the parents of each identified child, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. The child's program is described in writing in an individualized education program, commonly referred to as an "IEP," which is developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity with the child. The parents of the child have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs contain, at a minimum, the projected start date and duration for the IEP, a statement of the child's present levels of educational and functional performance, an enumeration of annual goals, a description of how the child's progress toward meeting the annual goals will be measured and reported, a statement of the special education, program modifications, and related services to be provided, an explanation of the extent, if any, to which the child will not participate with non-disabled children, the anticipated frequency and location of the services and a statement of any accommodations necessary to measure academic achievement and functional performance of the child on state and district wide assessments. For children aged sixteen and older, the IEP must also include a transition plan to assist in the attainment of measurable post-secondary objectives. The public school must invite the child to the IEP team meeting if the purpose of the meeting will be the consideration of the post-secondary goals and transition services needed for the child.

All Susquehanna County School entities are required to allow parents of children with disabilities reasonable access to their child's classrooms, subject to the provisions of each entity's school visitation policy or guidelines.

How do the public schools screen and evaluate children to determine eligibility for special education and related services?

Multidisciplinary team evaluation

Susquehanna County School entities must conduct a multidisciplinary team evaluation of every child who is thought to have a disability. The multidisciplinary team is a group of professionals who are trained in and experienced with the testing, assessment, and observation of children to determine whether they have disabilities and, if so, to identify their primary educational strengths and needs. Parents are also members of the multidisciplinary team. Susquehanna County School entities must reevaluate school-age students receiving special education services every three years and must reevaluate children with mental retardation and pre-school-age children receiving special education services every two years.

Parents may request a multidisciplinary team evaluation of their children at any time. They must do so in writing. Every public school has a procedure in place by which parents can request an evaluation. For information about each Susquehanna County School entity's procedures applicable to your child, contact the elementary, middle, or high school which your child attends. Telephone numbers and addresses for these schools can be found in the blue pages section of the telephone book under the heading "Schools." Parents of preschool age children, ages three through five, may request an evaluation in writing by addressing a letter as follows: Northeast

Intermediate Unit, Early Intervention Services, NEIU Learning Campus-Dunmore, 185 E. Pine Street, Dunmore, Pennsylvania 18512. The telephone number for the Early Intervention Program is (570) 343-6200.

Parents of children in private schools may request a multidisciplinary team evaluation of their children without enrolling in their public schools. However, while some services might be available to some private school children who are found eligible by the responsible Susquehanna County School entity, that entity is not required to provide all or any of the special education and related services those children would receive if enrolled in the public schools. If, after an evaluation, the multidisciplinary team determines that the child is eligible for special education and related services, the responsible Susquehanna County School entity must offer the parents an IEP and a public school-sponsored placement, unless the parents of the child are not interested in such an offer. If parents wish to take advantage of such an offer, they may have to enroll or re-enroll their child in the responsible Susquehanna County School entity to do so.

Before a Susquehanna County School entity can proceed with an evaluation, it must notify the parents in writing of the specific types of testing and assessment it proposes to conduct, of the date and time of the evaluation, and of the parents' rights. The evaluation cannot begin until the parent has signed the written notice indicating that he or she consents to the proposed testing and assessments and has returned the notice to the public school.

Screening

All Susquehanna County School entities undertake screening activities before referring students for a multidisciplinary team evaluation. Screening activities could involve an instructional support team, commonly referred to as the "IST," or an alternative screening process. Regardless of the particular screening method employed, the screening process must include (1) periodic vision and hearing assessments by the school nurse as mandated by the School Code and (2) screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

If screening activities produce little or no improvement after a reasonable period of intervention or remediation, the child will then be referred for a multidisciplinary team evaluation.

For information about the dates of various screening activities in your child's school or to request screening activities for a particular child, contact the local public school directly. Telephone numbers and addresses for these schools can be found in the blue pages section of the telephone book under the heading "Schools." Parents of preschool age children, age three through five, may obtain information about screening activities, or may request a screening of their children, by calling or writing the Northeast Intermediate Unit, Early Intervention Services, NEIU Learning Campus- Dunmore, 185 E. Pine Street, Dunmore, Pennsylvania 18512. The telephone number for the Early Intervention Program is (570) 343-6200.

Private school administrators, teachers, and parent groups, or individual parents of students in private schools, who are interested in establishing systems in those schools for locating and identifying children with disabilities who might need a multidisciplinary team evaluation may contact the Northeast Intermediate Unit, Early Intervention Services, NEIU Learning Campus-

Dunmore, 185 E. Pine Street, Dunmore, Pennsylvania 18512. The telephone number for the Early Intervention Program is (570) 343-6200.

What special rights and protections do children with disabilities and their parents have?

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of those rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low cost legal services and advice, by contacting their school district's special education or student services department at the address and telephone number listed in the blue pages section of the telephone book under the heading "Schools." The written summary is also available through the Northeast Intermediate Unit, Early Intervention Services, NEIU Learning Campus- Dunmore, 185 E. Pine Street, Dunmore, Pennsylvania 18512. The telephone number for the Early Intervention Program is (570) 343-6200. The summary is also available on the Website of the Northeast Intermediate Unit, http://www.iu19.org, and on the Websites of most of the public school entities listed below.

Rights and Protections

Prior Written Notice. The responsible Susquehanna County School entity must notify you in writing whenever it proposes to initiate or to change the identification, evaluation, educational program or placement of a child or whenever it refuses to initiate or make a change in the identification, evaluation, educational program or placement requested by a parent. Such notice must be accompanied by a written description of the action proposed or rejected, the reasons for the proposal or refusal, a description of the evaluation information and other relevant factors used as a basis for the decision, the other options considered, if any, the reasons why such options were rejected and a statement that the parent has the right to procedural safeguards.

Consent. Susquehanna County School entities cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents. However, a Susquehanna County School entity may attempt to override the lack of consent for an initial evaluation or reevaluation by requesting the approval of an impartial hearing officer by filing a due process request. Additionally, in the case of a parent's failure to respond to a request to conduct a reevaluation, a Susquehanna County School entity may proceed with the proposed reevaluation without parental consent if it can show that it made a reasonable effort to obtain parental consent and that the parent failed to respond. A public school may not seek a hearing to override the refusal of a parent to consent to an initial placement in special education. Parents have the right to withdraw their consent to special education services at any time. In doing so, they are agreeing to the discontinuation of all special education instruction, supplementary aides, program modifications, adaptations, and services. By withdrawing consent, they are also agreeing to forgo the special rights and protections that apply to children with disabilities and their parents.

Protection in Evaluation Procedures. Evaluations to determine eligibility and the current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias and in the native language of the child. The evaluation must assess the child in all areas related to the suspected disability and include a variety of technically sound instruments, assessment tools and strategies. The assessments and evaluation materials must

be used for the purposes for which the assessments or measures are valid and reliable, must be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessment and must be talked to assess special areas of need. Moreover, evaluation determinations cannot be based upon any single measure or assessment.

Independent Educational Evaluation. If parents disagree with the evaluation conducted by the responsible Susquehanna County School entity, they may request in writing an independent educational evaluation, commonly referred to as an "IEE," at public expense. If an IEE is provided at public expense, the criteria under which the IEE is privately obtained must be the same as the criteria that the responsible Susquehanna County School entity uses when it initiates an evaluation. Information concerning each school entity's evaluation criteria can be obtained through the Office of Special Education or Student Services of that entity. If the Susquehanna County School entity refuses to pay for the IEE, it must immediately request a special education due process hearing to defend the appropriateness of its evaluation.

Due Process Hearing Procedures

The parent or local educational agency, commonly referred to as the "LEA," may request a due process hearing with respect to any matter relating to the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education, commonly referred to as "FAPE". The party requesting the hearing must submit a "Due Process Hearing Request" form to the Office for Dispute Resolution, 6340 Flank Drive, Suite 600, Harrisburg, Pennsylvania 17112; telephone (800) 222-3353; TTY (800) 654-5984. A due process hearing will not proceed until all required information is provided and procedures followed.

Timeline for requesting Due Process. The parent or LEA must request a due process hearing by filing a Due Process Hearing Request within two (2) years of the date the parent or the LEA knew or should have known about the alleged action that forms the basis of the request. There are limited exceptions to this timeline. This timeline will not apply to the parent if the parent was prevented from filing a Due Process Hearing Request due to either (1) specific misrepresentations by the LEA that it had resolved the problem forming the basis of the hearing request, or (2) the LEA's withholding of information from the parent that the LEA was required to provide.

Filing and Service of the Due Process Hearing Request. The party requesting the hearing must send a copy of the Due Process Hearing Request to the other party and, at the same time, to the Office for Dispute Resolution by mail addressed to the Office for Dispute Resolution, 6340 Flank Drive, Suite 600, Harrisburg, Pennsylvania 17112, or by electronic mail addressed to ODR.pattan.net, or by facsimile at (717) 657-5983.

Contents of Due Process Hearing Request. The Due Process Hearing Request must contain the following information:

1. The name of the child, the address where the child lives, and the name of the school the child is attending or, if the child is homeless, available contact information for the child and the name of the school the child is attending;

2. A description of the nature of the problem, including facts relating to such problem; and

3. A proposed resolution of the problem to the extent known and available to the party filing the Due Process Hearing Request.

Challenging Sufficiency of the Due Process Hearing Request. The Due Process Hearing Request will be considered to be sufficient unless the party receiving it notifies the Hearing Officer and the other party in writing within fifteen (15) days of receipt that the receiving party believes the Request does not meet the requirements listed above.

Response to Request. If the LEA has not sent a prior written notice, such as a Notice of Recommended Educational Placement, commonly referred to as a “NOREP”, to the parent regarding the subject matter contained in the parent's Due Process Hearing Request, the LEA must send to the parent, within ten (10) days of receiving the Due Process Hearing Request, a response including the following Information: (1) an explanation of why the LEA proposed or refused to take the action raised in the Hearing Request, (2) a description of other options the Individualized Education Program (“IEP”) Team considered, if any, (3) and the reasons why those options were rejected, (4) a description of each evaluation procedure, assessment, record, or report the LEA used as the basis for the proposed or refused action and (5) a description of the factors that are relevant to the proposal or refusal. Filing this response to the parent's Due Process Hearing Request does not prevent the LEA from challenging the sufficiency of the Due Process Hearing Request. If it is the parent receiving the Due Process Hearing Request, then a response to the Due Process Hearing Request must be sent to the other side within ten (10) days of receipt of the request. The response should specifically address the issues raised in the Due Process Hearing Request.

Hearing Officer Determination of Sufficiency of the Due Process Hearing Request. Within five (5) days of receiving a party's challenge to the sufficiency of the Due Process Hearing Request, the Hearing Officer must make a determination based solely on the information contained within the Request whether the Request meets content requirements listed above. The Hearing Officer must immediately notify both parties in writing of his or her determination.

Subject Matter of the Hearing. The party requesting the due process hearing is not permitted to raise issues at the due process hearing that were not raised in the Due Process Hearing Request (or Amended Due Process Hearing Request) unless the other party agrees otherwise.

Resolution Session. Before a due process hearing can take place, the LEA must convene a preliminary meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the Due Process Hearing Request in an attempt to resolve those issues without the need to proceed to a due process hearing. This preliminary meeting must be convened within fifteen (15) days of the receipt of the Due Process Hearing Request. A representative of the LEA who has decision-making authority must be present at this meeting. The LEA may not have an attorney attend the meeting unless the parent is also accompanied by an attorney. Parent advocates may attend the meeting. At the meeting, the parent will discuss the Due Process Hearing Request, and the LEA will be provided the opportunity to resolve the Due Process Hearing Request unless the parent and the LEA agree, in writing, to waive this meeting, or agree to use the mediation process. If the parent

and LEA resolve the issues in the Due Process Hearing Request at the preliminary meeting, they must put the agreement terms in writing, and both the parent and a representative of the LEA who has the authority to bind the LEA must sign the agreement. The agreement is a legally-binding document and may be enforced by a court. Either the parent or LEA may void the agreement within three (3) business days of the date of the agreement. After three (3) business days, the agreement is binding on both parties.

Amended Due Process Hearing Request. Either the parent or a LEA may amend its Due Process Hearing Request only if the other party consents in writing to the amendment and is given the opportunity to resolve the issues raised in the Due Process Hearing Request through a resolution session, or the Hearing Officer grants permission for the party to amend the Due Process Hearing Request. However, the Hearing Officer may grant this permission not later than five (5) days before a due process hearing occurs.

Timeline for Completion of Due Process Hearing. If the LEA has not resolved the Due Process Hearing Request within thirty (30) days of receiving it, or within thirty (30) days of receiving the Amended Due Process Hearing Request the due process hearing may proceed and applicable timelines commence. The timeline for completion of due process hearings is forty-five (45) days, unless the Hearing Officer grants specific extensions of time at the request of either party.

Disclosure of Evaluations and Recommendations. Not less than five (5) business days prior to a due process hearing, each party must disclose to all other parties all evaluations completed by that date, and recommendations based on the offering party's evaluations that the party intends to use at the due process hearing. Failure to disclose this information may result in a Hearing Officer prohibiting the party from introducing the information at the hearing unless the other party consents to its introduction.

Due Process Hearing Rights. The hearing for a child with a disability or thought to have a disability must be conducted and held in the LEA at a place and time reasonably convenient to the parent and child involved. The hearing must be an oral, personal hearing and must be closed to the public unless the parent requests an open hearing. If the hearing is open, the decision issued in the case, and only the decision, will be available to the public. If the hearing is closed, the decision will be treated as a record of the child and may not be available to the public. The decision of the Hearing Officer must include findings of fact, discussion, and conclusions of law. Although technical rules of evidence will not be followed, the decision must be based upon substantial evidence presented at the hearing. A written or, at the option of the parent, electronic verbatim record of the hearing will be provided to the parent at no cost. Parents may be represented by legal counsel and accompanied and advised by individuals with special knowledge or training with respect to the problems of children with disabilities. Parents or parent representatives must be given access to educational records, including any tests or reports upon which the proposed action is based. A party has the right to compel the attendance of and question witnesses who may have evidence upon which the proposed action might be based. A party has the right to present evidence and confront and cross-exam witnesses. A party has the right to present evidence and testimony, including expert medical, psychological, or educational testimony.

Decision of Hearing Officer. A decision made by a Hearing Officer must be made on substantive grounds, based upon a determination of whether the child received a FAPE. In disputes alleging

procedural violations, a Hearing Officer may award remedies only if the procedural inadequacies impeded the child's right to a FAPE; significantly impeded the parents opportunity to participate in the decision-making process regarding the provision of a FAPE to the child; or caused a deprivation of educational benefits. A Hearing Officer may still order a LEA to comply with procedural requirements even if the Hearing Officer determines that the child received a FAPE. The parent may still file a Complaint with the Bureau of Special Education within the Pennsylvania Department of Education regarding procedural violations.

Civil Action. A party that disagrees with the findings and decision of the Hearing Officer has the right to file an appeal in state or federal court. In notifying the parties of the decision, the Hearing officer shall indicate the courts to which an appeal may be taken. The party filing an appeal is encouraged to seek legal counsel to determine the appropriate court with which to file an appeal. A party filing an appeal to state or federal court has ninety (90) days from the date of the decision to do so.

Attorney's Fees. A court, in its discretion, may award reasonable attorney's fees to the parent of a child who is a prevailing party or to a State Educational Agency or LEA against the attorney of the parent who files a Due Process Hearing Request or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of the parent who continued to litigate after the litigation clearly became frivolous, unreasonable or without foundation; or to a prevailing State Educational Agency or LEA against the attorney of the parent, or against the parent, if the parent's Due Process Hearing Request or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation. Fees awarded will be based on rates prevailing in the community in which the action or proceeding arose for the kind and quantity of attorney services furnished.

The federal law imposes certain requirements upon the parent and LEA and in some circumstances may limit attorney fee awards. Parents should consult with their legal counsel regarding these matters. The following rules apply: Attorney's fees may not be awarded and related costs may not be reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to the parent if the offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedures, or, in the case of an administrative hearing, at any time more than ten (10) days before the proceeding begins; the offer is not accepted within ten (10) days; and the court finds that the relief finally obtained by the parent is not more favorable to the parent than the offer of settlement. Attorney's fees may not be awarded for time spent attending any meeting of the IEP team unless the meeting is convened as a result of an administrative proceeding or judicial action. A due process resolution session is not considered to be a meeting convened as a result of an administrative hearing or judicial action, nor an administrative hearing or judicial action for purposes of reimbursing attorney's fees. The Court may reduce the amount of any attorney's fee award when: (a) the parent, or the parent's attorney, during the course of the action or proceeding unreasonably protracted the final resolution of the controversy; (b) the amount of the attorney's fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience; (c) the time spent and legal services furnished were excessive considering the nature of the action or proceeding; or (d) the attorney representing the parent did not provide to LEA the appropriate information in the Due Process Hearing Request. These reductions do not apply in any action

or proceeding if the court finds that the State or LEA unreasonably protracted the final resolution of the action or proceeding.

Child's Status During Administrative Proceedings. Except for discipline cases, which have specific rules, while the due process case, including appeal to a court of competent jurisdiction, is pending, the child must remain in his or her present educational placement unless the parent and LEA or State agree otherwise. If the due process hearing involves an application for initial admission to public school, the child, with parental consent, must be placed in the public school program until completion of all the proceedings, unless the parent and LEA agree otherwise.

Private School Tuition Reimbursement. In some cases, parents of children who were identified by the public school as eligible for special education and related services and who received such services can recover in a due process hearing or from a court an award of private school tuition reimbursement. Parents can also receive such awards if their child was in need of special education and related services but were not offered such services in a timely manner. To obtain an award of tuition reimbursement, parents must notify their public school of their intent to enroll their child in a private school either verbally at the last IEP team meeting prior to withdrawing their child or in writing received by the public school at least ten days prior to the date on which the child is withdrawn from public school. Parents can obtain tuition only when they can prove at a special education due process hearing that (1) the public school failed to offer an appropriate program or placement to the child, (2) the parents therefore placed their child in a private school, and (3) the private school placement was proper. Tuition reimbursement awards can be denied or reduced if the parent's behavior was improper or if the parents delay unreasonably in asserting a claim against the public school in a due process hearing. **Such awards can also be denied or reduced if the parents fail to do one of the following: (1) notify the public school of their intent to place the child in a private school at public expense during the last IEP team meeting prior to the planned placement, or (2) notify the public school in writing of their intent to place the student in a private school at public expense at least ten days before withdrawing the student for that purpose.**

Mediation. Parties may agree to submit their dispute to the mediation process by requesting mediation from the Office for Dispute Resolution. Mediation may be requested in place of or in addition to a due process hearing. If a hearing is also requested, mediation cannot delay the scheduling of the due process hearing, unless the Hearing Officer grants a continuance for that purpose at the request of a party. An impartial, trained mediator facilitates the mediation process, which is scheduled at a time and location convenient to the parties. The parties are not permitted to have attorneys participate in the process. Any resolution reached through mediation must be reduced to writing, which will be binding on the parties.

Rights under Section 504 of the Rehabilitation Act of 1973. As noted above, some students with disabilities who are not in need of special education and related services are nevertheless entitled to adaptations and accommodations in their school program or in the physical environment of school buildings, grounds, vehicles, and equipment, when such adaptations or accommodations are required to enable the student to access and participate meaningfully in educational programming and extracurricular activities. Parents are entitled to a written description of the adaptations and accommodations that the public school is willing to offer. This written description is called a "service agreement" or "accommodation plan." The rights and protections described above under the headings "Notice," "Consent," "Protection in Evaluation

Procedures," and "Maintenance of Placement" apply to students receiving adaptations and accommodations under Section 504. Parents who have complaints concerning the evaluation, program, placement, or provision of services to a student may request either an informal conference with the public school or a due process hearing. The hearing must be held before an impartial hearing officer at a time and location convenient to the parents. Parents have the right to request a free written or electronic transcript or recording of the proceedings, to present evidence and witnesses disclosed to the public school, to confront evidence and testimony presented by the public school, to review their child's complete educational record on request before the hearing, to receive a written decision from the hearing officer, and to be represented by counsel or an advocate of their choice. An appeal may be taken from the decision of the hearing officer to a court of competent jurisdiction.

Compliance Complaints. In addition to the above hearing rights, parents and others with complaints concerning the education of a child with disabilities or violations of rights guaranteed by either the IDEA or Section 504 may file complaints with the Pennsylvania Department of Education, which must investigate such complaints and issue written findings and conclusions. Information concerning such complaints can be obtained at the following address:

Pennsylvania Department of Education
Bureau of Special Education
Division of Compliance Monitoring and Planning
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333
(800) 879-2301

Students Who are Mentally Gifted

All Susquehanna County School entities, except charter schools, also offer special education services, in the form of acceleration or enrichment, for students who are identified by a gifted multidisciplinary team ("GMDT") as "mentally gifted." A child is considered mentally gifted when his or her cognitive ability or other factors, as determined by a multidisciplinary team evaluation, indicate that he or she has outstanding intellectual ability the development of which requires special programs and services not ordinarily available in the general education program. The school entity engages in screening activities during regular classroom instruction and uses the data thus generated to determine whether a GMDT evaluation is warranted. In addition, parents may request gifted screening or a GMDT evaluation at any time. Parents are part of the GMDT and, if their child is determined to be mentally gifted, are part of the development and annual review and revision of their child's gifted individualized educational program ("GIEP") as a member of the GIEP team. The GIEP describes the present levels, annual goals and measurable objectives, and specially designed instruction and related services through which the District will provide the enrichment or acceleration, or both, that is needed to develop the outstanding mental ability of the child. Parents of students who are mentally gifted have the right to request a special education due process hearing or to file a compliance complaint with the Pennsylvania Department of Education at the above address. Details concerning the procedures governing hearing requests can be found on the Website of the Office for Dispute Resolution at http://www.pattan.k12.pa.us.

A child can be identified as both a child with a disability and mentally gifted. In such cases, the rights of the child and his or her parents are governed by the rules applicable to children with disabilities and their parents, as described above.

Student Records

All Susquehanna County School entities maintain records concerning all children enrolled in public school, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda, and other education-related documents. Records can be maintained on paper, on microfiche, on audio or videotape, and electronically. Records can be located in the central administrative offices of the public school, the administrative offices of the Northeast Intermediate Unit, the school building or building at which the student attended or attends school, private schools and facilities at which the public school has placed the child for educational purposes, central storage facilities and electronic storage systems, and in the secure possession of teachers, building administrators, specialists, psychologists, counselors, and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

Records are maintained as long as they remain educationally relevant. The purposes of collecting and maintaining records are (1) to ensure that the child receives programs and services consistent with his or her IEP; (2) to monitor the ongoing effectiveness of programming for the child; (3) to document for the public school and the parents that the student is making meaningful progress; (4) to satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; and (5) to inform future programming for and evaluations of the child. When educational records, other than those which must be maintained, are no longer educationally relevant, the public school must so notify the parents in writing and *may* destroy the records or, at the request of the parents, *must* destroy them. Public schools are not required to destroy records that are no longer educationally relevant unless the parents so request in writing.

The Pennsylvania Department of Education (“PDE”) will destroy or have destroyed all test booklets for the Pennsylvania System of School Assessment (“PSSA”), Keystone Exams, and Pennsylvania Alternative System of Assessment (“PASA”) one year from the date on which student results are delivered. PDE will also destroy or have destroyed all answer booklets for the PSSA and Keystone exams and all media recordings for the PASA three years from the date on which the assessment is completed.

Parent consent. Parent consent is required in writing prior to the release of any personally identifiable information concerning a child with disabilities. Parent consent is not required, however, prior to the release of information (1) to a hearing officer in a special education due process hearing; (2) to public school officials, including staff and contractors, with a legitimate

educational interest in the information; (3) to officials or staff of other schools and school systems at which the student is enrolled or intends to enroll; (4) to federal or state education officials and agencies and to the Comptroller of the United States; (5) to accrediting organizations to carry out their accrediting functions; (6) to comply with a lawful subpoena or judicial order; (7) in conjunction with a health or safety emergency to the extent necessary to protect the health and safety of the child or others; or (8) that the public schools have designated as "directory information." Disclosure without consent of the parent is subject to certain conditions more fully described in the Family Educational Rights and Privacy Act, 20 U.S.C § 1332g, and its implementing regulation, 34 C.F.R. Part 99.

Parent access. Upon submitting a request to do so in writing, parents have the right to access the educational records of their child within forty five days or before any due process hearing or IEP team meeting, whichever is sooner. Access entitles the parent to the following: (1) an explanation and interpretation of the records by public school personnel; (2) copies of the records if providing copies is the only means by which the parent can effectively exercise his or her right of inspection and review; and (3) inspection and review of the records by a representative of the parent's choosing upon presentation to the records custodian of a written authorization from the parent. The public school can charge a fee not to exceed its actual costs for copying records.

"Directory information." Public school entities designate certain kinds of information as "directory information." The public schools of Susquehanna County typically designate the following as "directory information": (1) the name, address, telephone number, and photographs of the child; (2) the date and place of birth of the child; (3) participation in school clubs and extracurricular activities; (4) weight and height of members of athletic teams; (5) dates of attendance; (6) diplomas and awards received; (7) the most recent previous institution or school attended by the child; and (8) names of parents, siblings, and other family members. The District will provide this information to any interested person, including armed forces recruiters who request it, without seeking consent from the parents of the student or the student. Parents who do not want the District to disclose such information *must so notify the District in writing on or before the first day of the school term.* Written notice must identify the specific types of directory information that the parent does not want the District to disclose without consent. If the parent fails to notify the District in writing by the first day of the school term, the District may release directory information upon request and without consent.

Disclosure of records containing personally identifiable information to other schools and institutions. Public school entities disclose personally identifiable information concerning students to educational agencies or institutions at which the student seeks to enroll, intends to enroll, or is enrolled, or from which the student receives services, when that agency or institution requests such records.

Access to records by school officials with a "legitimate educational interest." School officials with a legitimate educational interest in the personally-identifiable information contained in education records can have access to personally identifiable information without parent or student consent. Each school entity designates in its education records policy those persons who have a "legitimate educational interest" that would allow such access to education records. Such persons typically include teachers of the child, building administrators, guidance counselors to whom the child is assigned, members of instructional support and multidisciplinary

teams in the course of screening and evaluation activities, records custodians and clerks, public school administrators with responsibility for programs in which the student is enrolled or intends to be enrolled, school board members sitting in executive session in consideration of matters concerning the child upon which only the school board can act, program specialists and instructional aides working with the child, therapeutic staff working with the child, and substitutes for any of the foregoing persons

Amendment of education records. After reviewing records, a parent or a student who has attained the age of 18 can request that records be amended. The school will make the requested changes or reject the request within forty-five days of the receipt of the request in writing. If the school rejects the request, the parent or student may request an informal hearing. The hearing can be held before any public school official who does not have a direct interest in its outcome. If the parents are dissatisfied with the outcome of the informal hearing, they may submit to the public school a statement outlining their disagreement with the record. The school thereafter must attach a copy of that statement to all copies of the record disclosed to third parties.

Complaints to the United States Department of Education. Complaints concerning alleged failure of a public school entity to comply with the requirements of the Family Educational Rights and Privacy Act may be addressed to the United States Department of Education as follows:

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

More detailed information concerning the student records policies of each Susquehanna County School entity, including information concerning the definition of the terms “directory information” and “school official with a legitimate educational interest,” the process of excluding individual child information from disclosure as “directory information,” and the process for seeking amendment of school records, can be obtained by contacting the Local School Entity at the addresses provided below.

This notice is only a summary of the special education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child contact the responsible Susquehanna County School entity listed below. For preschool age children, information can also be obtained, and screenings and evaluations requested, by contacting the Northeast Intermediate Unit.

Northeastern Educational Intermediate Unit 19
Abington Heights/Ms. Kaley Noonei (570) 585-8278
Blue Ridge/Ms. Holly Johnson (570) 465-3141
Carbondale Area/Ms. Heather Tolerico (844) 330-2273
Dunmore/Ms. Courtney Degnon (570) 207-9590
Elk Lake/Ms. Marybeth Howell (570) 278-1106
Forest City Regional/Ms. Michelle Lesjack (570) 785-2444

Lackawanna Trail/Ms. Amie Talarico (570) 945-5184
Lakeland/Ms. Julie Strain (570) 254-9485
Mid Valley/Ms. Lisa Havran (570) 307-2165
Montrose Area/Mr. Patrick Matthews (570) 278-6219
Mountain View/Ms. Erica Loftus (570) 434-8537
North Pocono/Ms. Katrina Aiello (570) 842-3957
Old Forge/Ms. Michelle Hopkins (570) 457-6721
Riverside/Ms. Kristin Samsell (570) 562-2121
Scranton/Ms. Ann Genett (570) 348-9492
Susquehanna Community/Ms. Elizabeth Shivock (570) 853-4921
Valley View/Mrs. Christine Burak (570) 876-4110
Wallenpaupack Area/Dr.Tanya Carrelle (570) 226-4557
Wayne Highlands/Ms. Amanda Kerna (570) 253-3402
Western Wayne/Ms. Jennifer DeNike (800) 321-9973
NEIU 19/Ms. Kelly Dickey (570) 876-9215
NEIU 19 Early Intervention/Ms. Colleen Penzone (570) 876-9337
NEIU 19 Non-Public/Ms. Eliza Vagni (570) 876-9220
Howard Gardner MI Charter School/Ms. Cathy Opshinsky (570) 941-4100
Fell Charter School/Mr. Tim Casey (570) 282-519

The school entity or charter school will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran. No preschool, elementary or secondary school pupil enrolled in a school district, Intermediate Unit, or charter school program shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship. **Annual Public Notice of Special Education Services and Programs, Services for Gifted, Homeless, Migrant Students and Services for Protected Handicapped Students, To Parents who reside in one of the Twenty Constituent School Districts of the Northeastern Educational Intermediate Unit: Mountain View School District.**

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

Notice to Parents: According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities.

School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973, McKinney-Vento Homeless Assistance Act, Education for Homeless Youth 42USCA 11431. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14

shall take precedence. This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the web site. Children ages three through twenty-one can be eligible for special education programs and services, including youth incarcerated in adult facilities and/or residential/detention facilities, homeless and migrant children, wards of the state, and private school students. If parents believe that the child may be eligible for special education, the parent should contact the appropriate staff member identified at the end of this public notice. Children aged three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least 3 years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas. (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information you may contact Kelly Dickey, NEIU 19 Early Intervention and Special Education Supervisor at (570) 876-9215.

Evaluation Process:
Each school district, intermediate unit, and charter school has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school which your child attends. Telephone numbers and addresses can be found at the end of this notice.
Parents of preschool age children, ages three through five, may request an evaluation in writing by addressing a letter to Kelly Dickey, NEIU 19 Early Intervention and Special Education Supervisor, 1200 Line Street, Archbald, PA 18403.

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

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

Confidentiality of Information:
The School Districts, Intermediate Units, and Charter Schools maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information. Uninterrupted Scholars Act, which became law in January 2013, allows a district to disclose education records of a student to an agency caseworker or representative from the state or a local child welfare agency or to a tribal authority if that person is determined to have a right to access and the agency/tribal authority is legally responsible for the student's care and protection. For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA). This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents.
For more information or to request evaluation or screening of a public or private school child, contact the responsible school entity listed below:
For preschool age children: information, screenings and evaluation requests may be obtained by contacting the Director of Early Intervention and Special Education at the Northeastern Educational Intermediate Unit 19: Kelly Dickey: (570) 876-9215.

For school age children: information, screenings and evaluation requests may be obtained by contacting:

Mrs. Erica Loftus,
Director of Special Services
Mountain View School District
11748 State Route 106
Kingsley, PA 18826
Phone: (570) 434-8437

McKinney-Vento Homeless Education Program

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently reauthorized in December 2015 by the Every Student Succeeds Act (ESSA). 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 meet 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 LEA Homeless Liaison, Ms. Erica Loftus, at 570-434-8437.