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General School Information/Policies/Procedures

School Hours
- Students are expected to be in their classrooms by 7:45 AM.
- The student day ends at 2:10 PM.
- Breakfast is available for all students from 7:15-7:35 AM
- Doors open at 7:15 AM. Walkers/car riders should not arrive before 7:15 AM. Classes start at 7:45 AM.
- Students are dismissed at 2:05 PM. Car riders and walkers are dismissed after busses are dismissed.
- Teachers will be in the school until 3:00 PM.
- School offices are open from 7:15 AM - 3:15 PM.

Late Arrival
If the student arrives late to school, a parent or guardian should walk them into the school building and provide the appropriate excuse in writing.

Sign Out Procedures During the School Day
1. The student will not be released unless a parent or guardian visits the school office to sign them out. A note should be sent to the classroom teacher on the morning a student is going to leave early or if other routine changes are being requested.
2. Identification will be required to sign a student out of school. Students will not be released to anyone without written permission from the parent/guardian.
3. Signing out early not only means lost instructional time for the student, but it is also disruptive to the teaching and learning activities being conducted in the classroom.
4. Signing a student out early to avoid dismissal traffic is not allowed.

Dismissal/After School Procedures
- In temporary emergency or extenuating situations – when the child is getting off the bus at a different stop or going on a different bus – we must have notes giving permission from ALL adults involved. (refer to page 37 for the Emergency Transportation Form).
- If the student is walking to a friend's home or is being picked up by another parent, both parents/guardians must send notes giving their permission.
- Please do not call the school office after lunch to change after school plans for your child unless it is an emergency.
- Adults are to follow building specific drop off/pick up procedures. Vehicles are not permitted in the bus lanes.

Enrollment
Upon initial enrollment at the District Office, you must provide:
- Proof of student’s age
- Proof of residence
- Immunization records form

More detailed information is available on our website under Student Registration.
Welcome Visitors!

Ring the buzzer at the single door outside the office, and we will be able to speak to you and then unlock the door.

All parents and visitors must sign in at the school office immediately upon entering the school building. All volunteers must have their current volunteer clearances in accordance with MCSD guidelines. A badge is available in the office and must be worn while you are on school grounds.

Emergency Form/Change of Address

It is extremely important that parents/guardians provide the school with current phone and cell numbers for contact in case of emergencies. An emergency form is issued at the start of each school year for parents/guardians to complete. It is the responsibility of parents/guardians to keep the school informed of any address or phone/cell changes, and to provide emergency contact information.

If during the year you change your address, please fill out the Change of Address Form, and provide updated Proof of Residency.

Safety Drills Events

The Manheim Central School District strives to provide a safe and secure learning environment for all students, faculty, and staff members. If an emergency arises, the Emergency Operations Manual provides detailed steps for staff and administration to follow, for the safety of all students and staff. This manual is located in each school’s office.

During each school year, we practice several types of safety drills with our students: monthly fire drills, severe weather drills, bus evacuation drills (fall and spring) and intruder/lockdown drills. Our staff members have procedures that have been reviewed with our students and will be followed when our drills take place.

Emergency School Closing

During the school year, it may become necessary to close school or to delay opening for a period of time due to an emergency. When these emergencies occur, announcements regarding Manheim Central will be given to the local radio and television stations. Please consult the district calendar for specific stations/channels.

Also, the Blackboard Connect Alert System will be activated and phone calls will be made to your Blackboard Connect emergency contact numbers. Whenever possible, a decision regarding school closing or a delay in opening will be made by 5:30-6:00 AM and communicated to the stations as quickly as possible thereafter.

When a Blackboard Connect Message is sent from the district, 717-664-8549 is the number that will be indicated on caller ID. Emergency information will also be displayed on the district homepage - https://www.manheimcentral.org

Please discuss with your child alternative plans for a place to go after school in the event of an emergency early dismissal due to weather conditions, etc. It is important for your child to know where he/she is to go or what he/she is to do when arriving home so the child will feel secure in the emergency situation.

Emergency Preparedness Guidelines

Should an emergency situation ever arise within the district or in the immediate area while school is in session, Manheim Central School District has a detailed plan formulated to respond to both human-caused and natural disasters. Please know that Manheim Central School District is taking measures to provide a safe environment for your child(ren).

In the case of an emergency occurring during school hours, students will be cared for at the school or at a predetermined evacuation site until a parent/guardian/emergency contact person can pick them up, or until it is
safe to transport children to their homes by school district transportation. The Manheim Central School District requests that the parent/guardian/emergency contact person follow the guidelines below during an emergency.

During an Emergency:

Do not call the school. Telephone lines will be needed for emergency purposes. Parents and guardians will be notified of the situation by a district representative. This notification may occur by phone, internet, and/or general media. The District website is https://www.manheimcentral.org.

When notified, you or a responsible adult, who has been identified on the "School Emergency Information Card", may pick up your child(ren). All individuals picking up child(ren) must show identification and sign for the child(ren). If you are authorizing another person who is identified on your emergency card to assume responsibility for your child(ren), please consider the following:

- He/she is 18 years of age or older.
- He/she is usually home during the day.
- He/she could walk to school if necessary.
- He/she is known to your child.
- He/she is both aware of and able to assume this responsibility.

Please note that individuals other than the parent/guardian/emergency contact will not be permitted to pick up a child.

If it becomes necessary to pick up your child(ren), the District will notify parent/guardian where you can pick up your child(ren) known as the reunification site. It is important that parents/guardians/emergency contact persons follow the reunification guidelines communicated to the parent/guardian/emergency contact person and posted at the reunification site. School representatives will also be available to assist you at the reunification site.

If you have any concerns or questions, please contact your child’s school.

Photographs

Parents/guardians do have the right to prohibit the District from photographing or filming/digitally record their child for use in school publicity releases. Each year the District develops a Do Not Photograph list to help ensure that it complies with parent/guardian wishes. If you wish that your child NOT be photographed or filmed while participating in school activities, please check the appropriate lines on the back of the Student Emergency Form.

Students on the Do Not Photograph list may still be photographed or filmed by classroom teachers for classroom bulletin boards, presentations, etc. The Do Not Photograph list only precludes the District from using pictures or video footage of listed students as part of the school publicity release. Parents/guardians must notify classroom teachers directly to prohibit them from photographing or filming their child for use in classroom displays.

Custody Agreements

Whenever one parent has a custody agreement that restricts the rights of the other natural parent, the school should be notified. If there is a restriction from picking up the child or viewing the child’s records, it is up to the custodial parent to notify the school in writing, including specific legal documentation.

Cycle Days

All elementary schools operate on a five-day cycle, beginning with Cycle Day 1 on the first day of school. If school is interrupted due to a conference day, vacation day, etc., the cycle day schedule is also interrupted until school resumes. Example: If this Tuesday is Cycle Day 1, and Wednesday is a day off school, Thursday would
become Cycle Day 2. This schedule ensures that your child will not miss any scheduled classes. It is important to keep track of what cycle day it is for library books, physical education apparel, instrument lessons, etc.

**Delivering Items to School**

When bringing items to be dropped off during the school day, items must be left in the main office for school personnel to deliver, so as not to interrupt instructional time.

**Distribution of Non-School Related Material**

Parents, community organizations and businesses who wish to distribute any written material or objects during school hours, must have prior approval from the District Office. This would include items such as flyers, posters, pencils or pens with advertising on them, etc.

**Library Books**

Library books will be exchanged weekly. Parents are responsible for paying for books that are lost or damaged.

**Party Invitations**

Private party invitations are only to be distributed at school when the entire classroom, all the boys or all the girls are invited. This often creates embarrassment and some hurt feelings for students not invited. Distribution time will be at the teacher’s discretion.

**Lost and Found**

All lost and found books, jackets, outerwear, lunch boxes and valuables are to be sent to the office. Lost articles may be claimed from the office or designated location. Parents are encouraged to put student’s name in and on all belongings. Unclaimed lost and found items may be donated to local charities/agencies at the conclusion of the school year.

**Due Process**

School district officials use the following sources to guarantee students’ due process rights: Pennsylvania Public School Code, the Regulations of the Pennsylvania State Board of Education, school board rules and regulations, case law requirements, PA School Board Association (PSBA) recommendations, and student handbooks. The Manheim Central School District Policy Manual is available on the Manheim Central School District website for review by parents/guardians and students.

**Classroom Visitation**

Parents are welcome to visit the school, as they are an important part of a child’s education and learning. If you wish to visit your child’s classroom, please obtain the permission of the principal in advance by calling the school office. The principal will notify the teacher of the time and date of the arranged visit.

**Electronic Devices**

Items such as iPods, mp3 players, toys, games, radios, cameras, skateboards, video games, boom boxes, CDs, balls, water guns, junk food, trading cards, roller blades, sports equipment, any toy or technology from home, and other items that interfere with the learning environment should not be brought to school. Parents must pick up any confiscated items from the office. The school is not responsible for lost or stolen items.
Student Dress and Appearance

We at Manheim Central believe that student dress and overall appearance should foster a positive and productive school environment and should reflect pride in one’s self as well as in our school. We further believe that student dress and appearance is a shared responsibility of the home and the school. The following principles, procedures, and guidelines will be in effect at all times with appropriate exceptions made on specifically designated school-wide special occasions such as Hat Day, Dress-up Day, etc.

1. Because of perpetual change in fashion trends, no specific guidelines as to type and style of dress will be issued.

2. Four basic guidelines will govern all questions related to school attire:
   a. Clothes should be in good taste and be worn so as to reflect modesty.
   b. Clothes should be clean and in good repair.
   c. Clothing should not endanger the health or safety of either the wearer or any other individual.
   d. Clothing should help foster an academic atmosphere, not be disruptive to the educational process.

3. The following are not appropriate for school attire:
   a. Clothing that promotes, encourages or depicts any form of drug (including alcohol), cult, gang or satanic activity, or graphic illustration of violence.
   b. Clothing that is suggestive, revealing, obscene or contains any sexual innuendo or vulgar language.
   c. Caps, hats, bandanas or other head coverings (except for religious observance).
   d. Dresses, skirts or shorts that are too short (end of fingertips when standing).
   e. Shoulder or back baring attire.
   f. Tank tops – straps must be 2 fingers wide. No spaghetti straps.
   g. Tops or pants that do not meet at the waist.
   h. Garments which are ripped, frayed, cut off or have holes in them.
   i. Boxers, low-cut or revealing tops, and Lycra pants without an over-garment.

4. Due to safety concerns, flip flops and open-toed shoes are strongly discouraged. Students will not be allowed to participate in physical education or to play on playground equipment.

5. The right of interpretation and enforcement resides with the school faculty and administration.

6. Students whose attire is not in accordance with the above guidelines will be required to take immediate action to comply with the guidelines.

7. Any request for exceptions to the above guidelines or their interpretation may be presented to the building administrator.

8. In all instances, the rights of the individual student will be protected in accordance with the provisions of the United States Constitution and The Pennsylvania Bill of Student Rights and Responsibilities.

The final decision, with regard to dress code, rests with the building principal.

Physical Education Attire

Students are required to participate in physical education class regularly. All students should wear gym shoes (sneakers) on days when they are scheduled for physical education class. Although gym uniforms are not needed for elementary students, dresses or skirts should not be worn on the day they have physical education class.

Field Trips

Information regarding school approved field trips will be communicated to parents throughout the school year. Students on school-sponsored field trips remain under the supervision and responsibility of school authority and the rules and regulations of the school.
Volunteering at MCSD

The Manheim Central School District offers many opportunities for parents and community members to be involved in the educational experience of students. The District values the strong community and school partnership which enriches the education of students and allows the community to become more familiar with the District’s many offerings and events. In an effort to continue this strong relationship and ensure the safety needs of students, the District requires specific clearances depending on a person’s level of involvement/interaction with students. If interested in serving as a volunteer, please visit the Volunteering Page on the District Website.

Chaperone Guidelines

First and foremost, we would like to thank you for your interest in our students and your willingness to serve as a chaperone. To make this trip as educational and nurturing as possible, we ask that you follow a few simple guidelines. The students will look to you as an adult role model and the teacher(s) will ask you to be directly responsible for implementing his/her instructions for the trip. It should be understood that while the students are not physically in the school building, they are under the school policies that would be in effect as if they were. This will certainly create a safe, educational, and wholesome experience for all participants.

Below are a few guidelines that we would ask you please to follow as a chaperone for your child’s field trip:

1. Supervise the students as per teacher’s instructions.
2. Small children should not accompany chaperones on the trip.
3. Dress appropriately (modesty and safety); clothes advertising drugs, alcohol, tobacco, or violence should not be worn.
4. Be prompt (when meeting time deadlines).
5. Follow limits set for spending money, etc.
6. Do not discuss your child’s academic/behavior progress/concerns with the teacher.
7. Fulfill the expectations the teacher sets for the trip’s itinerary.
8. Follow the bus policy.
9. Ideas and opinions should be expressed in a respectful manner.
10. No smoking or use of tobacco products (Act 45).
11. Weapons, including replicas, are prohibited at any school-sponsored activity (Act 26).
12. Chaperones must ride the bus unless otherwise specified.

Birthday Treats/Classroom Snacks/Outside Food

With a growing number of food allergies and dietary concerns, we are requesting that parents and students refrain from bringing edible treats to school as a form of celebration.

Manheim Central takes great pride in making our students feel special on their birthday with announcements, classroom songs, etc. If you would like to recognize your child on their birthday, we encourage you to share a non-edible item that supports the learning process. Some ideas may include a classroom book (signed and dated by the student), pencils, erasers, etc.
Academic Information

Parent Conferences

In an effort to encourage home – school communication and engage parents/guardians in their child’s learning, Parent-Teacher conferences will be scheduled in November and March according to the following schedule:

- Back to School Night for ALL elementary schools will be September 14th from 6-8 PM
- Fall Conference Dates: November 20 (5-8 PM) and November 21 (12-3 PM, 5-8 PM)
- Spring Conference Dates: March 27 (5-8 PM) and March 28 (12-3 PM, 5-8 PM).

PSSA

Pennsylvania System of School Assessments (PSSA) are given in the spring of each school year in grades 3 and 4. All students in 3rd & 4th grades will be assessed in both English Language Arts (ELA) and Math. 4th graders will also be assessed in Science.

The Pennsylvania System of School Assessment categorizes student achievement into four performance levels. These performance levels have been adopted under Chapter 4 of the Pennsylvania School Code in the areas of mathematics, reading and writing. These descriptors are used to indicate student performance on the PSSAs.

- Advanced: The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Core Standards.
- Proficient: The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Core Standards.
- Basic: The Basic Level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Core Standards. This work is approaching satisfactory performance but has not reached it. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.
- Below Basic: The Below Basic Level reflects inadequate performance. Below Basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Core Standards. There is a major need for additional instructional opportunities and/or increased student commitment to achieve the Proficient Level.

Assessment Schedule for 2017-2018

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Homework

Meaningful homework is given to reinforce skills that have been presented, to extend or enrich beyond classroom instruction, and to develop a sense of responsibility and self-discipline.

As students advance through grade levels, it is typical for them to have approximately 10 minutes of homework for the grade in which they are in school (i.e. 2nd grade would receive 20 minutes of homework). It should be stressed, however, that students vary in the time it takes to complete an assignment. If your child is having particular difficulty or is spending an excessive amount of time completing homework on a regular basis, the
parent should discuss this with the teacher. We encourage parents to check-in daily with their child about their assignments and to assist without actually doing the homework.

The type of assignments, when they are assigned, and how they are checked is determined by the classroom teacher. Teachers will communicate with students and parents at the beginning of the school year explaining their homework procedures and expectations regarding responsibilities of the students. This will include what consequences will occur when students fail to be responsible for their work, and assignments are incomplete or late. Modifications to homework procedures can be made for students, as deemed necessary, on a case-by-case basis.

If your child is absent, please call the school office before lunch to request assignments. These assignments may be picked up in the office after school or sent home with a friend. This will help the child not become overwhelmed when he/she returns to school. Students will have one day for each day of absence to complete his/her assignments. It is unreasonable to expect an ill child to complete several days of work in one evening. In the event of extenuating circumstances, you may want to contact your child’s teacher.

Pennsylvania’s Multi-Tiered System of Supports (PA-MTSS)
Multi-Tiered System of Supports (MTSS) is a comprehensive system of supports that includes standards aligned, high quality instruction, universal screening, and data based decisions that are founded on what the learner needs. MTSS represents a broad set of evidence based best practices that may be implemented to include academics and behavior within a systematic problem solving practice. MTSS is intended to help ALL students meet with continual academic and behavioral success.

Promotion and Retention
In all cases of retention, the parents/guardians shall be fully involved and informed throughout the process. Parents/Guardians and students shall be informed of the possibility of retention of a student well in advance.

Academic achievement, attitude, effort, work habits, behavior, attendance and other factors related to learning shall be evaluated regularly and communicated to students and parent/guardians.

The district shall utilize multiple measures of academic performance as determinants in promotion and retention decisions.

Attendance Policies
A purposeful, caring attendance policy is an integral part of the school’s effort to provide a meaningful education for all students. The school ascribes to the belief that a student cannot receive maximum benefit from his or her school experiences, nor a parent maximum return on the tax dollar when students are not in regular attendance.

Excuses
Students are required to give signed excuses for all absences, early dismissals and tardy to their teacher on or before the third (3rd) school day following the absence to be considered legal. No excuse will be accepted after the third day following an absence.

Excused Absences
The following are the only absences which are considered excused:

- Illness with return of properly signed excuse form within 3 days of absence
- Funeral
- Pre-approved educational tour or trip (see page 35 for Educational Travel Form)
- Natural disaster or emergency
General Attendance Guidelines

When a student accumulates 10 or more absences, a letter will be sent to the parent or guardian informing them of the absences. Upon accumulation of 5 additional absences after the letter is issued, a second letter will be sent to the parent or guardian requiring a doctor's excuse for all future absences. All subsequent absences not substantiated by a doctor's excuse will be considered illegal. Exceptions to this policy may be made in the case of an extended illness or upon the recommendation of a community agency.

The parent/guardian of a student under 17 years of age, who has one unlawful absence, will receive a letter notifying them of the absence. The parent/guardian will receive another letter after the third and sixth unlawful absence. Any unlawful absences occurring after this will result in a SAIP (Student Attendance Improvement Plan). Successive unlawful absences could lead to prosecution and are subject to a fine as prescribed by the Pennsylvania School Code.

Please be aware of the ruling in the Pennsylvania Commonwealth Court regarding school attendance and kindergarten students. The Court concluded that a kindergarten-age child, once in attendance in a public school kindergarten program, is now subject to compulsory attendance and thus cannot withdraw from kindergarten after starting school without pursuing other educational options. Note that compulsory attendance applies only once the child has actually begun to attend kindergarten. Once the child starts kindergarten, the child is expected to attend school regularly and must comply with the Manheim Central School District’s Attendance Policy #204. It is important to know that violations to this policy may result in fines.

Special Excusals

Requests for early dismissals for medical appointments should be limited to those which cannot be made other than during school hours. Students have 180 minutes/3 hours for dentist/doctor visits (within this time frame no absence/tardy will be marked provided student has doctor verification). When requesting such an early dismissal, an excuse form should be submitted to the classroom teacher no later than the beginning of the school day on which the appointment occurs. This form should include the name and telephone number of the attending doctor or dentist. Medical or dental appointments will be excused only if the student returns with a note or special excuse card from the physician or dentist within 3 days.

Pennsylvania Legislative Act 175 provides for released time for documented religious instruction. Forms to apply for such released time may be secured in the main office and are to be submitted two weeks prior to the intended date(s) of absence from school.

Educational Trips and Policies

Students wishing to be excused for educational experiences such as non-school sponsored sports, hunting, farm show, theater, lessons (music, gymnastics), vacations or trips must secure a request from the office. This form will be completed by the parent/guardian and then returned to school at least two weeks before the scheduled event. Prior approval is required for the absence to be considered excused.

A maximum of five such days will be allowed in one school year. All additional days will be recorded as illegal. It is recommended that these days not be scheduled at the beginning or end of a school term or during the PSSA testing window.

The Educational Travel Form is available for download on the District Website.
Tardiness
A student is considered to be tardy when he/she arrives to school after 7:45AM. Arrival to school after 10:49AM will be considered a half day absence. After six tardy, a student will receive a letter from the school office. Another letter will be sent after another six tardy have accumulated.

Early Dismissals
When the school is in session for a half-day (in-service, etc.) the day will end at 11:10AM and be marked as either a full day absent or a full day in attendance.

*IMPORTANT* – Students who are not in attendance OR who leave school due to illness during the day will NOT be permitted to participate in school extra-curricular activities on that day. This includes all school activities and PTO events.

Title One Information
What is Title 1?
Welcome to a wonderful year of learning for your child! Title 1 is a federally funded program offered each year to students at HC Burgard Elementary, Doe Run Elementary, and the Manheim Central Middle School.

Schools may either run a Targeted Title 1 Program or a Schoolwide Title 1 Program. All schools in Manheim Central are operating a Schoolwide Title 1 Program. This means that ALL students at HC Burgard Elementary, Doe Run Elementary, and Manheim Central Middle School are able to participate in all aspects of the Schoolwide Title 1 Program.

In a Schoolwide Title 1 program, the goal is to improve instruction for all students, particularly those that are low achieving, so they can demonstrate proficiency in meeting state academic standards.

Below are the major components of a Schoolwide Title 1 Program:

1. A comprehensive need’s assessment is used to determine the focus area at each school
2. Each school has a Comprehensive Plan that guides decision making
3. The school engages in schoolwide reform strategies
4. Instruction occurs by highly qualified teachers and assistants
5. Strategies are used to increase parent engagement and involvement
6. Plans exist for transitioning students from early childhood programs to elementary schools, from elementary to middle school, and from middle school to high school
7. Strategies exist to ensure assistance to students in need of support
8. Each year, an annual review of effectiveness occurs with the Schoolwide Planning Committee

At HC Burgard and Doe Run Elementary Schools and at the Manheim Central Middle School, reading intervention and support from reading specialists and assistants for students most in need of increasing reading proficiency have been the focus of Title 1 funding. Furthermore, instructional coaching, in order to build the knowledge and capacity of teachers as far as their professional learning, has been a strategy that has been implemented at both Elementary and Middle School. In addition, both Doe Run and HCB use the Title 1 funding to support the STEM Education work that has been part of the elementary curriculum since 2017-2018.

Should you have any questions concerning Title 1 programming at your child’s school, please contact Tracy Fasick, Director of Curriculum and Instruction at 717-664-8548.
District Title 1 – Parent and Family Engagement Policy

In support of strengthening student academic achievement, Manheim Central School District acknowledges that parents share the school’s commitment to the educational success of their children. The district believes that all children can learn and aspires to promote a desire to become a lifelong learner in all students.

This policy establishes the LEA’s expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities. We recognize that a child’s education is a responsibility that is shared by both school and family and agree that to effectively educate all students, schools and parents must work as partners. Parent and family involvement is an on-going process that assists parents and families in meeting basic obligations as their child’s first educator, and promotes clear, two-way dialogue between home and school so that parents can be supported as leaders and decision makers at all levels concerning the education of their children.

Parents and school staff will jointly develop the Title 1 Parent Involvement Program. The Parent Involvement Program will include a school-parent compact and support the development, implementation, and regular evaluation of the parent involvement program by parents and guardians.

Manheim Central School District recognizes that a child’s education is a responsibility that is jointly shared by parents, teachers, administrators, and students, For a child to reach his/her fullest potential, our schools and parents must work together as equal partners.

General Expectations

Manheim Central School District schools agree to implement the following statutory requirements:

- Manheim Central School District will offer activities and procedures for the involvement of parents in all of our Title 1 schools consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

- All Title 1 schools will include parents in the development of a school-parent compact on a yearly basis. The school district will work with each school to ensure that the required school-level parent and family engagement policies meet the requirements of section 1118(b) of the ESEA.

- The school district will incorporate the districtwide parent and family engagement policy into its’ LEA Plan developed under section 1112 of the ESEA.

- All families are welcomed and encouraged to participate in family involvement activities. The LEA and schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If parents have any concerns about the districts’ parent involvement plan, they may submit their thoughts in writing to the Director, Miss Tracy Fasick or call 717-664-8548. This information will be shared with parents and the school board and concerns will be forwarded to the State Department of Education.
• When applicable, the school will involve the parents of children served in Title I, Part A schools in decisions about how to spend the 1% of Title I, Part A funds reserved for parental involvement; and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

• Manheim Central School District and all Title 1 schools will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

_Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:_

• That parents play an integral role in assisting their child’s learning;
• That parents are encouraged to be actively involved in their child’s education at school;
• That parents are fully partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
• The carrying out of other activities, such as those described in section 1118 of the ESEA.
• The school will inform parents and parental organizations of the purpose and existence of Parental Information and Resource Centers if one exists.

How will Manheim Central School District Review & Implement Parent Involvement Policy Components?

1. Manheim Central School District schools will involve parents in the joint development and/or review of its district wide parental involvement plan and school level plans under section 1112 of the ESEA during an annual Parent and Family Engagement meeting held annually each spring. At this meeting, the Parent and Family Engagement survey results will be reviewed, and the discussion will add to the changes and revisions needed to improve Family and Parent Engagement.

2. Manheim Central School District schools will involve parents in the process of school review and improvement under section 1116 of the ESEA by inviting parents to be part of the following committees of their choice:
   - **Comprehensive Planning Committee** - District Level Planning that occurs every three years. The plan guides the district as it carries out the goals defined in the plan.
   - **Schoolwide Title 1 Annual Meetings** - The district and each Title 1 school hold annual meetings for parents to provide input regarding Title 1 Programming using the Schoolwide Comprehensive Planning Template.
   - **Act 48 Professional Development Committee** - The committee meets annually to review professional development goals and plans for future professional learning.
   - **Parent Advisory Committee** - Each school has a parent advisory committee of which parents can participate and provide input.
   - **PTO Meetings** - Held monthly at each school. All parents are welcomed and encouraged to attend.

3. Manheim Central School District schools will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Some of the following will be used but not limited to:
Coordination of Independent Reading Leveling Assessment Levels for Parents to act as Home Coaches—sent home each fall.

Parent Teacher Conferences and how to prepare for an effective conference to be shared with teachers and parents prior to the initial conferences each year.

Bingo Nights at all schools

All Pro Dad Events at Elementary Schools

Manheim Central Reads Initiative (bi-annual)

Elementary Reading Nights

Family Movie Nights for Each School

Science/Stem Nights

PTO Meetings

4. The Manheim Central School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start, Parents as Teachers, and State Operated Preschool Programs, by providing relative information regarding programs at Kindergarten Registration, Back to School Night, Open House, and Parent Involvement Meetings. A transition plan will be utilized to make the transition of students from each program into the Manheim Central School District Elementary Schools both smooth and successful.

5. All Manheim Central parents will have the opportunity to complete an end of year survey reviewing the parental involvement activities offered at each building and the services provided. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement opportunities, and to revise, if necessary (and with the involvement of parents) its' family and parent engagement policies. This review will occur annually during a Parent Involvement meeting held in the spring.

6. Manheim School District will build the schools’ and parent’s capacity for strong parental involvement. To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community will be invited to provide input on how to improve student academic achievement. The schools will make available the following activities specifically described below:

A. The school district, with the assistance of its schools and parents, will assist parents of children served at the annual Back to School Night held in each building and through additional workshops and meetings held throughout the year. Assistance in understanding the topics listed below will be provided:

- State Academic Content Standards
- Student Achievement Standards
- State and Local Academic Assessments, Including Alternate Assessments
- Literacy Best Practices
- Technology Resources
B. The school district, with the assistance of its schools, will provide materials and offer trainings and information to help parents work with their children to improve their children’s academic achievement. Such trainings and information will include, but are not limited to:

- Information pertaining to the Independent Reading Leveling Assessment (IRLA) will be sent home in the fall with all students in order for parents to serve in the “home coaching” role.
- Literacy and Assessment training will occur at the annual Back to School Night, Parent Advisory Council meetings, PTO meetings, and at an annual Technology and Literacy workshop held each year. Information on activities, such as workshops, conferences, classes, including any equipment or other materials that may be necessary to ensure success will be circulated to the parents of students in the program.

C. The school district, with the assistance of its schools and parents, will educate its teachers, pupil services personnel, principals, and other staff, in how to communicate with and work with parents as equal partners in the value and utility of contributions of parents and on how to implement and coordinate parent programs and build ties between parents and schools through:

- Parent Teacher Conferences held in both fall (November) and spring (March) each year
- Teachers Viewing the SPAC skits annually in order to gain parental perspective
- PTO Meetings at each school on a monthly basis
- Parent Advisory Meetings in fall and spring at each school
- Faculty Meetings held at individual schools

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Evan Start, Home Instruction Programs for Preschool Children, Parents as Teachers Program, and public preschools and other programs. The District will encourage and support parents in more fully participating in the education of their children by:

- Communicating with Pre-K Parents via the district website, flyers, Facebook and Twitter.
- Ensuring that a smooth and successful transition occurs between these programs and a student’s transition into kindergarten by following the District’s Transition Plans.

E. The school district will ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Information on activities, such as workshops, conferences, classes, including any equipment or other materials that may be necessary to ensure success will be circulated to the parents of students in the program by using:

- Flyers and Newsletters in a language parents can understand
- Postings on the District and School Websites
- Blackboard Connect
- Facebook and Twitter
- Email
School-Parent Compacts

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

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

The School-Parent Compact for H.C. Burgard Elementary School can be found as Appendix A. The School-Parent Compact for Doe Run Elementary School can be found as Appendix B.

Part IV - Adoption

This Districtwide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Parent and Family Engagement Meeting held on April 3, 2018.

This policy was adopted by the Manheim Central School District Board on May 21, 2018 and will be in effect for the period of one year from May 21, 2018 to May 2019. The school district will distribute this policy to all parents of participating Title 1, Part A children on or before May 25, 2018.

Food Services

Breakfast

- Cost of Breakfast is $1.25.
- The breakfast program will begin on August 28, 2018.
- Children participating in the breakfast program may come to breakfast as they arrive at school - no earlier than 7:15 AM
- Breakfast is NOT served if there is a weather delay.

Lunch

- Cost of lunch is $2.35 (includes Milk). Packers may purchase milk for .50.
- Lunches should be paid for on or before the day the students are buying. Please do not charge lunches.
- Lunch menus and all nutritional information are available on the District Website.

Students may choose the alternate sandwich or side salad listed on the menu. MCSD operates on a point of sale system – you may put any amount of money in their “account” to be used for lunch, breakfast or milk. When the account falls below $0.00, a notice will be sent home. Please remember to send money in as soon as the charge slip comes home so the student does not have more than 3 charges on their account.

Checks should be made payable to “MCSD- Food Services.”
MCSD Food Service Student Accounts
MCSD also offers parents an online option with SchoolCafe using debit or credit cards. SchoolCafe provides an all-encompassing way for families to view student purchases, replenish account balances, set up automatic payments, and receive low balance notifications. You will need your child’s student ID number, which can be found on report cards, emergency sheets, or by calling the school office. To set up an account, please visit https://www.schoolcafe.com/

Free & Reduced Meals
Family income will determine the cost of the meals for your child. If purchasing lunch or breakfast presents a financial hardship for your family, Free and Reduced meals are available through a confidential process. To receive this benefit, please apply online at https://www.paschoolmeals.com/Register.aspx.

If you have any questions about the Free and Reduced Meals program, please do not hesitate to contact Manheim Central Food Services at 717-664-8426.

School Health Services
Manheim Central provides nursing services in all school buildings. This program is designed to aid in the development of good health habits. For a child to function well, it is necessary that s/he enjoys sound physical, emotional and mental health.

In Case of Illness at School
School nurses are not expected to diagnose medical problems and are not permitted to treat illnesses. You will be informed if your child becomes ill or is injured at school. Transportation in such instances is the responsibility of the parent. If an appointment with a physician or dentist is necessary in case of an emergency, the school nurse will coordinate with the parent.

If your child has been absent from school with cold/flu symptoms, they must be fever, vomiting and diarrhea free for at least 24 hours without taking fever-reducing medicine before returning to school. If your child has pink eye, they must be on antibiotic drops for at least 24 hours prior to returning to school.

School Health Records
A cumulative health record, as well as an electronic health record, for each child is kept in the nurse’s office of the school. This record includes the health history form completed upon original registration. It is requested that the parent inform the nurse of significant matters in the health of the child such as, immunizations, allergies, serious illnesses, operations or special examinations.

Emergency forms must be maintained and updated annually for each child so that in case of a sudden illness or accident, parents may be notified immediately at home or at work. Please contact the nurse with any change in health information.

Insurance
As a service to parents, the district allows student accident insurance to be sold. The coverage is limited and its stipulations should be carefully examined. The district assumes no responsibility in excess of that covered by the policy. Information concerning CHIP is available online (Children’s Health Insurance Program) and in the school office.
Medication Policy

Purpose
The practice of taking medication while at school is discouraged by the School Board, school nurse, school administration and school physicians, who feel the act of administering medicine must not become the responsibility of the school staff. Nevertheless, school personnel will cooperate when individual illness or long-term health problems make it impossible for students to take all prescribed medicine at home.

Guidelines for Prescription and Over-the-Counter (OTC) Medications (including Essential Oils)
The school nurse will oversee dispensing of all medications to students at school. Medications will not be dispensed to a student at school unless it is medically necessary for the treatment of the student’s health condition. If medication is required for a student during the school day, the following steps must be followed:

1. The student’s parents must provide written consent for the dispensing of medication to his/her child at school, as well as written orders from the health care provider prescribing the medication, which states the student must take the medication during the school day.
2. The health care provider shall provide written instructions for the administration of the medication to the student. Such written instructions shall specify the name of the medication, the dosage to be dispensed to the student, the time when medication should be dispensed, and the method to dispense the medication and any other necessary instructions.
3. A student’s parent must bring the medications to school in the original container. The medication must remain in the original container in which it is received. Medications arriving in baggies or envelopes will not be accepted.
4. The label of the medication container must identify the name of the medication, and the name of the student for whom the medication is intended. Medication will not be administered to a student, unless the student’s name appears on the container.
5. Medication will be stored in a locked area in the school nurse’s office, and otherwise stored in accordance with the health care provider’s instructions on the original label.
6. All medications, parental consent forms and health care provider instructions shall be given directly to the school nurse, or the person designated within the school to receive such items immediately upon arrival at school.
7. All medications will be counted (if applicable), and individual medication logs will be maintained for each medication for a student. Accurate records shall be kept regarding each time a student is dispensed medication while at school.
8. Unused medication will not be sent home with a student. The student’s parent must make arrangements to pick up any unused medication. At the end of each school year, the school district will make arrangements to destroy any unused student’s medications which were not picked up by the student’s parents.
9. Any request for long-term dispensing of a medication to a student while at school shall be reviewed and updated as needed at the beginning of each school year.

Guidelines for Inhalers
1. Follow the above guidelines for prescription drugs and over-the-counter medications, except for the self-administration procedures set forth below.
2. Students bringing an inhaler to school must provide a written statement from the student’s health care provider confirming the need for the use of the drug at school, and proper dosage instructions.
3. All inhaler medication must be in a properly labelled prescription container with the following information: the student’s name, the name of the prescribing health care provider, the name of the
drug, the dosage to be dispensed to the student, and the time interval or circumstances when the drug should be dispensed to the student.

4. All students’ inhalers shall be kept in the nurse’s office, unless a student has written permission from his/her parent and health care provider to self-administer such medication. The School District reserves the right to assess a student’s ability to safely self-administer an inhaler when developing the student’s Individual Health Care Plan.

5. When students self-administer their own inhalers on an as-needed basis, they must check in with the school nurse after any such usage or otherwise report such usage as specified in the student’s Individual Health Care Plan.

Guidelines for Medication Procedures on Field Trips

The MCSD CSN or other licensed school nurse cannot lawfully delegate the nursing function of medication administration to the principal, teacher, administrative personnel, or paraprofessionals.

1. Standing order and prescription medication may be administered by an approved licensed RN or LPN after an appropriate assessment has determined the need and after confirmation of the licensed prescriber’s written order while on a field trip.

2. The student’s parent is responsible for notifying the District of the student’s need to take medication while on a field trip. This information shall be provided on the Health Information section of the field trip permission form provided by the student’s teacher.

3. The student’s parent is responsible to bring in any medication to be dispensed to his/her child in a properly labeled prescription bottle. Please follow all medication guidelines as presented above.

4. Whenever possible, the parent/guardian of the child needing medication should be invited to be a chaperone and the parent/guardian will administer the medication.

5. A parent/guardian can obtain, from the licensed prescriber, a temporary order to change the time of administration so as to not occur during field trip or to omit the dose for the day of the field trip.

The school nurse may consult with a student’s health care provider, if questions arise regarding the dispensing of medication to the student. If the consultation results in any change to the written instructions regarding the administration of the medication to the student, the school nurse shall request updated written instructions from the health care provider to replace or supplement the instructions originally provided.

If you have any questions regarding the above medication policy, you may contact the school nurse.

Physical and Dental Examinations

The Pennsylvania Department of Health requires that school students receive regular physical and dental examinations. The mandated grades are as follows:

- Physical Examinations – Kindergarten, grades 6, 11, and new entrants
- Dental Examinations – Kindergarten, grades 3 and 7, and new entrants.

To provide continuity of care, it is recommended that your family physician/dentist complete these examinations. In lieu of a completed examination report by your physician/dentist, the school physician/dentist will complete the necessary examination in school upon written permission. Please note: The school dentist does not do dental corrections and will refer the student to a family dentist for repair.

Child Abuse

The Pennsylvania Child Protective Services Law requires all school personnel go to the Pennsylvania Child Welfare Portal whenever they have reason to suspect that a child may have been abused. The law directs the
schools to cooperate with the Lancaster County Children and Youth Agency with the investigation of such cases. It is the policy of Manheim Central to comply with the Child Protective Services Law to its’ fullest intent.

**Head Lice**

At any time during the school year, the school nurse may examine a student for head lice and begin appropriate interventions as outlined below.

Pediculosis (infestation by head lice) should not disrupt the educational process. In cases that involve head lice, as in all school health issues, it is vital that the school nurse prevent stigmatizing and maintain the student’s privacy, as well as the family’s right to confidentiality.

If lice are identified, the following procedures shall be implemented:

1. The school nurse will provide information to the parent/guardian regarding treatment. Students diagnosed with live head lice shall be sent home to be treated and return to class after appropriate treatment of live lice has begun. Nits may persist after initial treatment, but successful treatment should kill crawling lice.
2. Determine if the student has siblings in the district. If yes, then check the siblings and others in close contact with the affected child.

**Readmission**

After the in-home treatment has been initiated and live lice have been removed, the child may return to school, even if nits persist. The nurse will continue to work with the family through the lice treatment and provide daily checks of the child before school each day. Once the nurse has verified that the child is lice/nit free, parent/guardians will be given notification that the child no longer needs daily checking in the nurse’s office at the start of each day.

**Nits**

When a student is found to have nits in the hair (no live lice detected):

1. The parent/guardian is notified by phone and encouraged to comb nits out at least daily for the next two (2) weeks.
2. The student is not sent home from school.
3. Information related to detection and elimination of head lice is sent home with the student in a sealed envelope.
4. If future checks reveal an increased number of nits present or it is obvious to the school nurse that the student’s hair has not been treated (live lice are present), the parent/guardian will be contacted for follow up.
Student Behavioral Procedures and Policies

Student Rights and Responsibilities (Board Policy #235)

General Guidelines

Attendant upon the rights established for each student are certain responsibilities, which include regular attendance; conscientious effort in classroom work and homework; conformance to Board Policies and school rules and regulations; respect for the rights of teachers, students, administrators and all others who are involved in the educational process; and expression of ideas and opinions in a respectful manner.

It shall be the responsibility of the student to:

1. Be aware of all policies, rules and regulations for student behavior and conduct him/herself accordingly. Each student shall assume that, until a rule is waived, altered or repealed in writing, it is in effect.
2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
3. Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.
4. Assist the school staff in operating a safe school
5. Comply with federal, state and local laws.
6. Exercise proper care when using district facilities, school supplies and equipment.
7. Attend school daily and be on time to all classes and other school functions.
8. Make up work when absent from school.
9. Pursue and attempt to satisfactorily complete the courses of study prescribed by local school authorities.
11. Not use obscene language in student media or on school property.

Violations of this policy may result in disciplinary action, consistent with the Code of Student Conduct and Board policy.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations consistent with law and Board policy to ensure that student rights under specific conditions are properly recognized and maintained.

Disciplinary Procedures

Students that violate the student behavior code will be subject to consequences appropriate to the type of infraction. The following outlines discipline levels, examples of offenses, and possible consequences. The lists are not intended to be all-inclusive.

Level 1 Offenses:

Minor student misbehavior which is handled by the supervising staff according to classroom, playground, and cafeteria rules and consequences are considered Level 1 Offenses.

Possible Consequences Include:

1. Loss of special privileges
2. Loss of recess
3. Removal from play
4. Time after school
5. Written assignment reflecting on the behavior
Level 2 Offenses:
Frequent or more serious student behavior that requires office intervention, as well as bus misconduct, will be considered Level 2 Offenses.

*Examples include, but are not limited to:*

1. Unmodified Level 1 behavior
2. Classroom disturbance that results in being removed
3. Harmful, physical contact resulting from rough housing
4. Defiant behaviors
5. Vulgar language

*Possible Consequences Include:*

1. Discipline referral to the office
2. Administrative Discretion
   - Restitution
   - Reflective Assignment
   - Detention
   - Parent contact/involvement
   - Loss of privilege
   - Behavior contract
   - In- or out-of-school suspension

Level 3 Offenses:
More serious behavior code violations which may be harmful to property or the well-being of others are considered Level 3 Offenses.

*Examples include, but are not limited to:*

1. Unmodified Level 2 behavior
2. Vandalism
3. Smoking or tobacco possession
4. Fighting
5. Stealing
6. Harrassing or threatening others

*Possible Consequences Include:*

1. Discipline referral to the office
2. Administrative Discretion
   - Restitution
   - Parent contact/involvement
   - Reflective Assignment
   - In- or out-of-school suspension
   - Notification of the Police
Level 4 Offenses:
Severe student behavior that endangers students or staff or which greatly interfere with the operation of the school shall be considered Level 4 Offenses.

Examples include, but are not limited to:

1. Unmodified or extreme Level 3 behavior
2. Possessing, using or selling drugs
3. Possession of a weapon such as knives, bullets, guns, etc. – including look-alikes
4. Terroristic threats

Possible Consequences:

1. Administrative Discretion
   - Parent contact
   - In- or out-of-school suspension
   - Notification of Police

Suspension

Under the principal’s discretion, students may be suspended for violations of the student behavior code. Temporary suspensions may be either an in-school suspension or an out-of-school suspension. When an out-of-school suspension is utilized, the student is to remain at his/her home during school hours. Failure to do so may result in further disciplinary action by the school.

Students who are suspended under the Student Behavior Code may not participate in any extra-curricular activity (including practices and rehearsals) for the duration of that suspension.

Within the first five (5) days of the implementation of an out-of-school suspension of more than three (3) but not more than ten (10) days, the student is entitled to meet with the principal for an informal hearing. This meeting is to give opportunity for the student to explain the circumstances surrounding the event(s) for which he/she is being suspended and to demonstrate some compelling reason why he/she should not be suspended. Sufficient advance notice of the time and place of the hearing shall be given to the student and his/her parents or guardian.

Rules for the Informal Temporary Suspension Hearing Before the Principal:

1. The student shall be presented the reason(s) for the suspension in writing.
2. The student may be accompanied by his/her parent(s) or guardian at the hearing. They shall also be given a copy of the reason(s) for the suspension.
3. School records and witnesses may be introduced at the hearing. The student shall have the right to cross examine any witness.
4. The student shall have the right to speak and produce witnesses on his/her behalf.

The student may waive the right to an informal hearing. Such waiver shall indicate his/her acceptance of the suspension.

Out-of-school suspensions of three (3) days or less and all in-school suspensions of ten (10) days or less do not require a hearing. However, the student and parent shall be given the reasons for all suspensions in writing.
Expulsion

When a student has committed an offense which is viewed by the principal and the superintendent as being unusually egregious, or if the student has not modified his behavior following one or more temporary suspensions, the superintendent may recommend to the Board of Directors, that the student be expelled from school for a period of more than ten (10) days.

Weapons Policy

The Board recognizes the importance of a safe school environment to the educational process.

Possession of weapons on school property is a threat to the safety of students and staff and is prohibited by law.

*Weapon* - shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, look-alike gun, and/or any other tool, instrument or implement capable of inflicting serious bodily injury.

*Possessing* - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; under the student's control while she/he is on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is on his/her way to or from school.

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district building, onto school property, to any school sponsored activity, and onto any public conveyance providing transportation to school or a school sponsored activity.

The school district shall expel for a period of not less than one (1) year, any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law. The Superintendent may recommend modifications of such expulsion requirement 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 Act.

When the school district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment may not exceed the expulsion period.

The Superintendent shall report the discovery of any weapon prohibited by this policy to the student's parents and to local law enforcement officials (See Board Policy No. 218.1).

Student Use of Tobacco on School Property

Students are not permitted to possess, smoke or otherwise use tobacco products or look-a-likes, e-cigarettes and vaping products in school buildings, on school grounds or on school buses during school hours, or during school sponsored events or activities.

Administrative discretion will be used to determine any disciplinary action that should be taken. This decision may include prosecution (See Board Policy No. 222).

Drug and Alcohol Policy (Controlled Substances/Paraphernalia Board Policy #227)

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances.
Definitions
For purposes of this policy, controlled substances shall include all:

1. Controlled substances prohibited by federal and state laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

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

For purposes of this policy, look-alike drug shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

Authority
The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities in a School District vehicle. The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

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

In compliance with the Federal Drug Free Zone Act, the Board also recognizes the added severity to criminal charges for students over the age of eighteen (18) who use, possess, distribute or are under the influence of any substances within 1.000 feet of school property.

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

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

Delegation of Responsibility
The Superintendent or designee shall develop administrative regulations to identify and control substance abuse in the school which:

1. Establish procedures to appropriately manage situations involving students suspected of using, possession, being under the influence, or distributing controlled substances.
2. Disseminate to students, parents/guardians and staff the Board policy and administrative regulations governing student use of controlled substances.
3. Provide education concerning the dangers of abusing controlled substances.
4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

Guidelines
Violations of this policy may result in disciplinary action up to and including expulsion and referral for prosecution. The Superintendent or designee shall immediately report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school’s property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall document attempts made to reach the parent/guardian. In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of controlled substances to the Office for Safe Schools.

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

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

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

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

Reporting
Incidents of possession, use and sale of controlled substances and 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.
Penalties -

First Offense

1. The principal will be notified immediately.
2. The principal and/or other appropriate school personnel will meet with the student, who will explain the circumstances related to a possible policy violation.
3. The principal or designee will promptly notify the student’s parents(s)/guardian(s) concerning the incident and will seek additional information that could guide disposition of the possible policy violation.
4. The student shall be sent home or removed from the school to receive medical attention if required. When parent(s)/guardian(s) cannot be reached, the principal or other school authority will decide to obtain medical treatment for the student or temporarily isolate the student.
5. The principal will notify the police for appropriate investigation and disposition.
6. Any student violating this policy will be suspended for a period of ten (10) school days and referred to the Student Assistance Program (SAP) Team for assessment and intervention. The SAP teams will refer the student to a professional trained to assess substance abuse problems and make recommendations for treatment. Any student who complies with the recommendation of the assessor will not be recommended for expulsion regardless of his/her status on the district suspension sequence. Any student who refuses to go for an assessment will be recommended to the Board of School Directors for exclusion.
7. Any student who manufactures, distributes or attempts to distribute drugs, alcohol or any mood-altering substance on school premises, at any school-sponsored activity anywhere, or while traveling to and from school or school-related activities, will be recommended to the Board of School Directors for expulsion.
8. Additional Requirements – any student who violates this policy, upon return to school, may be subject to random searches upon entering the building or attending events. Any student who does not comply with the specified requirement will be recommended for expulsion.
9. There are certain offenses that may be of such a grievous nature and the potential for harm so great that the principal may make an immediate recommendation for expulsion to the Board of School Directors, independent of the first offense provisions of this policy and regardless of the student’s status on the district suspension sequence.
10. Exclusions from school – exclusions affecting certain exceptional students shall be governed by applicable state and federal laws and regulations (relating to right to education and disciplinary exclusions of certain handicapped students from special education placement).

All exclusions from school shall be conducted in accordance with 22 PA Code 12.6 and 12.8 as outlined in the student handbook. In all cases, students will be afforded and notified of due process rights under 22 EA Code 12.8.

Any student who is self-referred or who is voluntarily referred by anyone else and who seeks help with a chemical use/abuse and/or dependency, and who is not under the influence of a chemical substance is not subject to this policy’s provisions as outlined in FIRST OFFENSE violations. Any student who is self-referred and seeks help with a chemical use/abuse and/or dependency will be referred to the SAP team for assessment and recommendations for services.

Any student who voluntarily admits to chemical use/abuse and/or dependency to any Manheim Central School District staff member will temporarily not participate in any school-sponsored club, activity or athletic team until a recommendation can be made by the SAP team. If the student is an athlete, s/he will be reinstated as an athletic participant when evaluation and their program indicate that they can safely and appropriately participate; this determination will be made by the SAP team.
Second Offense

Any person who violates this policy a second time commits a second offense and will be immediately suspended from school for a period of ten (10) school days and recommended to the board of School Directors for expulsion. The Superintendent may use discretion and recommend modification of such expulsion requirement on a case-by-case basis.

In all cases, students will be afforded and notified of due process rights under 22 PA Code 12.8.

Bullying and Cyberbullying

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 violence that is more serious. Therefore, the Board prohibits bullying by district students.

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting 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.

Cyberbullying means an intentional electronic act or series of acts, through the utilization of computers, the internet, interactive and digital technologies, or electronic devices that are directed at another student or students, which occurs in and/or outside a school setting.

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.
Bullying and Cyberbullying Consequence Matrix

- **DIRECT** bullying includes hitting, kicking, shoving, spitting, taunting, teasing, racial slurs, verbal sexual harassment, threatening and obscure gesture.
- **INDIRECT** bullying includes getting another person to assist spreading rumors and deliberate exclusion from a group or activity.

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>1st INCIDENT</th>
<th>2nd INCIDENT</th>
<th>3rd INCIDENT</th>
<th>4th+ INCIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Bullying</td>
<td>Adult meets with student</td>
<td>Adult meets with student</td>
<td>Adult meets with student</td>
<td>Adult meets with student</td>
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<tr>
<td></td>
<td>Adult and student fill out the reflection sheet and incident log</td>
<td>Adult and student fill out the reflection sheet and incident log</td>
<td>Adult and student fill out the reflection sheet and incident log</td>
<td>Adult and student fill out the reflection sheet and incident log</td>
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<td></td>
<td>Loss of recess</td>
<td>Parent phone call</td>
<td>Loss of 2 recesses</td>
<td>Parent phone call</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Principal decides disciplinary action per district policy</td>
<td></td>
</tr>
<tr>
<td>Social/Cyber Bullying</td>
<td>Adult meets with student</td>
<td>Adult meets with student</td>
<td>Adult meets with student</td>
<td>Adult meets with student</td>
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<td>Adult and student fill out the reflection sheet and incident log</td>
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<td></td>
<td>Loss of recess</td>
<td>Parent phone call</td>
<td>Loss of 2 recesses</td>
<td>Parent phone call</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Loss of 3 recesses</td>
<td></td>
</tr>
<tr>
<td>Physical Bullying</td>
<td>Adult meets with student</td>
<td>Adult meets with student</td>
<td>Adult meets with student</td>
<td>Adult meets with student</td>
</tr>
<tr>
<td></td>
<td>Principal and/or counselor meets with student; student fills out reflection sheet</td>
<td>Adult and student fill out the reflection sheet and incident log</td>
<td>Adult and student fill out the reflection sheet and incident log</td>
<td>Adult and student fill out the reflection sheet and incident log</td>
</tr>
<tr>
<td></td>
<td>Loss of recess</td>
<td>Principal decides disciplinary action as per district policy</td>
<td>Principal decides disciplinary action as per district policy</td>
<td>Principal decides disciplinary action as per district policy</td>
</tr>
</tbody>
</table>

Examples:
- Name calling, teasing, put downs
- Excluding others, spreading rumors, using social media to hurt others
- Pushing, shoving, tripping, punching

Adult meets with student
Adult and student fill out the reflection sheet and incident log
Parent phone call
Loss of 2 recesses
Loss of 3 recesses
Principal decides disciplinary action as per district policy

Adult meets with student
Adult and student fill out the reflection sheet and incident log
Parent phone call
Loss of 2 recesses
Loss of 3 recesses
Principal decides disciplinary action as per district policy

Adult meets with student
Adult and student fill out the reflection sheet and incident log
Parent phone call
Loss of 2 recesses
Loss of 3 recesses
Principal decides disciplinary action as per district policy

Adult meets with student
Adult and student fill out the reflection sheet and incident log
Principal decides disciplinary action as per district policy

Principal decides disciplinary action as per district policy
The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated. The Board prohibits all forms of unlawful harassment of students by all district students and staff members, contracted individuals and vendors, and volunteers in the schools. The Board encourages students who have been harassed to report promptly such incidents to the designated employees. The Board directs that complaints of harassment shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the districts’ legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith charges of harassment. The district shall annually inform students, staff, parents, independent contractors and volunteers that unlawful harassment of students will not be tolerated, by means of publication in handbooks.

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

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

- **Sexual Harassment** shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when:
  1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
  2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
  3. Such conduct deprives a student of educational aid, benefits, services or treatment.
  4. Such conduct has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive education environment.

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

Students may choose to report harassment and bullying complaints to:

1. Building Principals
2. Teachers
3. Counselors
4. Nurses
5. Administrators

**Complaint Procedure**

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

2. The building principal immediately shall notify the Superintendent or other designated administrator and shall conduct an impartial, thorough and confidential investigation of the alleged harassment. In determining whether alleged conduct constitutes harassment, the totality of the circumstances, nature of the conduct, and context in which the alleged conduct occurred shall be investigated.
3. The building principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the report shall be provided to the complainant, the accused, the Superintendent, and others directly involved, as appropriate.

4. If the investigation results in a substantiated charge of harassment, the district shall take prompt corrective action to ensure the harassment ceases and will not recur.

**Discipline**

A substantiated charge against a district staff member shall subject such staff member to disciplinary action, including discharge.

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

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

**Appeal Procedure**

1. If the complainant or accused is not satisfied with the principal’s decision, he/she may file a written appeal to the Assistant Superintendent.

2. The Assistant Superintendent shall review the initial investigation and report and may also conduct a reasonable investigation. S/He shall prepare a written response to the appeal. Copies of the response shall be provided to the complainant, the accused, building principal, and others directly involved, as appropriate.

   *For additional information, see Board Policy No. 248.*

**Terroristic Threats/Acts**

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

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

- **Terroristic Act** – shall mean an offense against property or involving danger to another person.

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

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

The building principal shall immediately inform the Superintendent after receiving a report of such a threat or act.

Manheim Central School District takes all threats seriously. All threats will be reported to the police for prosecution. (See Board Policy No. 218.2).
Searches (Board Policy #226)

The Board acknowledges the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling the district’s interest in protecting and preserving the health, safety and welfare of the school population, enforcing rules of conduct, and maintaining an appropriate atmosphere conducive to learning.

Authority

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.

The district has a compelling interest in protecting and preserving the health, safety and welfare of the school population, which under certain circumstances may warrant general or random searches of students and their lockers, vehicles or other belongings without individualized suspicion, for the purpose of finding or preventing entry onto school property of controlled substances, weapons or other dangerous materials.

Delegation of Responsibility

The Board authorizes the administration to conduct searches of students or their belongings, including lockers, automobiles, purses, backpacks, clothing, and other possessions in accordance with the standards set forth in this policy.

The Superintendent or designee, in consultation with the district solicitor, shall develop guidelines and procedures to implement this policy, and shall ensure that school staff who are involved in carrying out searches or determining when searches will be conducted receive appropriate periodic training about such procedures and currently applicable legal standards.

Students, parents/guardians and staff shall be notified at least annually, or more often if deemed appropriate by administration, about the standards and procedures in effect pursuant to this policy.

Guidelines

Individualized Suspicion Searches

All personnel of the Manheim Central School District that have knowledge of any student or employee that may possess or be involved in circulating or otherwise handling prohibited materials, or material that could pose a threat to the health, safety and security of the school population should notify the school principal or their immediate supervisor of such knowledge. Reportable activity includes the use, transfer or possession of prohibited materials, being under the influence of drugs or alcohol, or furnishing a student or employee any alcohol, drugs, narcotics, or health endangering compounds while on or about the school property or while attending a school related function.

All students of the Manheim Central School District are to notify the school principal, counselor, teacher or adult employee of the district about any student or employee that may possess or be involved with prohibited contraband or material that would pose a threat to the health, safety and security of the school population should notify the school principal or their immediate supervisor of such knowledge. This is to include, the use, transfer or possession of prohibited materials, being under the influence of drugs or alcohol, or furnishing a
student or employee any alcohol, drugs, narcotics, or health endangering compounds while on or about the school property or while attending a school related function.

Students or their belongings, including lockers, automobiles, purses, backpacks, clothing, and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.

In determining whether reasonable suspicion exists, the principal or designee always should be able to articulate what is being looked for, and why it is thought to be located in the particular place to be searched. The scope of a search should be limited to the place or places the item sought is believed to be.

**Random or General Searches Without Individualized Suspicion**

Under certain circumstances, random or general searches of students and their belongings, including student lockers or vehicles parked on school property, may be conducted during the school day or upon entry into school buildings or school activities, in the absence of suspicion focused on a particular student or students, for the purpose of finding or preventing entry onto school property or activities of controlled substances, weapons or other dangerous materials. Such searches normally will be conducted in a minimally intrusive manner using screening methods such as dogs or other animals trained to detect controlled substances, explosives or other harmful materials by smell, as well as metal detectors and other technology. When such screening methods provide a reasonable suspicion that particular students, items or places possess or contain controlled substances, weapons or other dangerous material, screening may be followed by physical searches of those particular students, items or places on an individualized basis.

General searches of bags (personal, gym, etc.) or containers may take place at student activities i.e. dances, prom, field trips and sporting events.

Random or general searches for weapons may be conducted when there are circumstances, information or events tending to indicate increased likelihood that students may be armed or headed for physical confrontation because of community strife or tensions, or as a continuation or escalation of a prior incident, in or out of school, which threatens to spill over into school, into a school-sponsored activity, or into other times and places that students are under school supervision.

Random or general searches for controlled substances may be conducted when there are circumstances, events or information tending to indicate significant drug use, possession or trafficking among students in school.

**Searches Upon Consent**

Searches may be conducted at any time, with or without reasonable suspicion, if the student has given knowing and voluntary consent specific to the place to be searched. The administration may establish rules and procedures governing certain privileges enjoyed by students, such as the privilege of parking a vehicle on school grounds that make the student’s consent to random searches or inspections a condition of access to the privilege.

**Searches By Or At The Request Of Law Enforcement Officials**

The legal standards governing searches initiated by school officials are less strict than the standards applicable to law enforcement authorities in many situations. When searches of students, student belongings, vehicles or lockers are conducted by or at the request of law enforcement officials, with or without the involvement of school staff, the law enforcement officials are solely responsible for ensuring that a warrant has been issued or
that the circumstances otherwise permit the search to be lawfully conducted in accordance with the standards applicable to law enforcement actions. School staff will not interfere with or obstruct searches initiated by law enforcement, but may assist when law enforcement officials have requested such assistance and have represented that a warrant has been issued or that they otherwise have proper authority for a lawful search.

**Locker Inspections and Searches**

Lockers are assigned to or otherwise made available to students as a convenience for the safe storage of books, clothing, school materials and limited personal property, and to facilitate movement between classes and activities and to and from school. Such lockers are and shall remain the property of the school district, and to the extent students have any expectation of privacy of lockers at all, it is very limited.

No student may place or keep in a locker any substance or object that is prohibited by law, Board policy or school rules, or that constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. Students are required to ensure that their lockers do not contain spoiled food items or beverages, or soiled clothing which may attract pests, create odors or cause unhealthy conditions. A student locker may be opened and inspected for cleanliness, with or without the consent of the student, whenever there are odors, pests or other indications that a locker contains spoiled food, soiled clothing in need of laundering or similarly unhealthy matter.

Students are exclusively responsible for locking their assigned lockers to ensure the security of their personal belongings and school property entrusted to them. Students are permitted to secure their assigned lockers only with locks provided by the district, or if the district does not provide locks, personal combination locks for which the combination has been provided to designated school staff.

Prior to an individual locker search or inspection, the student to whom the locker is assigned shall be notified and be given a reasonable opportunity to be present. However, when there is a reasonable suspicion that a locker contains materials which pose a threat to the health, welfare or safety of the school population, student lockers may be searched without prior notice to the student.

The principal or a designated staff person shall be present whenever a student locker is inspected for cleanliness or is searched. The principal or designee shall maintain written records of all occasions when a locker is searched or inspected. Such records shall include the reason(s) for the search, persons present, objects found and their disposition.

**Searches Involving Removal Of Clothing Or Examination Beneath Clothing**

Searches involving the removal of garments and undergarments or examination beneath undergarments are not permitted by school personnel; however, if there is still suspicion that contraband is in the undergarment area, the principal will notify local law enforcement.

**Handling And Disposal Of Items Found In The Course Of Searches**

Any items or material found during a search or inspection, the student's possession of which is in violation of law, district policies or school rules, or otherwise is evidence of such a violation, may be confiscated, and may be used as evidence in student discipline proceedings or a criminal investigation, even if such items or material were not the original objective of the search or inspection.

The principal shall be responsible to ensure that confiscated items or material are properly inventoried and secured until the conclusion of disciplinary action, if any, and are then properly disposed of if not appropriate to be returned to the student. Items or materials that are evidence of a criminal offense, or that are not lawful for ordinary citizens to possess will be promptly turned over to proper law enforcement authorities for custody or disposal.
Video Surveillance
Video surveillance may occur in and around the school and on school buses. The use of video recording from surveillance systems shall be subject to other board policies, including policies concerning the confidentiality of student and staff records.

School Bus Guidelines
To provide safe transportation for our students to and from school striving to meet the transportation needs of our students and parents and in accordance with the law.

School Bus Safety Code of Conduct
This code reflects an emphasis on positive behaviors and universal values such as responsibility, respect, and citizenship. Proper conduct on the school bus shall be the joint responsibility of the student, the parent, the bus driver, and school officials. The School Bus Safety Code of Conduct provides students and parents with a summary of the district’s behavioral expectations while they are on the bus as well as disciplinary actions the district may take in the event a student violates those expectations.

Parents are encouraged to review and discuss the School Bus Safety Code of Conduct with their children to help them understand and assume responsibility for safe, acceptable bus conduct. In the event of misconduct by students, the privilege of riding the school bus may be removed at any time.

1. Observe the same conduct as in the classroom.
2. Keep head, arms, and hands inside bus and remain seated.
3. Do not stand or play on roadway while waiting for the bus.
4. Be at bus stop 5 minutes before scheduled pick up time.
5. Look both ways before crossing highway.
6. Wait for bus to stop and red warning lights before crossing.
7. Pass 10 feet IN FRONT OF the bus when crossing.
8. No eating, drinking, spitting, or gum chewing. No littering.
10. Students may talk in normal tone of voice.
11. No profanity or obscene language or gestures.
12. Never sit in driver’s seat or tamper with controls.
13. Interaction with vehicle behind the bus is strictly prohibited.

Items Banned from the School Bus:
1. Jars, bottles, glass objects
2. Weapons, guns, knives, razor blades, squirt guns, fireworks, aerosol cans and non-aerosol spray bottles, matches, lighters, inflated balloons
3. Controlled substances including drugs, alcohol, tobacco, and drug paraphernalia
4. Large sports equipment such as skis, snow boards, scooters, skateboards
5. All other items deemed dangerous or that present a safety hazard

Items Requiring Special Instructions:
1. Roller blades, ice skates and other sport footwear must be in a carry bag.
2. Musical instruments that are too large to fit on a student’s lap are prohibited unless prior permission is given by the driver for larger instruments (determined by available room on the bus).
3. Electronic items such as game players, iPods, iPads, and smart phones may be used with headphones so as not to distract the driver or other students.
4. Special projects, plants, and food items must be in a closed container to prevent spillage or leaking, and to prevent a safety hazard.
5. Small items like toys, balls, marbles, rubber bands, etc. should be kept in a backpack or bag. Rolling and thrown objects are serious safety hazards to the driver and students.
6. Electronic items and cell phones are not to be used on the bus for phone calls, pictures, videotaping, or audio recording.

Consequences
1. Warning letter
2. 5 school day bus suspension
3. 10 school day bus suspension
4. Suspended from bus for the remainder of the school year
5. Suspension or expulsion from school

Administrative discretion is always reserved to modify the discipline imposed.

Permanent Transportation Request Form
This must be completed for babysitting stops, or any other stop that is not the child’s residence, prior to July 1, in order for bus routing to be accomplished. If not submitted prior to July 1, a change will not be considered until after the first two weeks of school, as per the directions on the form. Such pick-up and drop-off locations shall remain consistent throughout the year.

This form is available from the Transportation Page of the District Website. For any questions, please contact the Transportation Coordinator at 717-664-8520.

Temporary Emergency School Bus Permission Slip
This form is the only document a bus driver will be authorized to accept for any temporary changes to a bus route or stop. It must be signed by the school principal.

This form is available from the Transportation Page of the District Website. For any questions, please contact the Transportation Coordinator at 717-664-8520.

Use of Audio and Video Monitoring Equipment
The Manheim Central School District wants to ensure the safety of its students while being transported to and from school and school-related activities on school buses. As part of its safety effort, the School District randomly places surveillance cameras with audio and video capabilities on all school buses to deter and detect student misbehavior.

The School District affirms that students should not have an expectation of privacy when riding the School District’s buses, nor should they have an expectation that school bus surveillance cameras will not record their actions or words. The School District asserts that students and their parents/guardians consent to the District’s audio/visual monitoring through the students’ use of the school buses.
Kindergarten Student Drop-Off Procedures:

1. Kindergarten students within school attendance areas are assigned to an all-day session based on the student’s residence.
2. Kindergarten students may be picked up in the morning from or delivered in the afternoon to a babysitter or their residence within the attendance district.
3. Unless otherwise directed by parents, the district transportation department will not drop off kindergarten students at a bus stop without a parent being present. If a parent wishes, he/she may choose to designate another responsible adult (over the age of 18) or an older sibling (in 3rd grade or above) to be responsible for the kindergarten child. To make this designation, parents must complete a Release and Waiver of Kindergarten Student Drop-Off Procedure Form and return it to the Transportation Coordinator at the Manheim Central Business Office.
4. If the parent has not signed a Release and Waiver of Kindergarten Student Drop-off Procedure Form designating another responsible adult or older sibling, and a parent is not present at the bus stop, the driver will return the kindergarten student to one of our school buildings in lieu of an unattended drop-off. Parents will be notified from what building their child can be picked up.
5. After the third (3rd) time the parent, designated adult or older sibling is not present to receive the kindergarten student at the bus stop, bus privileges will be suspended for up to five (5) consecutive days. Subsequent failure to comply with this procedure may result in loss of bus privileges for the remainder of the year.

Special Education Services

The Manheim Central School District works diligently to provide a free appropriate education program to all exceptional students in the least restrictive environment and in compliance with regulations as outlined in IDEA 2004. We strive to provide all identified students with an individualized education program (IEP), within their home school building or as close to the school district as possible, while meeting their unique learning needs.

The school district provides a continuum of services designed to serve all special needs students. Building principals, school counselors, school psychologists, general education teachers, and special education teachers work closely with the Supervisor of Special Education in the screening, referral, and evaluation process. When a student is determined to have a school-aged educational disability and be eligible to receive specially designed instruction, an individualized education program is developed. The special education placement in the least restrictive environment is determined by the educational needs outlined in the IEP.

When a student is determined to qualify for special education services, they have a special education case manager who is responsible for coordinating the special services outlined in the IEP. The IEP team meets at least one time per year to review the educational progress of the student. At a minimum, students are re-evaluated every three years (two years for students with an intellectual disability), for education services. For any questions, please contact the Supervisor of Special Education at 717-664-8521.

The elementary program is called LEAP (Learning Enrichment Activities Program) and occurs at each of our K-4 elementary buildings. The program consists of weekly pull out which provides enrichment experiences which extend the learning from the regular classroom and provides opportunities for further development in leadership, social/emotional relationships, problem solving and creative and critical thinking. In addition, inclusion services are implemented on a grade level basis dependent upon student need and scheduling parameters. The gifted facilitator also collaborates with classroom teachers to help provide extension and enrichment within the regular classroom.
**Student Services**

**School Counselors**

Students are encouraged to visit with their building’s school counselor, as needed. School counselors specialize in personal/social services. Parents may telephone the building office or email the counselor to discuss needs or concerns of their child(ren). Counselors may act as a liaison between home and school, refer parents to resources in the school, and provide connections for parents with outside support agencies.

**Elementary Student Assistance Program (ESAP)**

The Elementary Student Assistance Program (ESAP) provide students and families with assistance in accessing school and community services/resources to help with mental health issues, drug and alcohol issues, suicide ideations, or any other problems a student may be experiencing.

ESAP does not diagnose, treat, or refer students for treatment. However, through an assessment process, ESAP may provide families with information and resources in order to secure the proper services. ESAP’s goal is to help eliminate barriers so students will succeed in school. If your child is in need of help and you wish to refer them, please contact your school counselor.

**School Based Behavioral Health Outpatient Services**

The Manheim Central School District has provided school counseling services to students for many years. For some students, their needs extend beyond the services provided through school counseling. For the 2017-2018 school year, Manheim Central School District will continue to partner with Community Services Group (CSG) to provide outpatient mental health counseling to students. CSG employs a licensed therapist to provide this service at all school buildings throughout the district. Individual counseling sessions are funded by the individual students’ insurance companies, which CSG will help them access. If you are interested in learning more about this service, please call the Student Services Office at 717-664-8521.

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**Computer Network and Internet Policy (Board Policy #815)**

The acceptable use policy clearly states what is expected of individuals. Violators of the policy may be subject to additional disciplinary action up to loss of privileges, suspension from school, or expulsion. Refer to the Computer Guidelines and the internet policy for additional information.

**Student Device Guidelines**

All students are issued technology as an integral part of our curriculum. The use of this technology is governed by Board Policy and the 1:1 Handbook for Elementary Students.

**Network and Internet Policy**

1. Acceptable Use - Use of the Internet shall be consistent with the educational objectives of the Manheim Central School District and shall be limited to educational and instructional purposes related to the class curriculum of the student and for no other purpose.
2. Students may not use the internet for games or messaging unless it is part of a class assignment
3. Retrieval or transmission of information that contains pornographic information or other inappropriate information is not permitted. Students will be suspended for accessing inappropriate material on the internet.
4. The use of the district network and the Internet is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges.
Appendix A – School-Parent Compact for H.C. Burgard Elementary School

H.C. Burgard Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the Pennsylvania Common Core Standards (ESSA, Section 1116(d)).

This school-parent compact is in effect during the 2018-19 school year.

School Responsibilities
H.C. Burgard Elementary staff will:

• Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
• Ensure all teachers are highly qualified.
• Utilize instruction that follows the Pennsylvania Common Core State Standards.
• Treat each child with dignity and respect.
• Make every effort to meet each child’s individual needs.
• Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held in November 2018 & March 2019.
• Provide parents frequent reports on their children’s progress. The school will provide quarterly report cards.
• Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Conferences, emails, phone calls in a language that family members can understand (ESSA, Section 1116(d)(1-2))
• Provide parents opportunities to volunteer and participate in their children’s classes, and to observe classroom activities, as follows:
  o Opportunities to observe and volunteer in the classroom
  o Schoolwide activities
  o PTO meetings and activities

Parent/Guardian Responsibilities
I, as a parent/guardian, will support my child’s learning in the following ways:

• Monitor attendance.
• Make sure that homework is completed.
• Monitor amount of television my child watches.
• Volunteer in my child’s classroom and school, when possible.
• Participate, as appropriate, in decisions relating to my children’s education.
• Promote positive use of my child’s extracurricular time.
• Provide my child with a quiet place to work and review homework.
• Make sure my child gets enough sleep each night and is at school on time.
• Read with my child daily.
• Stay informed about my child’s education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
• Serve, to the extent possible, on policy advisory groups, such as being a Title I parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, or the District-Wide Policy Advisory Council.
Student Responsibilities
I, as a student, will share the responsibility to improve my academic achievement and achieve the Pennsylvania Common Core standards. Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read at least 15 minutes every day outside of school time.
- Give to my parents or guardian all information received by me from my school every day.
- Always try my best.
- Be responsible for my own behavior.
- Pay attention and follow directions.
- Be respectful to all school staff and property.

Title I Parent and Family Engagement Policy for H.C. Burgard Elementary School

1. In compliance with federal law (ESSA, section 1116 (b)(1)), the district and parents of students participating in Title I programs shall jointly develop and agree upon a written parent and family engagement policy for each school receiving Title I funds. When developing and implementing this policy, the district shall ensure the policy describes how the school will:
   a. Provide parents of H.C. Burgard Elementary School (“HCB”) with the opportunity to participate in the joint development of the school’s overall Title I Parent and Family Engagement Policy (ESSA, Section 1116 (c) (3)), the School-Parent Compact, and the annual development of the School-Wide Improvement Plan (ESSA, Section 1116 (5)).
   b. Develop activities that promote HCB’s and parents’ capacity for strong parent involvement.
   c. Identify barriers of participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
   d. Use findings of annual surveys to design strategies for more effective parent and family engagements.

The Board shall adopt and distribute the parent involvement policy, which shall be incorporated into the district’s Title I plan and shall be evaluated annually, with parent involvement.

2. An annual meeting of parents of Title I students shall be held at a convenient time, such that:
   a. All HCB parents and family members of children shall be invited, and encouraged to attend
   b. Parents will be informed of HCB’s participation as a Title I school
   c. The requirements and the rights for parents to be involved will be shared.

   (ESSA, Section 1116 (c)(1))

3. In addition to the required annual meeting, additional parent meetings shall be held based on the needs of the school, the parents, and the students, at various times of the day and evening.

4. HCB will provide parents with information about the Title I program in the fall. (ESSA, Section 1116 (c)(4)(A)):
   a. During Back-to-School Night
   b. At an Annual Title I Meeting
   c. At parent-teacher conferences
   d. Through building Principal’s monthly emails

5. HCB will provide a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress, and the proficiency levels of the Pennsylvania Common Core Standards. (ESSA, Section 1116 (c)(4)(B). This will be covered at the Annual Back to School Meetings and the Annual Title 1 Meeting held each fall.
6. HCB will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as possible. (ESSA, Section 1116 (c)(4)(C)

7. HCB will jointly develop with parents and family members a School-Parent Compact outlining the manner in which parents, school staff and students share responsibility for improved student achievement in meeting Pennsylvania Common Core Standards (ESSA, Section 1116 (d)(2)(A-D)). The compact shall:
   a. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students to meet the Pennsylvania Common Core Standards. This may include but not limited to:
      i. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.
      ii. Provide parents with frequent reports on their children’s progress.
      iii. Provide parents reasonable access to staff.
      iv. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.
   b. Indicate the ways in which parents will be responsible for supporting their children’s learning. This may include but not limited to:
      i. Monitoring attendance.
      ii. Making sure that homework is completed.
      iii. Monitoring television and electronics usage.
      iv. Volunteering in their child’s classroom and school.
      v. Participating, as appropriate, in decisions relating to their children’s education.
      vi. Promoting positive use of their child’s extracurricular time.
      vii. Provide their child with a quiet place to work and review homework.
      viii. Make sure their child gets enough sleep each night and is at school on time.
      ix. Read with their child daily.
      x. Staying informed about their child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate.
      xi. Serving, to the extent possible, on policy advisory groups, such as being a Title I parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, or the District-Wide Policy Advisory Council.
      xii. Participate, to the extent possible, in DR’s Parent-Teacher Organization.
   c. HCB students will share the responsibility to improve their academic achievement and meet the Pennsylvania Common Core standards. This may include but is not limited to:
      i. Do their homework every day and ask for help when needed.
      ii. Read at least 15 minutes every day outside of school time.
      iii. Give their parents or guardians all information received from school every day.
      iv. Always try their best.
      v. Be responsible for their own behavior.
      vi. Pay attention and follow directions.
      vii. Be respectful to all school staff and property.
8. HCB will aid parents and family members in understanding Pennsylvania Common Core Standards, state and local assessments, and how to monitor their children’s progress and work with teachers to improve their achievement (ESSA, Section 1116 (6)(e)(1)). This may include but is not limited to:
   a. Conferences
   b. Parent and Family Engagement meetings
   c. Emails
   d. Phone calls
   e. Back-to-School Nights
   f. Annual Title 1 Meeting held each fall

9. HCB will provide materials and training to help parents to work with their children to improve their children’s achievement (ESSA, Section 1116 (6)(e)(1)). This may include but is not limited to:
   a. Literacy training
   b. Lancaster-Lebanon IU 13’s Parent and Family Engagement Fair
   c. Technology education
   d. Creation of a “Resource Library” where parents can check out pamphlets and other material related to parental support of student achievement.

10. HCB will educate all stakeholders in the value and benefits of contributions of parents and family members (ESSA, Section 1116 (6)(e)(3)). This may include but not be limited to:
    a. How to reach out to and communicate with parents and family members
    b. How to create equal partnership between parents/family members and school personnel
    c. Implement and coordinate parent programs to build ties between all the stakeholders

11. HCB will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children (ESSA, Section 1116(6)(e)(4)). This may include but is not limited to:
    a. Including students and families in classes run by IU 13 in school events
    b. Encouraging students and families to participate in the events run by Manheim Community Library
    c. Provide families with links to HCB Library “How-to Guide” for online resources

12. HCB will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members in a format and to the extent possible, in a language the parents and family members can understand (ESSA, Section 1116(6)(e)(5)). This may include but is not limited to:
    a. Providing handouts and reports in parents’ native languages
    b. Use of Language Line to aid in translation of phone calls
    c. Provide translators for parent meetings

13. HCB, to the extent possible, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) (ESSA, Section 1116(7)(f)). This may include but is not limited to:
    a. Providing information about upcoming events and meetings to all students in a timely manner
    b. Scheduling meetings at times most convenient for parents to attend
    c. Providing child care services to allow for more parent participation
    d. Offer parents flexible ways to participate in meetings (i.e. in-person, phone, Skype, written feedback).
Appendix B – School-Parent Compact for Doe Run Elementary School

Doe Run Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the Pennsylvania Common Core Standards (ESSA, Section 1116(d)).

This school-parent compact is in effect during the 2018-19 school year.

School Responsibilities

Doe Run Elementary staff will:

• Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
• Ensure all teachers are highly qualified.
• Utilize instruction that follows the Pennsylvania Common Core State Standards.
• Treat each child with dignity and respect.
• Make every effort to meet each child’s individual needs.
• Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held in November 2018 & March 2019.
• Provide parents frequent reports on their children’s progress. The school will provide quarterly report cards.
• Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Conferences, emails, phone calls in a language that family members can understand (ESSA, Section 1116(d)(1-2))
• Provide parents opportunities to volunteer and participate in their children’s classes, and to observe classroom activities, as follows:
  o Opportunities to observe and volunteer in the classroom
  o Schoolwide activities
  o PTO meetings and activities

Parent/Guardian Responsibilities

I, as a parent/guardian, will support my child’s learning in the following ways:

• Monitor attendance.
• Make sure that homework is completed.
• Monitor amount of television my child watches.
• Volunteer in my child’s classroom and school, when possible.
• Participate, as appropriate, in decisions relating to my children’s education.
• Promote positive use of my child’s extracurricular time.
• Provide my child with a quiet place to work and review homework.
• Make sure my child gets enough sleep each night and is at school on time.
• Read with my child daily.
• Stay informed about my child’s education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
• Serve, to the extent possible, on policy advisory groups, such as being a Title I parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, or the District-Wide Policy Advisory Council.
Student Responsibilities
I, as a student, will share the responsibility to improve my academic achievement and achieve the Pennsylvania Common Core standards. Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read at least 15 minutes every day outside of school time.
- Give to my parents or guardian all information received by me from my school every day.
- Always try my best.
- Be responsible for my own behavior.
- Pay attention and follow directions.
- Be respectful to all school staff and property.

Title I Parent and Family Engagement Policy for Doe Run Elementary School
1. In compliance with federal law (ESSA, section 1116 (b)(1)), the district and parents of students participating in Title I programs shall jointly develop and agree upon a written parent and family engagement policy for each school receiving Title I funds. When developing and implementing this policy, the district shall ensure the policy describes how the school will:
   a. Provide parents of Doe Run Elementary School (“DR”) with the opportunity to participate in the joint development of the school’s overall Title I Parent and Family Engagement Policy (ESSA, Section 1116 (c)(3)), the School-Parent Compact, and the annual development of the School-Wide Improvement Plan (ESSA, Section 1116 (5)).
   b. Develop activities that promote DR’s and parents’ capacity for strong parent involvement.
   c. Identify barriers of participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
   d. Use findings of annual surveys to design strategies for more effective parent and family engagements.

   The Board shall adopt and distribute the parent involvement policy, which shall be incorporated into the district’s Title I plan and shall be evaluated annually, with parent involvement.

2. An annual meeting of parents of Title I students shall be held at a convenient time, such that:
   a. All DR parents and family members of children shall be invited, and encouraged to attend
   b. Parents will be informed of DR’s participation as a Title I school
   c. The requirements and the rights for parents to be involved will be shared.

   (ESSA, Section 1116 (c)(1))

3. In addition to the required annual meeting, additional parent meetings shall be held based on the needs of the school, the parents, and the students, at various times of the day and evening.

4. DR will provide parents with information about the Title I program in the fall. (ESSA, Section 1116 (c)(4)(A)):
   a. During Back-to-School Night
   b. At an Annual Title I Meeting
   c. At parent-teacher conferences
   d. Through building Principal’s monthly emails

5. DR will provide a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress, and the proficiency levels of the Pennsylvania Common Core Standards. (ESSA, Section 1116 (c)(4)(B). This will be covered at the Annual Back to School Meetings and the Annual Title 1 Meeting held each fall.
6. DR will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as possible. (ESSA, Section 1116 (c)(4)(C)

7. DR will jointly develop with parents and family members a School-Parent Compact outlining the manner in which parents, school staff and students share responsibility for improved student achievement in meeting Pennsylvania Common Core Standards (ESSA, Section 1116 (d)(2)(A-D)). The compact shall:
   a. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students to meet the Pennsylvania Common Core Standards. This may include but not be limited to:
      i. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.
      ii. Provide parents with frequent reports on their children’s progress.
      iii. Provide parents reasonable access to staff.
      iv. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.
   b. Indicate the ways in which parents will be responsible for supporting their children’s learning. This may include but not be limited to:
      i. Monitoring attendance.
      ii. Making sure that homework is completed.
      iii. Monitoring television and electronics usage.
      iv. Volunteering in their child’s classroom and school.
      v. Participating, as appropriate, in decisions relating to their children’s education.
      vi. Promoting positive use of their child’s extracurricular time.
      vii. Provide their child with a quiet place to work and review homework.
      viii. Make sure their child gets enough sleep each night and is at school on time.
      ix. Read with their child daily.
      x. Staying informed about their child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate.
      xi. Serving, to the extent possible, on policy advisory groups, such as being a Title I parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, or the District-Wide Policy Advisory Council.
      xii. Participate, to the extent possible, in DR’s Parent-Teacher Organization.
   c. DR students will share the responsibility to improve their academic achievement and meet the Pennsylvania Common Core standards. This may include but is not limited to:
      i. Do their homework every day and ask for help when needed.
      ii. Read at least 15 minutes every day outside of school time.
      iii. Give their parents or guardians all information received from school every day.
      iv. Always try their best.
      v. Be responsible for their own behavior.
      vi. Pay attention and follow directions.
      vii. Be respectful to all school staff and property.
8. DR will aid parents and family members in understanding Pennsylvania Common Core Standards, state and local assessments, and how to monitor their children’s progress and work with teachers to improve their achievement (ESSA, Section 1116 (6)(e)(1)). This may include but is not limited to:
   a. Conferences
   b. Parent and Family Engagement meetings
   c. Emails
   d. Phone calls
   e. Back-to-School Nights
   f. Annual Title 1 Meeting held each fall

9. DR will provide materials and training to help parents to work with their children to improve their children’s achievement (ESSA, Section 1116 (6)(e)(1)). This may include but is not limited to:
   a. Literacy training
   b. Lancaster-Lebanon IU 13’s Parent and Family Engagement Fair
   c. Technology education
   d. Creation of a “Resource Library” where parents can check out pamphlets and other material related to parental support of student achievement.

10. DR will educate all stakeholders in the value and benefits of contributions of parents and family members (ESSA, Section 1116 (6)(e)(3)). This may include but not be limited to:
    a. How to reach out to and communicate with parents and family members
    b. How to create equal partnership between parents/family members and school personnel
    c. Implement and coordinate parent programs to build ties between all the stakeholders

11. DR will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children (ESSA, Section 1116(6)(e)(4)). This may include but is not limited to:
    a. Including students and families in classes run by IU 13 in school events
    b. Encouraging students and families to participate in the events run by Manheim Community Library
    c. Provide families with links to DR Library “How-to Guide” for online resources

12. DR will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members in a format and to the extent possible, in a language the parents and family members can understand (ESSA, Section 1116(6)(e)(5)). This may include but is not limited to:
    a. Providing handouts and reports in parents’ native languages
    b. Use of Language Line to aid in translation of phone calls
    c. Provide translators for parent meetings

13. DR, to the extent possible, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) (ESSA, Section 1116(7)(f)). This may include but is not limited to:
    a. Providing information about upcoming events and meetings to all students in a timely manner
    b. Scheduling meetings at times most convenient for parents to attend
    c. Providing child care services to allow for more parent participation
    d. Offer parents flexible ways to participate in meetings (i.e. in-person, phone, Skype, written feedback).