Regular School Board Meeting

Wednesday, August 12, 2026 7:00 PM
Board Room, 52 Underwood Rd., Throop, PA 18512

1. **Meeting Opening**

1.A. Pledge of Allegiance/Moment of Silence

1.B. Roll Call

1.C. Placement of Addendum Item(s)

1.D. Questions from the Floor Regarding Agenda Items

1.E. Minutes Approval - Regular School Board Meeting - June 17, 2026

2. **Presentations**

3. **Personnel**

3.A. Leave Request(s)

3.B. Resignations/Retirements

3.C. Appointments — Staff

3.D. Appointments - Extra Curricular

3.E. Volunteers

3.F. Grant Tenure

3.G. Position Transfer

3.H. Position Reclassification

3.I. Compensation Adjustment

3.J. School Physician Agreement

3.K. Department Chairpersons 2026-2027

3.L. Employee Settlement Agreement

3.M. Revision of Start Date

4. **Curriculum & Instruction**

4.A. Field Trip Requests

4.B. Conference Request(s)

4.C. MV Virtual Academy Handbook 2026-2027

4.D. Textbooks & Handbooks 2026-2027

4.E. Children's Service Center Agreement — 2026-2027

4.F. Contract Renewal - Agency for Community Empowerment of NEPA - 2026-2027

4.G. Secondary Center Program of Studies 9-12

4.H. Graham Academy Agreement

4.I. Student Settlement Agreement

4.J. Academic and Professional Guidelines for Educators 2026-2027

4.K. A-TSI Plan

5. **Building & Grounds**

5.A. Facility Use Request

6. **Board Business & Policy**

6.A. Bus Drivers' Lists (MRL) 2026-2027 SY - Contracted Student Transportation Services

6.B. Van Drivers' List (NEIU) 2026-2027 SY - Contracted Student Transportation Services

6.C. Request for Proposal for Sound Study

6.D. Kelly Education — Rate Increase

6.E. Resolution No. 6 of 2026 - Tax Rebate Program

7. **Business Affairs**

7.A. Brian T. Kelly CPA - Auditor

7.B. Authorization of Bills

7.C. Treasurer's Report

7.D. List of Checks Received

7.E. Activity Fund Report

7.F. Cafeteria Report

8. **Informational**

9. **Upcoming Events**

10. **Meetings Held/Scheduled**

10.A. Meetings Held

10.B. Meetings Scheduled

11. **Public Comment**

12. **Adjournment**

Regular School Board Meeting (Monday, June 22, 2026)

Members present
Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Meeting called to order at 7:00 PM

1. Meeting Opening

Procedural: A. Pledge of Allegiance/Moment of Silence

Procedural: B. Roll Call - All Present

Action: C. Placement of Addendum Item(s) - None

Action: D. Questions from the Floor Regarding Agenda Items

Action, Minutes: E. Minutes Approval - Regular School Board Meeting - May 20 2026
Motion to approve the minutes of the Regular School Board Meeting - May 20, 2026, as submitted.

Motion by Frank Galli, second by Rebecca Krott-Alunni.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

2. Presentations

3. Personnel

Action: A. Leave Request(s)
Motion to authorize the Superintendent of Schools to review the Leave Request(s) listed below, and to approve the same pending receipt of paperwork.

#1 - PS#11/25-26 - FMLA Leave - May 27, 2026 - June 10, 2026

Motion by Anthony Barrett, second by Rebecca Krott-Alunni.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: B. Resignations/Retirements
SV- thanked the employees for their time and service to the district

Motion to accept the resignation notice(s) submitted by the staff members(s) listed.

#1 - Michael Farry - Social Studies Teacher - Resignation - Effective: June 22, 2026
#2 - RJ Gouldberry - Assistant Boys Basketball Coach 5 & 6 - Effective: June 9, 2026
#3 - Marcus Munley - Assistant Football Coach 6 - Resignation - Effective: May 18, 2026
#4 - Bryce Shorten - JR High Boys Soccer Coach - Resignation - Effective: May 25, 2026
#5 - Steve Leslie - Assistant JR High Girls Soccer Coach - Resignation - Effective: February 27, 2026

Motion by Rebecca Krott-Alunni, second by Gabrielle Shimkus.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: C. Appointments - Staff
Motion to authorize the personnel action(s) listed below and the terms associated with the same. Applicants who have not provided the required clearances are deemed to be provisional for the period allowed by law; a provisional appointment will convert automatically to permanent provided the aforesaid reports are supplied during the provisional period, otherwise the appointment will become null and void.

#1-Daniela Pratt - Crossing Guard $33.00/day - Effective: May 5, 2026
#2-Melissa D'Andrea - Crossing Guard - $33.00/day - Effective: Effective: August 27, 2026
#3-Tara Cundiff - School Counselor - M-10 $65,325.00 as per CBA - Effective: July 1, 2026
#4-Rachel Volpe- Elementary Teacher - M-4 $58,217.00 as per CBA - Effective: August 27, 2026

Motion by Tina Golumbeski, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli
On #4 - Mr. Galli and Ms. Alluni-Krott voted no.

Action: D. Appointments - Extra Curricular
Motion to authorize the personnel action(s) listed below and the terms associated with the same. Applicants who have not provided the required clearances are deemed to be provisional for the period allowed by law; a provisional appointment will convert automatically to permanent provided the aforesaid reports are supplied during the provisional period, otherwise the appointment will become null and void.

#1 - Ashley Urso - JV Basketball Cheerleading Coach - $3,014.00 as per CBA - Effective: 2026-2027
#2 - RJ Gouldsbury - Asst. Boys Basketball Coach 2 - $2,898.00 as per CBA - Effective: 2026-2027
#3 - Brad Kalinowski - Asst. Boys Basketball Coach 3 - $2,898.00 as per CBA - Effective: 2026-2027
#4 - Marcus Munley - Asst. Football Coach 1 - $4,057.00 as per CBA - Effective: 2026-2027
#5 - Robert Gabella - Asst. Football Coach 6 - $2,029.00 as per CBA - Effective: 2026-2027
#6 - Steve Leslie - Asst. Varsity Girls Soccer Coach - $4,260.00 as per CBA - Effective: 2026-2027
#7 - Jonathan Mengoni - HS Drama Director - $4,347.00 as per CBA - Effective: 2026-2027
#8 - Jonathan Mengoni - HS Drama Club Advisor - $2,666.00 as per CBA - Effective: 2026-2027

Motion by Robert Doughton, second by Frank Galli.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: E. Grant Tenure
Motion to grant tenure and a professional contract to the below listed staff member:

Michael Farry

Motion by Rebecca Krott-Alunni, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: F. Appointment of Dental Services
Motion to approve Geisinger Pediatric Dental Screening Services as the dental examiner at no cost to the district for the forthcoming 2026-2027 school year

Motion by Tina Golumbeski, second by Rebecca Krott-Alunni.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: G. Maintenace Facility Advisor Agreement
Motion to approve an employment arrangement with Joseph Villano as maintenance facility advisor for the period of July 1, 2026 through December 31, 2026 subject to execution of an employment agreement.

Motion by Anthony Barrett, second by Tina Golumbeski.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli
Abstain: Gabrielle Shimkus

4. Curriculum & Instruction

Action, Action (Consent): A. Summer Guidance Hours
Resolution: Motion to authorize the provision of services by Elementary/Secondary Guidance staff for a maximum of 100 hours beyond the contracted work year for the following purposes: Completion of end-of-year placements, scheduling assignments, and start-up activities for the 2026-2027 school year. Compensation to be made in accordance with the CBA rate of $40/hr.

Motion to authorize the provision of services by Elementary/Secondary Guidance staff for a maximum of 100 hours beyond the contracted work year for the following purposes: Completion of end-of-year placements, scheduling assignments, and start-up activities for the 2026-2027 school year.
Compensation to be made in accordance with the CBA rate of $40/hr.

Motion by Rebecca Krott-Alunni, second by Tina Golumbeski.
Final Resolution: Motion Passed

Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: B. NEIU #19 - SAP Agreement 2026-2027
Motion to approve the agreement with NEIU #19 for Student Assistance Program for the 2026-2027 school year.

Motion by Anthony Barrett, second by Frank Galli.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: C. Merakey Service Agreement - 2026-2027
Motion to approve the Merakey Service Agreement for the 2026-2027 school year.

Motion by Gabrielle Shimkus, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: D. Student Addendum for Placement
Motion to approve the Student Addendum for student placement.

Motion by Anthony Barrett, second by Gabrielle Shimkus.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: E. Children's Service Center - Agreement 2026-2027
Motion to approve the agreement with the Children's Service Center Partial Hospitalization Agreement and Therapeutic Educational Program for the 2026-2027 school year.

Motion by Rebecca Krott-Alunni, second by Tina Golumbeski.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: F. New Story Service Agreement 2026-2027
Motion to approve the service agreement with New Story for the 2026-2027 school year, subject to contractual agreement.

Motion by Frank Galli, second by Rebecca Krott-Alunni.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: G. Luzerne Intermediate Unit #18 Partial Agreement 2026-2027
Motion to approve the partial agreement with the Luzerne Intermediate Unit #18 for the 2026-2027 school year.

Motion by Tina Golumbeski, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: H. Procare Therapy Speech and Language Services Addendum 2026-2027
Motion to approve the Procare Therapy Speech and Language Services Addendum for the 2026-2027 school year.

Motion by Rebecca Krott-Alunni, second by Gabrielle Shimkus.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: I. Student Settlement Agreement - ST#04/25-26
Motion to accept the Student Settlement Agreement for ST#04/25-26.

Motion by Anthony Barrett, second by Rebecca Krott-Alunni.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: J. Secondary & Elementary Summer School Staff
Motion to approve the Secondary & Elementary Summer School Staff for the 2026 summer. Summer rate of $40.00/hr. as per the CBA.

SECONDARY
Dana Abda
Emily Celli
Alexis Vagni
Marissa Wiercinski
Michelle Higgins
John Smolley
Frank Berardelli
Claudia Kausmeyer
Suzanne Piorkowski
Jacob Banik
Ross Donato
Rebecca Petrini

ELEMENTARY
Renee Tomcho
Reagan Hughes
Nicole Desmarais
Jennifer Barrett
Subs if needed:
Kaitlin Kordish
Lisa Gibbons
Kami Orbin

Motion by Rebecca Krott-Alunni, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: K. NEIU #19 - Title III Consortium MOU
Motion to approve the NEIU #19 - Title III Consortium Memorandum of Understanding for the 2026-2027 school year.

Motion by Tina Golumbeski, second by Gabrielle Shimkus.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

5. Building & Grounds

Action: A. Facility Use Request
Motion to approve the facility use requests listed below:

Date	Requestor	Reason	Facility
May 28-July 15	Mid Valley Little League Bianka Donovan	For Baseball Games and Practices	Baseball Field
August 23 Sept 6 Sept 20 Sept 27	MV Jr. Spartans Football & Cheerleading Bill Hillier	Youth Football and Cheerleading	Stadium/Track
November 3	Zachary Watters	PHEAA Financial Aid & FAFSA Completion Night	Auditorium & Classroom
March 31, 2027	Zachary Watters	Pathways Panel 2027	Auditorium & Classroom

Motion by Robert Doughton, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: B. CC Cleaning Addendum to Service Agreement
Motion to approve the addendum to the service agreement with CC Cleaning Services for the term of 1 year beginning on September 1, 2026 to August 31, 2027.

Motion by Rebecca Krott-Alunni, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni
Nay: Frank Galli

6. Board Business & Policy

Action: A. Bus Drivers' Lists (MRL) 2025-2026 SY - Contracted Student Transportation Services
To approve the Bus Drivers' List as submitted for the 2025-2026 school year. For any driver whose certification and/or clearances expire or are not renewed prior to the next scheduled school board meeting, their approval will become null and void the day following the expiration.

Motion by Frank Galli, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: B. Van Drivers' List (NEIU) 2025-2026 SY - Contracted Student Transportation Services
To approve the Van Drivers' List as submitted for the 2025-2026 school year. For any driver whose certification and/or clearances expire or are not renewed prior to the next scheduled school board meeting, their approval will become null and void the day following the expiration.

Motion by Robert Doughton, second by Frank Galli.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: C. Act 93 Compensation Plan
Motion authorizing the Board President and Board Secretary to execute the Administrative Compensation Plan-Act 93 for the period of July 1, 2026 to June 30, 2027 reflecting a 2% increase in salary.

Motion by Tina Golumbeski, second by Rebecca Krott-Alunni.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: D. Board Treasurer - 1 year term
Motion to appoint Mrs. Gabrielle Shimkus as Board Treasurer for a 1-year term, July 1, 2026 to June 30, 2027.

Motion by Tina Golumbeski, second by Frank Galli.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: E. Appointment of District Solicitor
Motion to appoint Atty. Donald P. Dolan as District Solicitor for the 2026-2027 school year subject to contractual agreement.

Motion by Rebecca Krott-Alunni, second by Tina Golumbeski.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: F. Superintendent Evaluation

Motion to adopt the Board of Education's evaluation of Superintendent Patrick Sheehan as satisfactory in accordance with the provisions of his contractual agreement.

Motion by Tina Golumbeski, second by Rebecca Krott-Alunni.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: G. Resolution #2 (2026)- Payment of Bills
WHEREAS, the Board of School Directors of the Mid Valley School District will not hold a regularly scheduled public meeting during the month of July and is not scheduled presently to meet hereafter until its regularly scheduled meeting to be held on August 12, 2026.
AND WHEREAS, contractual obligation, utility and fixed charge payments are likely to be received, and payments for services provided would otherwise be made prior to the end of July.
THEREFORE, BE IT RESOLVED THAT, the Business Office is hereby authorized to make payment for expenses so incurred during the month of July. Any payments so made will be submitted to the Board of School Directors for ratification at the Board's public meeting in August.
IT IS FUTHER RESOLVED that the District Superintendent is authorized to review and recommend to the Business Office that payment be made for payment applications pertaining to the District's ongoing construction projects.

Motion to adopt the above Resolution #2 (2026)- Payment of Bills.

Motion by Frank Galli, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: H. Resolution #3 (2026) - Appointment of Staff
Motion by to approve Resolution #3 (2026) as read.

RESOLUTION #3 (2026)
WHEREAS, the Board of School Directors of the Mid Valley School District will not hold a regularly scheduled public meeting during the month of July and is not scheduled presently to meet hereafter until its regularly scheduled meeting to be held on August 12, 2026.
AND WHEREAS, staffing requirements will need to be satisfied to ensure educational needs and continuity of services which may not otherwise be made until August 2026 THEREFORE, BE IT RESOLVED THAT, the Superintendent is hereby authorized to employee such individuals to fulfill the District's staffing needs during the month of July. Any such employment positions as filled shall be submitted to the Board of School Directors for ratification at the Board's public meeting in August 12, 2026.

Motion by Tina Golumbeski, second by Rebecca Krott-Alunni.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: I. Resolution #4 (2026) & Resolution #5 (2026)
Motion to adopt Resolution 4 and 5 declaring the proximity of proposed industrial data center
facilities to district property a direct public health and educational hazard and to designate the district facilities as sensitive receptors thereby authorizing formal legal intervention and opposition.

Motion by Gerald Luchansky, second by Glenn Cashuric.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: J. MOU Addendum - Throop Police Department
Motion to approve the MOU Addendum with the Throop Police Department.

Motion by Tina Golumbeski, second by Rebecca Krott-Alunni.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: K. PSHIC Health Insurance Renewal
Motion to approve the renewal agreement with the Pennsylvania School Health Insurance Cooperative (PSHIC) for services of health insurance coverage and prescription drug coverage for which the District is contractually obligated to provide, and to further authorize and ratify the payment of such cost for the upcoming fiscal year of July 1, 2026 to June 30, 2027.

Motion by Tina Golumbeski, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

7. Business Affairs

Action: A. 2026-2027 Final Budget
The Secretary reads the resolution on the final budget for the 2026-2027 fiscal year.
BE IT RESOLVED that the Board of School Directors of the Mid Valley School District, Lackawanna County, hereby authorize a final budget for the 2026-2027 School Year with expenditures of $40,983,393, and revenue of $40,983,393, and further sets a tax rate for the 2026-2027 School Year at 10.1288 mills, which is $1.01 on each hundred dollars of assessed valuation or taxable property and that the following tax resolutions be enacted without substantial change for the 2026-2027 school year.
1. A Real Estate Transfer Tax of one-half percent
2. A 10% Amusement Tax
3. A $5.00 Occupational Assessment Tax enacted under Act 511
4. An Earned Income Tax in the amount of ½ of 1% enacted under Act 511.

Motion to adopt the proposed final budget for the fiscal year 2026-2027 as read, and to authorize the Board Secretary to place the appropriate advertisement for public inspection.

Motion by Rebecca Krott-Alunni, second by Glenn Cashuric.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: B. Homestead/Farmstead Exclusions 2026-2027
Motion to approve the Resolution designed to implement homestead/farmstead exclusions as mandated by Act 1 for 2026-2027.

Motion by Tina Golumbeski, second by Rebecca Krott-Alunni.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: C. Workers' Compensation Insurance Renewal
Motion to approve the renewal of Workers' Compensation Insurance with State Auto, through our broker, Maddock Agency, Inc., at the premium rate of $62,631.00 effective July 1, 2026 through June 30, 2027.

Motion by Rebecca Krott-Alunni, second by Gabrielle Shimkus.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: D. United Concordia - Dental Renewal
Motion to approve the Dental Agreement with United Concordia in the amount of $161,416.38 for the 2026-2027 school year.

Motion by Gabrielle Shimkus, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: E. Government Software Services
Motion to approve the Government Software Services as printer of tax bills for the 2026-2027 fiscal year.

Motion by Anthony Barrett, second by Gabrielle Shimkus.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: F. Authorization of Bills
To approve the list of bills payable May 21, 2026 through June 22, 2026 as submitted, and to attach a copy of the same in the minutes.

Motion by Tina Golumbeski, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action, Action (Consent): G. Treasurer's Report
Resolution: To accept the Treasurer's Report as posted, and to attach a copy of the same in the minutes.

Motion to authorize the provision of services by Elementary/Secondary Guidance staff for a maximum of 100 hours beyond the contracted work year for the following purposes: Completion of end-of-year placements, scheduling assignments, and start-up activities for the 2026-2027 school year.
Compensation to be made in accordance with the CBA rate of $40/hr.

Motion by Rebecca Krott-Alunni, second by Tina Golumbeski.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: H. List of Checks Received
That the list of checks received be approved as posted and placed in the proper accounts.

Motion by Anthony Barrett, second by Gabrielle Shimkus.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: I. Activity Fund Report
That the Activity Fund report be approved as posted, and to attach a copy of the same in the minutes.

Motion by Tina Golumbeski, second by Anthony Barrett.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Action: J. Cafeteria Report
To approve the Cafeteria report as posted, and to attach a copy of the same in the minutes.

Motion by Rebecca Krott-Alunni, second by Tina Golumbeski.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

8. Informational

9. Upcoming Events

Information: A. Upcoming Events

10. Meetings Held/Scheduled

Information: A. Meetings Held

- Wednesday, June 17, 2026 - Executive Session for Personnel and Legal Matters @ 5:00 PM
- Wednesday, June 17, 2026 - Work Session @ 6:00 PM
- Wednesday, June 17, 2026 - Executive Session for Personnel and Legal Matters @ 8:00 PM
- Monday, June 22, 2026 - Executive Session for Personnel and Legal Matters @ 6:00 PM
- Monday, June 22, 2026 - Regular School Board Meeting @ 7:00 PM

Information: B. Meetings Scheduled

- Monday, August 10, 2026 - Work Session @ 6:00 PM
- Wednesday, August 12, 2026 - Regular School Board Meeting @ 7:00 PM

11. Public Comment

Discussion: A. Questions/Comments from Public
Mr. Vituszynbski- acknowledged Brown email
Mr. Luchansky- thank Mr. Cashuric for data center resolution

12. Adjournment

Action: A. Adjournment
Motion to adjourn at 7:30 PM.

Motion by Frank Galli, second by Gabrielle Shimkus.
Final Resolution: Motion Passed
Yea: Steve Vituszynski, Gerald Luchansky, Anthony Barrett, Glenn Cashuric, Gabrielle Shimkus, Robert Doughton, Tina Golumbeski, Rebecca Krott-Alunni, Frank Galli

Gerald Luchansky

AB47C5277A61DF1144AE89A0FCF3A2E4 readysign

Gerald Luchansky, Board Secretary

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Chad Vinansky | Supervisor of Student Services

Mid Valley School District Virtual Academy

Students in grades K-12

Instruction provided by Edmentum software.

2026-2027 School Year

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Mid Valley School District Cyber School

Mid Valley School District has partnered with Edmentum to provide EdOptions Academy to Mid Valley School District students as a full-time online option and credit recovery. The following provides the policies and procedures regarding this program.

Scope and Delivery of the Mid Valley School District Virtual Academy
The Mid Valley School District Virtual Academy will offer a virtual option to students in grades K – 12. To be a full-time student a student must meet specific requirements. The courses are made available through a partnership with Edmentum's, EdOptions Academy and will include a full Elementary program including all four core courses as well as electives. The Secondary students (6-12 grades) will be offered all core courses, electives, AP, Global Language, and Career and Technical Education courses; everything a student needs to earn a district approved diploma.

Mid Valley School District Virtual Academy **will NOT** be a stand-alone school. Each full-time student will be officially enrolled in their district assigned school. Students will be eligible to be part of any schools' extra-curricular activities including athletics, band, clubs, or any school sponsored activity. Also, students who meet certain standards may be able to take one or two scheduled courses ***if approved by the building administrator*** (but not more than two) that are offered by their school.

Each course will have a certified teacher provided by EdOptions Academy. This teacher is the teacher of record and will be working with the student to teach and guide them through the course.

Each student will also be assigned to a Success Coach. The Success Coach will work with the student to make sure the student has everything they need to be successful in the courses. The Coach will provide important information about the school such as testing dates and locations. **Most Important:** The student is required to meet with the success coach either live or on the phone on a weekly basis to go over progress.

Mid Valley School District Virtual Academy Policies
Student Registration
Full time students will fill out the registration form for the virtual academy program through the district website. Students/Parents will then be given an interview date that they must attend. Students/Parents will be notified two weeks previous to the start of the semester if they have been accepted into the virtual academy.

Home School students will fill out the application form for the virtual academy program through the district website. All home-schooled students from the year before will automatically be accepted into the virtual academy. NOTE: Besides the virtual academy application, parents must also register students with the school district.

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Student Eligibility

Secondary Student Eligibility: Only students who have maintained a **75 GPA and have had no failing grades the year before entry may apply to be a full-time virtual student.** Parental permission is also needed. **Once in the program, students must maintain a 75 GPA,** must have no failing semester grades, and complete all courses within the time frame provided under the course length described below. If a student fails to meet these requirements, they will be on probation for one semester. If the students come back into compliance, they may continue in the program and will no longer be on probation. If a student does not come back into compliance, they shall be removed from the full-time program and placed back in their home school. Guidance and parental approval required.

Elementary Students Eligibility: *Only students who have had no failing grades from the year before may apply to be a full-time virtual student.* To remain in the program, students need to pass all courses for the year and complete all courses within the time frame provided under the course length described below. If a student fails to meet these requirements, they will be on probation for one semester. If the students come back into compliance, they may continue in the program and will no longer be on probation. If a student does not come back into compliance, they shall be removed from the full-time program and be placed back in their home school. Guidance and parental approval required.

Home School Students from year before: All Home School students will be automatically accepted in the program as full-time students. After starting the program, these students will follow the same rules for continuing eligibility as all other students for their grade level.

Note: All students must sign a Student Code of Conduct before Enrollment (See copy of the Student Code of Conduct below)

Requirements for State Testing

All full time students will be required to take all mandatory testing. The Mid Valley School District Virtual Academy administration will work with the home school of each full-time student to provide the students with all the information the student needs to attend each testing session at the home school site. All data from the students' testing will be included in the data with their assigned school. Full time students must comply with all Mid Valley School District Student Testing guidelines listed in the code of conduct.

Course Length

Grades 6 – 12: Secondary Students are given a maximum of **18 weeks** to complete a **one-half credit** course. Courses can be completed prior to the 18-week window. During a Summer School session, students have a maximum of 4 weeks to complete a one-half credit course. Courses can be completed anytime within the 4-week period. Class content is not condensed; instead time expectations per day are increased to accommodate the condensed timeframe during the summer.

Grades K – 5: Elementary students are given the full year to complete all required courses. Early completion of individual courses is allowed and if there is enough time left in the school year (determined by the school administration) the student may start the next year's course in that subject area. Parental approval is needed as well.

Withdrawal Policy

Students **have 15 days** from the time of enrollment in the Virtual Academy to withdraw from the program without penalty. Please note that if the student has not met minimum goals in the first 30 days, the district administration retains the right to remove such student from the program and reassign the student to their assigned school.

Minimum Goals

1. Daily schedule sent to the Success coach or designated person by a specific date
2. Attend all required sessions, meetings (or the school can assign a specific number or percentage to allow for emergency situations)

Course Content

Secondary Students (Grades 6 – 12): All semester-based courses are **one-half credit**. Courses consist of a blend of self-paced and guided instruction that includes tutorials, mastery tests, drop box activities, and discussions. Each course has a required final exam, which must be proctored.

Elementary Students (Grades K – 5): **All courses are a school year in length**. Courses consist of a blend of self-paced and guided instruction that includes tutorials, mastery tests, and projects.

Proctoring of Final Exams (For Secondary Students Only)

Students will be required to have all final examinations proctored at an agreed-upon location. Testing locations will be determined, and information will be shared with students and parents.

Course Types (For Secondary Students Only)

All courses are offered in Full Course or Pre-assessment. Full-time students will take courses only in the full course mode unless the student needs a course for credit recovery.

Attendance

Students are required to work consistently and to follow the pacing provided in the EdOptions Academy Student Information System (SIS). Students may complete more than what the pacing suggests each week and are encouraged to do so. Another important part of attendance is regular communication with EdOptions Academy online teachers and the Success Coach. Students are expected to respond within 24 hours to any emails they receive. In addition to submitting work according to the suggested pace, students will also have at least one synchronous contact with their virtual instructor. This contact can be a monthly phone call, attendance at a Live Lesson or Webinar, an Instant Message, or a text message.

Required Attendance Hours

Students are required to log in each day that Mid Valley School District is in session. At the beginning of each semester, students must develop a daily schedule that they will follow for the duration of their course(s). A copy of this schedule must be submitted to their Success Coach at the start of each semester.

Failure to log in and participate as required will result in attendance interventions. Continued missed attendance may lead to wellness checks conducted by the school. Please refer to **Page 13** for additional information regarding attendance expectations and wellness procedures.

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Recommended Middle / High School Schedule
The student's schedule needs to be at least one hour per course per day.
Recommended Elementary Schedule

Grade	#of hours per week
K-2	3.5
3	4
4-5	4.5

A primary grade student's schedule could look like:

Math	50 minutes
ELA	70 minutes
Science	45 minutes
Social Studies	45 minutes

Earning Credit and Grading Policy
In order to receive credit in a course, students must meet the following requirements:

Grades 6 - 12

1. The student will need an overall average of 70%.
2. Students must take the EOS (End of Semester) Exam and complete all assignments to earn credit in the course.

Grades K – 5

1 The student will need an overall average of 70%.

Note: Students will be allowed to retake the End of Semester test (EOS) once, regardless of the first score made. Students will also be able to go back and resubmit any work in the course for a higher grade as long as they have time left in their enrollment. Once a student has taken the EOS, the student will be allowed time to review their grades and resubmit any assignments they might have scored below expectations to improve their mastery of the content.

Grading Scale

LETTER GRADE	GRADE POINT AVERAGE (G.P.A.)	NUMERIC EQUIVALENT
A	4.0	95-99
A-	3.667	93-94
B+	3.333	91-92
B	3.0	87-90
B-	2.667	85-86
C+	2.333	83-84
C	2.0	79-82
C-	1.667	77-78
D+	1.333	75-76
D	1.0	72-74
D-	.667	70-71
F	0.0	Below 70

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Student Advancement and Graduation
Students must meet all Mid Valley course credit requirements to advance to the next grade level or to graduate with a Mid Valley School District Diploma. Please see graduation requirements in Mid Valley School District handbook.

Transcripts and Grade Reports
Students and parents may access a student's unofficial transcript in the EdOptions Academy Student Information System (SIS) by selecting the Transcript option from the main menu. Grade reports will be issued at the same time all other Mid Valley School District students receive their grade reports. Parents can request grade reports from the following:

- Virtual School Teachers
- Guidance Counselor
- Virtual School Administrator

Right to Privacy Policy
Mid Valley School District and EdOptions Academy respect a student's right to privacy by following the guidelines outlined in the Family Educational Rights and Privacy Act **(FERPA)**. This law protects the privacy of a student's education records. Mid Valley School District and EdOptions Academy must have written permission from the student/legal guardian to release information from that student's education record.

Mid Valley School District Virtual Academy Student Code of Conduct
Mid Valley School District and EdOptions Academy adhere to set policies to maintain the academic integrity of their curriculum, students, and staff. The policies address the consequences for noncompliance, as noted below. All students must read and sign the Student Code of Conduct to proceed with the enrollment process.

Note: Though students will face consequences from EdOptions Academy, all matters of misconduct will also be handled through Mid Valley School District Virtual Academy Administration and the Mid Valley School District Student Code of Conduct. Please refer to the Student/Parent Resource Guide section on Code of Conduct for further actions that could take place. The following policies are specific the **EdOptions Academy**. To view Mid Valley School District's Student Code of Conduct please refer to the Mid Valley School District Handbook.

Academic Misconduct
Academic Misconduct, in any form, is not tolerated. Academic misconduct includes, but is not limited to, cheating, plagiarism, copying another student's work or allowing another student to copy your work. If academic misconduct is found, the following consequences will result:
- First offense: zero on the assignment, a written warning, and a note added to the records of the students involved
- Second offense: zero on the assignment and a referral to the administration for possible withdrawal

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Defiance of Authority/Insubordination
Disobedience or noncompliance toward any staff member of the EdOptions Academy or Mid Valley School District is considered insubordination. That includes a refusal to maintain communication with EdOptions Academy staff. An act of insubordination may occur in any situation or communication, including, but not limited to, in an e-mail, during a phone conversation, or in person.
If defiance of authority or insubordination is found, the following consequences will result:
- First offense: referral to a guidance counselor
- Second offense: referral to administration for possible withdrawal

Computer Misuse
Any student who attempts to access the secure information of EdOptions Academy or Edmentum, Inc. or its affiliates in an improper manner, uses another student's or staff member's log-in information to gain access to information, intentionally attempts to obtain access to areas or information not open to normal access, or engages in any act similar to the above, has committed a computer misuse. If computer misuse is found, the following consequences will result:
- First offense: Depending on the nature of the offense, the consequences can include a written warning, referral to a guidance counselor, suspended access to PLATO courseware, or administrative referral possible withdrawal.
- Second offense: Referral to the administration for possible withdrawal

Deviation from the above consequences: Notwithstanding anything in this Policy to the contrary, the EdOptions Academy reserves the right to modify the consequences or action taken against a student violating this Policy in the EdOptions Academy's sole discretion for reasons including, but not limited to, the severity of or damages caused by the violation or to ensure compliance with applicable law.

Anti-Bullying Policy
Cyber bullying, or bullying in any form, is not acceptable behavior for any student enrolled in classes at the Mid Valley School District Virtual Academy / EdOptions Academy. Any student found to be involved in these activities will immediately be withdrawn from the Academy.

EdOptions Academy uses this definition of cyber bullying:
Cyber bullying is the use of the Internet and related technologies (cell phones, smart phones, etc.) to harass, hurt, embarrass, or humiliate other people. Using these technologies to act or speak in a deliberate, repeated, and hostile manner with the intent to harm others is also cyber bullying or cyber stalking.

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Internet Acceptable Use Policy

The internet is a compilation of many networks that supports the open exchange of information for research and educational purposes. The internet can be accessible to anyone, anywhere, anytime. Students must understand that by using the network, their actions can be monitored at any time by a teacher or administrator.

Internet–Terms and Conditions of Use

- Users will not be abusive in EdOptions Academy messages to others. They will not use offensive, obscene, or harassing language when using any EdOptions Academy or PLATO Learning, Inc., or its affiliates' systems or software.
- Users will not reveal personal addresses or phone numbers of other users.
- Users will not post information if it violates the policy of others, jeopardizes the health and safety of students, plagiarizes the work of others, is a commercial advertisement, or is not approved by the teacher or school administrator. Users will accept responsibility for all materials they link to or upload.
- Users shall promptly report any inappropriate material they receive.
- Users will not attempt to log in to the network using any other user's name and password.
- Users accept and acknowledge that additional documents and paperwork may be required, including but not limited to documents requiring agreement and signature upon the request of EdOptions Academy administration.
- Any and all student-produced Web pages will be subject to the approval of the teacher or school administrator.
- Vandalism will result in the cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy the data of another user, agency, or PLATO. This includes, but is not limited to, the uploading or creation of computer viruses.
- In the event of a virtual field trip, all users will conduct themselves in accordance with the Policy or agreement applicable to the field trip and Mid Valley Code of Conduct.

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Academic Integrity Student Agreement

1. I will do my own work.
2. I will not copy another person's work, in whole or in part, and turn it in as my own.
3. I will not consult unauthorized material or information during tests unless my teacher gives me permission.
4. I will not plagiarize.
5. I will not copy text, graphics, mathematics solutions, artistic layouts or presentations, or any ideas in any form from another source without proper citation.
6. I will not communicate exam information or answers during or following an exam.
7. I will not provide unwarranted access to materials or information so that credit may be wrongly claimed by others.
8. I will not turn in an original paper or project more than once for different classes or assignments.
9. I will not, in lab situations, falsify or fabricate data or observations, including computer output

A signed agreement is provided below that all students, full or part time, must sign before beginning any course provided by the Mid Valley School District Virtual Program and EdOptions Academy.

By signing below, I agree to adhere to this Policy and refrain from committing any of the violations identified in the Policy. I understand that any violation of this Policy could result in the loss of credit and revocation of access to all instructional materials provided by EdOptions Academy, in addition to the other consequences identified herein.

_____	_____	_____
Student's Name	**Student's Signature**	**Date**
_____	_____	_____
Parent's Name	**Parent's Signature**	**Date**
_____	_____	_____
School Counselor Name	**School Counselor Signature**	**Date**
_____	_____	_____
Building Administrator Name	**Administrator Signature**	**Date**
_____	_____	_____
Special Education Name (if applicable)	**Special Ed Signature**	**Date**

About Our Partner: EdOptions Academy Accreditation and Approvals

EdOptions Academy is fully accredited through Cognia, which includes SACS (Southern Association of Schools and Colleges). This means that any credit earned from EdOptions Academy carries the same weight as a credit from any accredited institution, such as the Mid Valley School District.

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EXTRACURRICULAR ACTIVITIES/CLUBS

At Mid Valley Secondary Center, students are accorded opportunities to develop such worthwhile traits as leadership, responsibility, dependability, cooperation, honesty, and pride, as they participate in social, athletic, and subject area activities. These traits are important in developing an individual who can succeed in a pluralistic society. There are many clubs and organizations for student participation and nine interscholastic sports for boys and girls.

EXTRACURRICULAR ELIGIBILITY

The following eligibility rules will be in effect for students participating in interscholastic athletics, cheerleading, band, marching units, class officers, drama, scholastic bowl, and all other activities not mentioned herewith that are considered extra-curricular. Students who earn classroom credit for their participation will not be governed by these regulations.

Curriculum:

Section 1

To be eligible for interscholastic athletic competition and/or extracurricular activity, a pupil must pursue a curriculum defined and approved by the principal as a full-time curriculum. Where required, this curriculum or its equivalent must be approved by, and conform to, the regulations of the State Board of Education and the Pennsylvania School Code, as well as any local policies established by the local school board.

At the end of each marking period, the participating student may not have two (2) or more failing grades in any of the core classes or core-equivalent courses. If that is the case, they will be ineligible to participate for fifteen (15) days.

Core classes are those which meet on a daily basis and are assigned a numerical grade as opposed to a letter grade. Science labs are considered as part of the core science course. Half year electives which receive a numerical grade are also considered core classes. Classes which would not be considered core classes include cycle classes, SAT class, study halls, or any other class that does not meet five days per week.

Student athletes shall be monitored through the Athletic Director's Office on a weekly basis and reported to the Principal's Office when grades fall below passing. In cases where a student athlete's cumulative work from the beginning of the grading period does not, as of any Friday, meet the standards provided for in this section, he/she shall be ineligible for the immediately following week (Sunday through Saturday). When the school is closed on a Friday, for any reason, the principal may, at his discretion, determine whether the student athlete, as of that day, meets the standards provided for in this section.

Section 2

In cases where a student's work in any preceding grading period does not meet the standards provided for in Section 2, said student shall be ineligible to participate in interscholastic athletics for at least fifteen (15) school days of the next grading period where the school has three (3) grading periods per school year, beginning on the first day report cards are issued, except as provided in Section 4.

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Section 3

New Pupils Must Meet Eligibility Requirements on Curriculum

Pupils who are enrolled for the first time must comply with the requirements of the curriculum rules. The standing required for the preceding week, the preceding grading period or the preceding year shall be obtained from the records of the last school which the pupil has attended.

Section 4

Use of Final Credits at End of School Year

At the end of the school year, the student's final credits in his subjects rather than his credits for the last grading period shall be used to determine his eligibility for the next grading period.

Attendance

1. A student will be ineligible to participate if he or she is absent on the day of an athletic/extracurricular event. Only an absolute emergency approved by the Principal will prevent the enforcement of this rule.
2. If a student arrives late for school (after 8:00AM) on the day of an athletic/extracurricular event, he/she will not be allowed to participate that day, unless approved by the Principal.
3. No students are to be excused from school (early dismissal) on the day of an athletic/extracurricular event. Only an absolute emergency approved by the Principal will prevent the enforcement of this rule.
4. A student must be in attendance in order to be eligible to practice.
5. If a student is not present the day before a weekend or holiday, he/she is not eligible to participate in the athletic/extracurricular activity until the next school day that the student is present in school.
6. A pattern of tardiness will lead to a review of the individual's eligibility to participate in athletic/extracurricular activities.

Discipline

1. Students will not be excused from detention periods for athletic practice or events.
2. Students suspended from school will be restricted from participating in sports or any extracurricular activity during the suspension. They may not participate in practice sessions or be present as a spectator at any school-sponsored function. Each suspension day covers a 24-hour period.
3. Any student who is a persistent disciplinary problem will be made ineligible at the discretion of the Principal. Before such restrictions, the principal will discuss the student's behavior with the coach or advisor in an attempt to correct the problem. All head coaches and faculty advisors are responsible for monitoring student attendance and academic performance.

Transportation

1. All transportation to and from athletic contests will be provided by the school district.
2. No student will be permitted to drive his/her vehicle to any athletic event without special permission from the administration.
3. At least one coach per sport program will be responsible for chaperoning the bus to and from an athletic event. The coach shall be responsible (along with the bus driver) for seeing that the bus is clean after returning from an event.
4. No student will be allowed to leave an athletic event with anyone except a parent or guardian, and only if special permission was given by the administration.

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EXTRACURRICULAR EVENTS
Events such as dances, lock-ins, etc. are held for the benefit of Mid Valley Secondary Center students. All rules and regulations for school will be enforced at the dance. Students who are absent or who are suspended on the day of the dance/event are not allowed to attend. Behavior and grades will be used for administrative review to determine student eligibility to attend.

PROMS AND SEMI-FORMALS
Proms and semi-formals are held periodically throughout the school year as a privilege and a benefit for all high school students. These are high school events, and only students from grades 9 through 12 will be allowed to attend. More information will be provided with rules and procedures for each specific event.

PIAA Athletic Programs

Football	Softball	Basketball
Soccer	Baseball	Bowling
Cross Country	Track & Field	Competitive Cheer
Golf	Tennis	Wrestling

Student Getting Started Dashboard

Look at our Student Dashboard for this school year. It includes links to helpful videos that cover the role your child plays in their learning experience as well as how to log in and submit assignments.

https://docs.google.com/presentation/d/10Kh_X_Kn4h2_E-UPXSB5yBJsTgExT8wE8SdTwAn6Gdg/

WE RECOMMEND THAT YOUR CHILD BOOKMARK THIS LINK!

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District Wellness Checks

Pennsylvania legislation requires a school district cyber school to conduct student wellness checks in the same manner as cyber charter school student wellness checks. Require School Districts to conduct wellness checks once per week for 100% virtual students, any week where 3 or more instructional days are offered. Satisfied by teachers, school administrators, or other representatives of the school district visibly seeing and communicating with students virtually or in-person (other school-sponsored activities).

Required Hours: Students must login every day that Mid Valley School District is in session. **Students are required to create a daily schedule** for themselves that they must keep for the entirety of the course(s). **This schedule must be sent to the Success Coach at the beginning of each semester.**

Recommended Middle / High School Schedule
The student's schedule needs to be at least one hour per course per day.

Step 1 – Missed wellness check

- Within one school day after a student fails to complete a required wellness check, the district must:
- Make documented ongoing efforts to complete the wellness check.
- Attempt to contact the parent/guardian using at least two different communication methods.
    - Phone, Google or Zoom Meet, mail, email, or home visit
- Provide written notice (in the parent's preferred language) that the wellness check was not completed.

Step 2 – Wellness review conference

- If the wellness check is still not completed within three school days after the written notice is sent, the district must:
    - Immediately schedule a wellness review conference within one school day.
    - Hold the conference even if the student or parent does not participate.
    - The conference may be conducted in person or electronically.

Step 3 – In-person wellness check

- A district must conduct an in-person wellness check within 24 hours of the scheduled wellness review conference only if:
    - The student does not participate in the wellness review conference.

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Wellness Review Conference

Purpose of the Conference

- The purpose of this Wellness Review Conference is to review the student's status after a required wellness check was not completed within the required timeline, identify any barriers affecting the student's participation in school, and determine appropriate supports and next steps to ensure the student's health, safety, and educational access. We will also review confidentiality expectations.

Student Name: _____

Student ID: _____

Date: _____ **Time:** _____

Location/Platform: _____

Conference Facilitator: _____

Attendees:

- Parent/Guardian: _____
- Student (if applicable): _____
- School Administrator: _____
- School Counselor/Social Worker: _____
- School Nurse (if applicable): _____
- Other: _____

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Meeting Agenda

Review of Timeline

- Date(s) of student absence.
- Date wellness check was attempted.
- Date written notice was sent to the parent/guardian.
- Confirmation that the wellness check was not completed within three school days.

Review Student Status

- Current knowledge of the student's health and well-being.
- Attendance history.
- Academic concerns.
- Behavioral or social-emotional concerns.
- Any safety concerns.

Parent/Guardian Input (if present)

- Reason for the student's absence.
- Current concerns or needs.
- Medical, mental health, transportation, housing, or family circumstances impacting attendance.

School Review

- Supports already provided.
- Interventions attempted.
- Community agencies involved (if applicable).

Develop an Action Plan: Discuss and document:

- Immediate attendance expectations.
- Academic support.
- Counseling or mental health referrals.
- Nursing or medical follow-up.
- Transportation assistance.
- Community resources.
- Additional district supports.
- Follow-up communication schedule.

Next Steps

- Assign responsibilities.
- Establish timelines.
- Schedule follow-up meeting (if necessary).

MID VALLEY
SCHOOL DISTRICT
52 Underwood Road
Throop, Pa 18512
p 570·307·1150 | f 570·307·1107

Chad Vinansky | Supervisor of Student Services

Wellness Review Conference Summary

Student Status

Parent/Guardian Concerns

District Supports to be Provided

☐ Attendance Support

☐ Counseling Services

☐ School Nurse Follow-up

☐ Academic Support

☐ Transportation Assistance

☐ Community Resource Referral

☐ Other: _____

Action Items

Responsibility Person Responsible Completion Date

Follow-Up Date

MID VALLEY SCHOOL DISTRICT BOARD OF EDUCATION
Steve Vituszynski · President | Gerald Luchansky · Vice-President | Donna Dixon · Secretary | Anthony Barrett· Treasurer | Ronald Bukowski | Glenn Cashuric | Dan Lane | Joanne Pesota | Mary Ruth Tanner
EDUCATE . . . INSPIRE . . . EMPOWER . . . THIS IS MID VALLEY
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SCHOOL DISTRICT
52 Underwood Road
Throop, Pa 18512
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Chad Vinansky | Supervisor of Student Services

Conference Outcome

☐ Student will return to school.

☐ Additional supports are required.

☐ Referral to outside agency.

☐ Continue attendance monitoring.

☐ Other: _____

Signatures

Conference Facilitator: _____ Date: _____

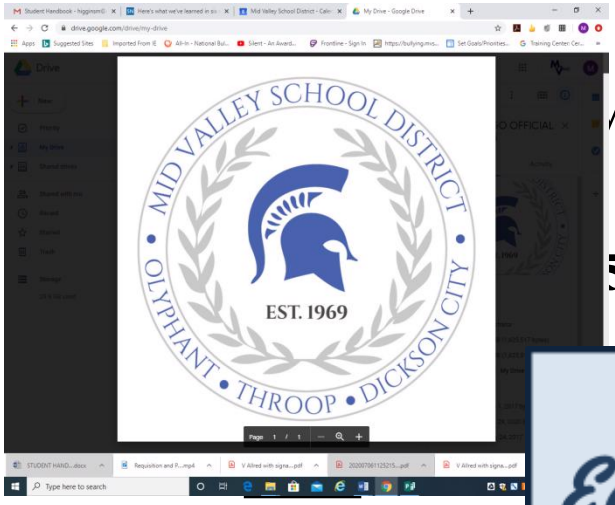
Parent/Guardian: _____ Date: _____

Student (if applicable): _____ Date: _____

Administrator: _____ Date: _____

Additional Staff: _____ Date: _____

Note: If the parent/guardian or student does not participate, the conference shall proceed as required. Document all attempted contacts, attendees, discussion, decisions made, and planned follow-up actions.



Mid Valley Secondary Center

2026-2027 Student Handbook

VISION STATEMENT

Educate, Inspire, Empower

This is Mid Valley

The mission of the Mid Valley School District is to teach, challenge and encourage all students to become responsible citizens and continue a life of learning in an ever-changing global society.

The staff of the Mid Valley Secondary Center welcomes you and invites you to take up the challenges offered by the coming year.

It is our responsibility to provide the opportunity and an efficient educational climate necessary for you to be successful.

However, success depends on your ability to assume responsibility for putting forth maximum effort to achieve your goals.

All of us at Mid Valley hope you will take extreme pride in your school and community, but even more than that, we hope that you will also be able to take pride in your educational, social, and moral accomplishments. For it is the culmination of each student's progress that results in a better society for all of us.

This handbook is designed to help students and families understand the expectations, policies, procedures, and opportunities available at Mid Valley Secondary Center. By working together—students, families, faculty, and staff—we can create an environment where everyone feels valued, challenged, and empowered to succeed.

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ADMINISTRATION AND SCHOOL COUNSELORS

Listed below are the administrative and guidance personnel. We encourage you to seek their assistance to help make your school year more successful.

Superintendent of Schools	Mr. Patrick Sheehan	sheehanp@mvsd.us
Director of Curriculum and Federal Programs	Mr. Brian Kelly	kellyb@mvsd.us
Supervisor of Student Services	Dr. Chad R. Vinansky	vinanskyc@mvsd.us
Principal of Special Education Services	Mrs. Lisa Havran	havranl@mvsd.us
Supervisor of Special Education Services		
Secondary Center Principal 10-12	Dr. Cassandra Stout	stoutc@mvsd.us
Secondary Center Principal 7-9	Dr. Michael Elia	
School Psychologists	Ms. Corinna Scoblick Mr. Patrick Houlihan	scoblickc@mvsd.us houlihanp@mvsd.us
Athletic Director	Mr. Tom Nowakowski	nowakowskit@mvsd.us
School Counselor	Mr. Zach Watters	wattersz@mvsd.us
School Counselor	Mrs. Tara Cundiff	
School Counselor	Mr. Bryan Boyd	boydb@mvsd.us
IT Director	Mr. James Depoti	depotij@mvsd.us

The Mid Valley School District is committed to assuring equal opportunity to all persons regardless of race, color, religion, national origin, ancestry, age, sex, or handicap, in its activities, programs or employment practices as required by Title VI, Title IX, or Section 504.

For information regarding civil rights, services, activities, and facilities that are accessible to and usable by handicapped persons, or grievance procedures at the Secondary Center, contact Mr. Patrick Sheehan, Superintendent, at (570) 307-1150.

ALMA MATER

Alma Mater, Dear

Who towers o'er all the rest
We gave to you what 'ere we could
You gave to us your best.
So, hail Mid Valley, hail to thee,
Our Alma Mater dear,
You'll live within our hearts and thoughts
From year to passing year.
Mother of our minds,
And parent of our ways,
We'll owe to thee in future years
What riches fill our days.
So hail Mid Valley, hail to thee,
Our parent and our friend.
We'll hold thy name in reverence
Thy honor we will tend.

SCHOOL CALENDAR

Listed below are important days on the 2026-2027 school calendar.
Please note that these dates are subject to change due to inclement weather. A notification will be sent if this occurs.

Dates	Notes
August 27	First Day of Classes for Students
September 4 & 7	Labor Day - No School
September 9	Back to School Night – Early Dismissal
October 12	Act 80 Professional Development – No School for Students
October 30	Early Dismissal
November 11	Veterans Day Observed – No School
November 25	Early Dismissal
November 26 – 30	Thanksgiving Break – No School
December 7	Parent Teacher Conferences – Early Dismissal
December 8	Parent Teacher Conferences – Early Dismissal
December 23	Early Dismissal
December 24-January 1	Winter Holiday – No School
January 18	Martin Luther King Day – No School
February 15	Presidents Day – No School
March 23	Parent Teacher Conferences – Early Dismissal
March 24	Parent Teacher Conferences – Early Dismissal
March 25	Early Dismissal (School Closed if not used as a makeup day)
March 26 - 29	Spring Holiday – No School
May 31	Memorial Day – No School
June 7	Early Dismissal
June 8	Early Dismissal – Last Student Day – Graduation
June 9	Act 80 Professional Development – Last Teacher Day

STATE TESTING DATES

Keystone Testing (Winter I):December 9 - December 18
Keystone Testing (Winter II):January 4 - January 15
PSSA Testing: April 26 - May 14
Keystone Testing (Spring): May 17 - May 27

Emergency/Snow Days

January 15
February 12
March 25* (Early Dismissal if used as Snow Day)
April 16
May 28

BACK TO SCHOOL NIGHT

September 9

PARENT TEACHER CONFERENCES

December 7 and 8
March 23 and March 24

END OF THE MARKING PERIODS

First Trimester – November 24th
Second Trimester – March 4th
Third Trimester – June 8th

REPORT CARDS

First Trimester – December 3rd
Second Trimester – March 10th
Final Report Cards will be posted to the Portal

All report cards will be posted to the community portal each trimester.

BELL SCHEDULES

Mid Valley Secondary Center
Regular Bell Schedule
Doors open for students at 7:30 AM

All students enter the building through the Secondary Center Main Entrance

Period	High School Grades 9-10	High School Grades 11-12	Junior High Grades 7- 8
Breakfast	7:30 - 7:41	7:30 - 7:41	7:30 - 7:41
Homeroom	7:44 - 7:49	7:44 - 7:49	7:44 - 7:49
Period 1	7:49 - 8:32	7:49 - 8:32	7:49 - 8:32
Period 2	8:35 - 9:18	8:35 - 9:18	8:35 - 9:18
Second Chance Breakfast	9:18 - 9:22	9:18 - 9:22	9:18 - 9:22
Period 3	9:24 - 10:07	9:24 - 10:07	9:24 - 10:07
Period 4	10:10 - 10:53	10:10 - 10:53	10:10 - 10:53
Period 5	***LUNCH A*** 10:56 - 11:26 **PERIOD 5B** 11:29 – 12:12	**PERIOD 5A** 10:56 – 11:39	**PERIOD 5A** 10:56 – 11:39 ***LUNCH B*** 11:42 - 12:12
Period 6	**PERIOD 6C** 12:15 - 12:58	**PERIOD 6B** 11:42 – 12:25 ***LUNCH C*** 12:28 - 12:58	**PERIOD 6C - Enrichment** 12:15 - 12:58
Period 7	1:01 – 1:44	1:01 – 1:44	1:01 – 1:44
Period 8	1:47 - 2:30	1:47 - 2:30	1:47 - 2:30

PM CTC	**AM CTC**
Students arrive dressed for Mid Valley Students present in homeroom Students attend Periods 1, 2, 3, and 4 Students are dismissed at 11:15 AM Students must sign out in main office Lunch at CTC	Students arrive dressed for CTC Students present in homeroom Students board bus 7:50 AM Students return to Mid Valley at 11:00 AM Students sign in at office Students attend Periods Lunch A,5B, 6C,7 and 8

Two-Hour Delay Bell Schedule
2026-2027

Doors open for students at 9:30 AM
All students enter the building through the Secondary Center Main Entrance

Period	High School Grades 9-10	High School Grades 11-12	Junior High Grades 7- 8
Breakfast	9:30 - 9:44	9:30 - 9:44	9:30 - 9:44
Homeroom	9:47 - 9:50	9:47 - 9:50	9:47 - 9:50
Period 1	9:50 - 10:18	9:50 - 10:18	9:50 - 10:18
Period 2	10:23 - 10:51	10:23 - 10:51	10:23 - 10:51
Period 3	10:54 - 11:22	10:54 - 11:22	10:54 - 11:22
Period 4	11:25 - 11:53	11:25 - 11:53	11:25 - 11:53
Period 5	***LUNCH A*** 11:56 - 12:26 **PERIOD 5B** 12:29 – 12:57	**PERIOD 5A** 11:56 – 12:24	**PERIOD 5A** 11:56 – 12:24 ***LUNCH B*** 12:27 - 12:57
Period 6	**PERIOD 6C** 1:00 - 1:28	**PERIOD 6B** 12:27 – 12:55 ***LUNCH C*** 12:58 - 1:28	**PERIOD 6C - Enrichment** 1:00 - 1:28
Period 7	1:31 - 1:59	1:31 - 1:59	1:31 - 1:59
Period 8	2:02 - 2:30	2:02 - 2:30	2:02 - 2:30

PM CTC	**AM CTC**
Students arrive dressed for Mid Valley Students present in homeroom Students attend Periods 1, 2, and 3 ONLY Students dismissed at 11:25 AM LUNCH at CTC	NO AM CTC on 2-Hr Delay Schedule Students arrive dressed for Mid Valley Students present in homeroom STUDENT COVERAGES Periods 1, 2, 3, 4 Students report to LUNCH A Students attend classes Periods 5B, 6C, 7 and 8

Early Dismissal Bell Schedule
2026-2027
Doors open for students at 7:30 AM

All students enter the building through the Secondary Center Main Entrance

Period	High School Grades 9-10	High School Grades 11-12	Junior High Grades 7- 8
Breakfast	7:30 - 7:41	7:30 - 7:41	7:30 - 7:41
Homeroom	7:44 - 7:46	7:44 - 7:46	7:44 - 7:46
Period 1	7:46 - 8:07	7:46 - 8:07	7:46 - 8:07
Period 2	8:10 - 8:31	8:10 - 8:31	8:10 - 8:31
Period 3	8:34 – 8:55	8:34 – 8:55	8:34 – 8:55
Period 4	8:58 - 9:19	8:58 - 9:19	8:58 - 9:19
Period 7	**7** 9:22 - 9:43	**7** 9:22 - 9:43	**7** 9:22 - 9:43
Period 8	**8** 9:46 - 10:07	**8** 9:46 - 10:07	**8** 9:46 - 10:07
Period 5	***LUNCH A*** *10:10 - 10:42*	**5A** 10:10 - 10:32	**5A** 10:10 - 10:32
Period 6	**5B** 10:45 -11:06 6C 11:09 - 11:30	***LUNCH C*** *10:35 - 11:06* ***6B*** 11:09 - 11:30	**6C** 10:35 -11:06 ***LUNCH B*** *11:09 - 11:30*
PM CTC Students arrive dressed for Mid Valley Students present in homeroom Students attend Periods 1, 2, 3, and 4 Students are dismissed at 11:15 AM Students must sign out in main office Lunch at CTC		**AM CTC** Students arrive dressed for CTC Students present in homeroom Students board bus 7:50 AM Students return to Mid Valley at 11:00 AM Students sign in at office and report to Lunch B	

ATTENDANCE INFORMATION

ATTENDANCE POLICY - TRUANCY

ABSENT STUDENT - PARENTAL CALL OFF INFORMATION
A person in parental relation should call the school when their child is absent from school. **All calls for a student call out should be made to the school (570) 307-2180 between 7:30 a.m. and 9:00 a.m.** A person of parental relation must still send a note in order for the absence to be legally excused.

INTRODUCTION

The key to a successful school career is regular attendance. When irregular attendance occurs, levels of accomplishment are lower, work missed can never be fully made up, and explanations, discussions, and teacher presentations are lost. Students are reminded that daily grades can account for much of a student's trimester grade. Poor attendance can drastically affect a student's report card grade, and in certain cases, lead to failure of a course.

Students are not entitled to any specific number of days of absence. This point is misunderstood by some parents and students. We emphasize that the school district would like to assist parents with their child's attendance problems in any way possible. At the same time, we realize that the school has the responsibility of seeing, according to the school code, that every child attends school and receives a proper education.

DEFINITIONS

Compulsory school age shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than six (6) years of age, until the student reaches eighteen (18) years of age. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school. (Reference Board Policy 204)

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

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

Person in parental relation shall mean a:

- Custodial biological or adoptive parent.
- Noncustodial biological or adoptive parent.
- Guardian of the person of a student.
- Person with whom a student lives and who is acting in a parental role of a student.

This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.

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

Delegation of Responsibility

The Superintendent or designee shall annually notify students, persons in parental relation, staff, local children and youth agencies, and local magisterial district judges about the district's

attendance policy by publishing such policy in student handbooks and newsletters, on the district website and through other efficient communication methods.

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

Compulsory School Attendance Requirements

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

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction; or the student's placement is instruction in the home.

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

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

Excused/Lawful Absence

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

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

- Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.
- Nonschool-sponsored educational tours or trips, if the following conditions are met:
    - The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.
    - The student's participation has been approved by the Superintendent or designee.
    - The adult directing and supervising the tour or trip is acceptable to the person in parental relation and the Superintendent.
- College or postsecondary institution visit, with prior approval.
- Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness, foster care and other forms of educational instability.

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

Temporary Excusals –
The following students may be temporarily excused from the requirements of attendance at district schools:
Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.
Students participating in a religious instruction program, if the following conditions are met:

The person in parental relation submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
Following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.

School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.

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

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

Unexcused/Unlawful Absence
For purposes of this policy, absences which do not meet the criteria indicated above shall be permanently considered unexcused. An out-of-school suspension may not be considered an unexcused absence.

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

Enforcement of Compulsory Attendance Requirements
Student is Truant –
When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.
The notice shall:

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

When the notice is transmitted to a person who is not the biological or adoptive parent, it shall also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.

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

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

The following individuals shall be invited to the SAIC:
The student.
The student's person in parental relation.
Other individuals identified by the person in parental relation who may be a resource.
Appropriate school personnel.
Recommended service providers.

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

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

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

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

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

When a student fifteen (15) years of age or older is habitually truant, district staff shall:
1. Refer the student to a school-based or community-based attendance improvement program; or

2. File a citation in the office of the appropriate magisterial district judge against the student or the person in parental relation who resides in the same household as the student.

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

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate magisterial district judge, district staff shall provide verification that the school held a SAIC.
Unless a judge determines that it is in the student's best interest, a habitually truant student will not be permitted to transfer to a cyber charter school during the school year.

Filing a Citation –
A citation shall be filed in the office of the appropriate magisterial district judge whose jurisdiction includes the school in which the student is or should be enrolled, against the student or person in parental relation to the student.

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.
Special Needs and Accommodations

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

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

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

ENROLLMENT

Parents looking to enroll a student at the Mid Valley Secondary Center should visit mvsd.us. Please click the enrollment tab and follow directions to create a Community Portal Account. For further information, please contact our District Enrollment Office, Mrs. Kathy Chrusciel at 570-307-2127 or e-mail chruscielk@mvsd.us

EXTRA-CURRICULAR PARTICIPATION

Any student who participates in any extra-curricular club, activity, and/or on an athletic team, please refer to page __ for further information regarding attendance rules.

EARLY EXCUSE FROM SCHOOL

When possible, students should schedule medical and other appointments after school hours. If, however, it is necessary to request an early dismissal on any given day, the following procedures must be followed:

Students must bring a note to their homeroom teacher, whenever possible, one day in advance of the date requested. The homeroom teacher will send the notes to the main office. A phone call may be made to the home to verify the excuse. Parents should include in their note where they can be contacted for verification.

Any parent or guardian who finds it necessary to call the school to request early dismissal will be required to sign out the student at the office when they are picked up. **All visitors will be asked to present their driver's license upon entrance to the school which will be run through our visitor management system. Only people listed on the student management system are allowed to pick up a student.**

No student, regardless of their age, may sign themself out, without parental consent. It is understood that students who have an early dismissal from school due to illness are not to return to the school building or property for the remainder of the day. That includes during school time, when school dismisses, or during the evening to participate in or be a spectator at an extra-curricular activity or sporting event.

Students who arrive after 11:00 A.M. will be marked ½ day absent. Students who get excused before 11:00 A.M. will also be marked ½ absent unless they return to school before dismissal. **Students who are absent cannot take part in school activities or be on school grounds. Students will only be excused to parents or designated adults on their demographic contact information.**

FAMILY EDUCATIONAL TRIPS

We believe at Mid Valley the educational growth of students depends upon the exposure to various aspects of cultural and historical places and events, which are not possible to attain within the confines of the classroom environment. Educational trips may offer students an educational outlook, which greatly enhances the classroom setting by increasing the student's cultural and social awareness.

With this in mind both parents/guardians and teachers must work together to ensure the student continues to follow the curriculum as well as gain enrichment from the family's educational trip. In order to maintain established goals and be granted an educational trip status these requirements must be met:

- Notification to the classroom teacher and building principal of the anticipated educational trip at least two (2) weeks prior to the date of the vacation.
- Such a request shall include an itinerary with a short description of how it will benefit the student educationally.
- All work supplied by the classroom teacher must be returned to the appropriate teacher no longer than two (2) days after returning from the trip.
- A daily journal must be returned to the main office detailing the day's events and how the student has benefited educationally. This journal must be turned into the office within a week of the student's return to school from the trip.

When all the above requirements are met, the students will be granted an educational vacation status. This status will allow the student to regain the days lost because of the vacation. **If the requirements are not met within the required time restraints, the student will be marked absent and these days will be credited toward their cumulative record.**

LATE TO SCHOOL POLICY

Late is defined as a student who enters the building **after the homeroom bell rings (7:44AM).** This is the beginning of the school day. Students who are entering the building after this time are considered late and must sign in at the main office or with the designated staff. The student will receive a late pass to their current class period. The secretarial staff will mark attendance appropriately for these students. Students should report directly to their locker and then to class. Students shall present the late pass to their teacher upon arrival.

Students who do not present a valid excuse to the office will receive:

1st Late – Verbal Warning
2nd Late – Written Warning w/Parent Phone Call from office
3rd Late and Beyond– (1) Weekday Detention

Lates to school will restart at the beginning of each trimester.

The only exceptions for lateness will be:
Parental telephone call to building administrator with legal excuse (Ex: family emergency, funeral, etc…).
Medical or dental excuses. Please be reminded that medical or dental excuses cannot be handed in after or before school hours. Only a medical excuse authorized by a licensed practitioner will be accepted
Being late to school can also affect a student's eligibility for extra-curricular participation

MAKE-UP WORK (for legal absence and suspensions)

Students who miss school for a legal reason or who are suspended for disciplinary reasons will be allowed to make up any missed work. They will have as many days as they missed to make-up the work. As an example, if a student misses (5) school days, they will have (5) days to make-up the work beginning when they return and not counting any days they are subsequently absent. **Students who have unexcused absences are to receive a zero (0) for the day and are not allowed to do make-up work or any quizzes or tests.**

UNEXCUSED ATTENDANCE FOR STUDENTS 18 YEARS OF AGE OR OLDER

When a student is eighteen years of age or older and accumulated **(10) or more consecutive days of unexcused absences and has a cumulative average that is failing**, they shall be notified by certified mail to the parents or guardians that they are being dropped from the rolls of the school.

STUDENT WITHDRAWAL

PURPOSE

The Board affirms that even though **law** requires attendance of a student only between the ages of six (6) and eighteen (18), it is in the best interests of both students and the community that students complete the educational program that will equip them with required skills and increase their chances for a successful life beyond school. (Reference Board Policy 208)

AUTHORITY

The Board directs that whenever a student wishes to withdraw, efforts should be made to determine the underlying reason for such action. District resources and staff shall be utilized to assist the student in pursuing career goals. No student of compulsory school age will be permitted to withdraw without the written consent of a parent/guardian and supporting justification. The Board shall approve the withdrawal of students attending college full-time.

GUIDELINES

Counseling services shall be made available to any student who states an intention to withdraw permanently. Information shall be given to help a withdrawing student define educational and life goals and develop a plan for achieving those goals. Students shall be informed about the tests for General Educational Development.

TRANSFER ADMISSION

Transfer students with absences in excess of (15) days in their previous school district may not be eligible to receive credit for courses, which will be taken for the remainder of the school year.

ACADEMICS & GRADING INFORMATION

CLASS RANK AND WEIGHTED GRADES

PURPOSE

The Board acknowledges the necessity for a system of computing grade point averages and class rank for secondary school students to inform students, parents/guardians and others of their relative academic placement among their peers.

AUTHORITY
The Board authorizes a system of class rank, by grade point average, for students in grades 9-12. All students shall be ranked together. (Reference Board Policy 214)

GUIDELINES
Class rank shall be computed by the final grade in all subjects for which credit is awarded. Any two (2) or more students whose computed grade point averages are identical shall be given the same rank. The rank of the student who immediately follows a tied position will be determined by the number of students preceding and not by the rank of the proceeding person.

A student's grade point average and rank in class shall be entered on the student's record and transcripts and shall be subject to Board policy on release of student records. A student's class rank or class standing is determined at the end of June, starting in ninth grade and continuing through the final exams of their senior year. Class Rank is cumulative.

WEIGHTED GRADES
In recognition of the heavier burden of certain work, grade point averages shall be weighted by awarding extra credit for each designated honors course and each designated advanced placement course.

This system may affect your child's class rank and honor roll eligibility. Because of this it is important that you have a basic knowledge of its operation. In its simplest form, weighting of grades is a system that adds extra points to a student's grade according to the degree of difficulty of the course. Courses that are considered more challenging academically, such as AP Courses and Honors Courses are given more weight than those considered less taxing. These weighted points will count for class rank and honor roll.

Courses that will receive weighted grades are as follows:
AP ENGLISH, AP CALCULUS, AP BIOLOGY, AP AMERICAN HISTORY, AP CHEMISTRY
HONORS CALCULUS, HONORS TRIG-PRE-CALCULUS, HONORS TRIGONOMETRY
HONORS ALGEBRA II, HONORS ALGEBRA I, HONORS GEOMETRY
HONORS ENGLISH
SPANISH III/IV
PHYSICS with LAB and ANATOMY & PHYSIOLOGY

AP Courses: The grade will be weighted by adding five (5) points to the grade received.
Honors Courses: The grade will be weighted by adding two (2) points to the grade received.

CURRICULUM AVAILABILITY
Please note detailed curriculum outlines and curricular materials used in conjunction with the instruction are available to parents and guardians during normal school hours or at teacher-parent conferences. Curricular materials, if practical, shall be made available by the school entity for home instructional use by a Parent or guardian if the student has been excused from the school entity's HIV/AIDS instruction (Reference Board Policy 203). If you do not want to have your child included in the HIV/AIDS instruction, please send in a written request for exclusion.

CURRICULUM PLANNING GUIDE
The goal of the Mid Valley School District is to provide our students with the necessary knowledge and skills to achieve their academic goals, make informed decisions, and are positive members of the local community. We will do this by providing three rigorous curriculums for our students to choose from; Academic, General, and Vocational-Technical Studies.

ACADEMIC CURRICULUM
The curricular offerings in your school are designed to meet the individual needs of students, yet satisfy the criteria established by the Pennsylvania Department of Education.

GRADUATION REQUIREMENTS

PLEASE SEE Program of Studies to view the Mid Valley School District graduation requirements (Pg. 5-6)

UPDATED GRADUATION REQUIREMENTS FOR CLASS OF 2020 AND BEYOND:

Starting with the class of 2020:
All students will need to have 23 credits to graduate.
Only students who earned all of their credits prior to graduation may receive their diploma on stage.

FINAL EXAMS

Beginning with the Class of 2029 - Seniors who obtain a numerical average of 93 or higher in any class each quarter and have no more than 12 unexcused absences throughout the school year are exempt from that respective class' final examination.

For students graduating in 2028,2027, and 2026 the following policy is still in place: At the end of the school year, students will be given a cumulative final exam in all core and elective classes. Any student who obtains a numerical average of **93 or above in any class for all three trimesters and have no more than 12 unexcused absences throughout the school year** will be exempt from that respective class' final examination. For the classes that run on a semester schedule, students must take a final exam.

GRADING SYSTEM

The grading system as described in this section is to be used by all teachers in all subject areas. Students are graded on a GPA system according to the following letter grades:

Letter Grade	Grade Point Average(G.P.A.)	Numeric Equivalent
A	4.0	95-99
A-	3.667	93-94
B+	3.333	91-92
B	3.0	87-90
B-	2.667	85-86
C+	2.333	83-84
C	2.0	79-82
C-	1.667	77-78
D+	1.333	75-76
D	1.0	72-74
D-	.667	70-71
F	0.0	BELOW 70

HOMEBOUND INSTRUCTION

Students who request homebound education must present evidence supporting the need, such as a doctor's note specifying the need and the duration for homebound. Requests for homebound services should be directed to the nurse's office. Please refer to the District website, www.mvsd.us 'Student Services' for more information and required forms for Homebound instruction.

HONOR ROLL

An honor roll is posted after each trimester. Students who have an ***Incomplete*** in any course are not be eligible for Honor Roll or High Honor Roll, unless approved by administration. Students who accumulate 4 or more unexcused absences per trimester or a cumulative number of 12 unexcused absences are not be eligible for Honor Roll or High Honor Roll status. Please refer to page 8 regarding attendance.

In order to qualify for **high honors**, the student must have a numerical average of **95 or higher** and no grade lower than an 87 in any class.

In order to qualify for **honors**, the student must have a numerical average of **91 or higher** and no grade lower than an 83 in any class.

In order for a senior student to be eligible for the Honor Graduate Award, the student MUST have maintained an overall average of 93% or higher for each of their four years in high school (minimum A- average).

INDEPENDENT LEARNING TIME

Independent Learning Time (Study Halls) are organized to provide an opportunity to do school work under the supervision of a teacher. Students are required to bring books, paper, and a pencil to their Independent Learning Time class. If a student wishes to leave their Independent Learning Time class to do work for another teacher, it is the student's responsibility to see that he has a prearranged pass from that teacher requesting that he be excused from study hall. This pass must be acquired prior to the start of the Independent Learning Time class period. The atmosphere for the Independent Learning Time class should be a quiet one. Playing Cards, board/video games, and headphones are not permitted unless it is an approved, educational activity.

NATIONAL HONOR/JUNIOR HONOR SOCIETY

Selection to the **National Honor Society** is based on scholarship, character, leadership, and service. To be eligible for membership consideration, a student must have a **cumulative average of 95 (A)** and must show that they completed ten (10) hours of community service in the calendar year prior to admission to the Honor Society. All students who are sophomores, juniors, or seniors are eligible for selection each year into the National Honor Society. In order to maintain good standing after becoming a member, students must complete a total of 10

Selection to the **National Junior Honor Society** is based on scholarship, character, leadership, service, and citizenship. To be eligible for membership consideration, a student must have a **cumulative average of 95 (A) or above at the conclusion of the second trimester of their 8th grade year** and must show that they completed ten (10) hours of community service in the calendar year prior to admission to the Honor Society. This timeframe starts at the beginning of the seventh grade, thereby being eligible for selection to NJHS in their eighth grade year.

Students having achieved this academic standard are then considered based on the other pillars of induction. Leadership and service are based on participation in school and community activities and elected or appointed leadership positions. Character is measured in terms of integrity, behavior, ethics, and cooperation with both students and faculty. Citizenship is based on civic involvement, including activities in the community. The induction ceremony for all new inductees will occur each spring.

PROMOTION AND RETENTION

PURPOSE

The Mid Valley School District recognizes that the emotional, social, physical and educational development of students will vary and that students should be placed in the educational setting most appropriate to their needs. The district shall establish and maintain academic standards for each grade and monitor individual student achievement in a continuous and systematic manner.

AUTHORITY

The Board establishes that each student shall be moved forward in a continuous pattern of achievement and development that corresponds with the student's **progress,** system of grade levels, and attainment of the academic standards established for each grade. (Reference Board Policy 215)

A student shall be promoted when s/he has successfully completed the curriculum requirements and has achieved the academic standards established for the present level, based on the professional judgment of the teachers and the results of assessments. A student shall earn the right to advance to the next grade by demonstrating mastery of the required skills and knowledge.

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall develop administrative regulations for promotion and retention of students which assure that every effort will be made to remediate the student's difficulties before the student is retained. The recommendation of the classroom teacher shall be required for promotion or retention of a student. The building principal shall be assigned the final responsibility for determining the promotion or retention of each student.

GUIDELINES

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

In Grades 7 and 8, failure of three (3) or more subjects will result in retention at that grade level. If a student fails one or two courses, summer school is required for those subjects. Failure to do so will result in retention at that grade level.

Progress toward high school graduation shall be based on the student's ability to achieve the established academic standards and pass the required subjects and electives necessary to earn the number of credits mandated by the Board for graduation. Subject failures may be made up on an APPROVED summer school program. Please refer to the Course Selection Guide for further information of credit mapping by grade level and promotion guidelines.

REPORTING STUDENT PROGRESS

PURPOSE

The Mid Valley School District believes that cooperation between school and home is a vital ingredient in the growth and education of each student. The Board acknowledges the school's responsibility to keep parents/guardians informed of student welfare and academic progress and also recognizes the effects of federal and state laws and regulations governing student records. (Reference Board Policy 212)

AUTHORITY AND GUIDELINES

The Board directs establishment of a system of reporting student progress that requires all appropriate staff members, as part of their professional responsibility, to comply with a reporting system that includes academic progress reports, report cards, and parent/guardian conferences with teachers.

Parents/guardians have access to review their child's grades at any time on the Sapphire Parent Portal (link can be found on www.mvsd.us under "For Parent's Tab"). Parents/guardians are encouraged to contact guidance for login information.

The Superintendent or designee, in conjunction with appropriate staff members, shall develop administrative regulations for reporting student progress to parents/guardians. Various methods of reporting, appropriate to grade level and curriculum content, shall be utilized. Both student and parent/guardian shall receive ample warning of a pending grade of failure, or one that would adversely affect the student's academic status. Scheduling of parent-teacher conferences **shall** occur at

times that ensure the greatest degree of participation by parents/guardians. Report cards shall be issued after 60 days of instruction have been completed, no more than three times per year.

SCHEDULE CHANGES

The annual scheduling process begins in January and continues through the end of the school year. During this time period, each student meets with their school counselor at least once to discuss course selections in conjunction with student goals beyond high school. **All schedule changes must be made within the first two weeks of school for a full year course, or for semester courses, within the first two weeks of the new semester.** Official paperwork **MUST** be obtained from the student counselor and signed off by parents, teachers, counselor, and administration.

STUDENT TRANSCRIPTS

Upon written request, the counselor of record will forward an official copy of a student's high school transcript to a post-high school institution or prospective employer. Parent permission is required for students who are currently enrolled at the Mid Valley Secondary Center. An unofficial transcript may be given to the individual student, but an official transcript must be mailed directly to the school or employer.

BEHAVIOR EXPECTATIONS

ACCEPTABLE USE POLICY
Information Technology Resources in the School

The school's information technology resources, including Chromebooks, email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources:

PARENTS: PLEASE DISCUSS THE FOLLOWING RULES WITH YOUR CHILD TO ENSURE THEY UNDERSTAND THEM.

CHROMEBOOK ISSUANCE

The Mid Valley School District will provide each student with a school-issued Chromebook to use throughout the duration of their education in the Secondary Center. It is the student's responsibility to care for the school-issued Chromebook and return it yearly in the condition of which it was received.

TRANSFER STUDENTS - CHROMEBOOKS

In the event a student transfers out of the District, the student must return the school-issued Chromebook or face court penalty for the full cost of the Chromebook.

DAMAGED - CHROMEBOOKS

In the event a student damages their Chromebook, the student is to report the damage to building staff. The IT Department will conduct an evaluation of the damage. The student who was issued the Chromebook will be responsible for any and all repair costs. All repair costs are determined by the IT Department.

If a student is found guilty of damaging another student's Chromebook, the guilty party will be responsible for paying the repair costs of the Chromebook as determined by the IT department.

SUPERVISION AND MONITORING

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that users are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement. (Reference Board Policy 815)

RULES TO FOLLOW

Respect and protect the privacy of others.

Use only assigned accounts.
Not view, use, or copy passwords, data, or networks to which they are not authorized.
Not distribute private information about others or themselves.

Respect and protect the integrity, availability, and security of all electronic resources.

Observe all network security practices, as posted.
Report security risks or violations to a teacher or network administrator.
Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
Conserve, protect, and share these resources with other students and Internet users.
Not to use any type of proxy avoidance.

Respect and practice the principles of community.

Communicate only in ways that are kind and respectful.
Report threatening or discomforting materials to a teacher. (cyber bulling)
Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
Not use the resources to further other acts that are criminal or violate the school's code of conduct.
Not send spam, chain letters, or other mass unsolicited mailings.
Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Respect and protect the intellectual property of others.

Not infringe copyrights (no making illegal copies of music, games, or movies!)
Not plagiarize

STUDENTS MAY DO THE FOLLOWING IN ACCORDANCE WITH THE ABOVE POLICY:

Design and post web pages and other material from school resources.
Use the resources for any educational purpose.

CONSEQUENCES FOR VIOLATION

Violations of these rules will result in disciplinary action, possibly including the loss of a student's privileges to use the school's information technology resources, up to and including suspension from school.

ASSEMBLIES/AUDIENCE CONDUCT

Interesting and worthwhile assembly programs are held at various times throughout the year. Assembly programs may be held in the gymnasium or auditorium for the entire school, particular grade levels, or designated groups.

Almost all assemblies have educational value and are an important part of the academic and/or student activities programs. During an assembly or class meeting students should conduct themselves as young adults. Respect should always be shown for speakers, visitors, and performers. Students should enter the auditorium quietly and quickly be seated in the seats that they have been directed to take. Everyone should become quiet immediately when a speaker approaches the microphone. Students should demonstrate courtesy during a class meeting or assembly. Students are to respect patriotic gestures.

BACKPACKS/PURSES

The Mid Valley Board of Directors in recognition of its responsibility to better protect the health, safety, and welfare of students and staff, prohibits the following:

Students are permitted to carry backpacks and/or purses to and from school. Prior to the beginning of the homeroom period, students who bring backpacks and/or purses or items similar in nature to school must store them in their locker or in designated areas until the end of the school day.
Students in the Secondary Center, during the school day, may carry their backpacks to their physical education classes only and must return them to their lockers when the class period has been completed. Students are encouraged to bring locks to be used for their physical education lockers. The school is not responsible for any stolen items in locker rooms.

BULLYING/CYBERBULLYING POLICY

Purpose

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students. (Reference Board Policy 249)

Definitions

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

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

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

Authority

The Board prohibits all forms of bullying by district students. The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

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

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

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy. (Reference Board Policy 249; Updated October 2021)

Title IX Sexual Harassment and Other Discrimination

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

Confidentiality

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

Retaliation

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

Delegation of Responsibility

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

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

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students. The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.
District administration shall annually provide the following information with the Safe School Report:

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

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.
This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.

Education

The district shall develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with

appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:
Counseling within the school
Parental conference
Loss of school privileges
Transfer to another school building, classroom or school bus
Exclusion from school-sponsored activities
Detention
Suspension
Expulsion
Counseling/Therapy outside of school
Referral to law enforcement officials

BUS REGULATIONS

At Mid Valley Secondary Center, riding the school bus is considered a privilege and involves responsibilities. The following will not be permitted while riding on district transportation and may result in a student losing their right to use district transportation. (Reference Board Policy 810-AR4)
Smoking/Vaping
Profanity
Throwing materials from bus
Fighting
Destruction of property
Endangering the safety of others
Refusal to wear mask when required by Department of Health
The bus driver is the sole authority while the bus travels to or from school. Any violations of rules will be reported to the administration, by referral, for appropriate disciplinary action.
During any suspension or withdrawal of bus privileges, it will be the parent's responsibility to transport the student to and from school.
A student's absence from school due to suspension of bus privileges is, under the Pennsylvania Law, considered illegal/unexcused.

CARE OF SCHOOL PROPERTY – VANDALISM

The Board believes that the schools should help students learn to respect property and develop feelings of pride in community institutions. The Board charges each student in the district's schools with responsibility for the proper care of the school property, school supplies and equipment entrusted to the student's use.

It is the policy of the Board that students who willfully cause damage to school property shall be subject to disciplinary measures. Students and others who damage or deface school property may be prosecuted and punished under law. Parents/Guardians shall be held accountable for the actions of their child.

The Board may report to appropriate juvenile authorities any student whose damage of school property is serious or chronic in nature. In no case shall referral to juvenile authorities be made without prior notification to the student's parent/guardian. (Reference Board Policy 224)

CONTROLLED SUBSTANCE POLICY

Purpose

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

Controlled substances prohibited by federal and state laws.
Look-alike drugs.
Alcoholic beverages.
Anabolic steroids.
Drug paraphernalia.
Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law.
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.

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.

Off-Campus Activities
This policy shall also apply to student conduct that occurs off school property or during nonschool hours to the same extent as provided in Board policy on student discipline.

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

Establish procedures to appropriately manage situations involving students suspected of using, possessing, being under the influence, or distributing controlled substances.

Disseminate to students, parents/guardians and staff the Board policy and administrative regulations governing student use of controlled substances.

Provide education concerning the dangers of abusing 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 inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

In accordance with state law, the Superintendent shall annually, by July 31, report all 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.

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.

Reasonable Suspicion/Testing

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.
(Reference Board Policy 227; Updated Policy 2022)

HANDLING OF CONFISCATED DRUGS, PARAPHERNALIA, ETC.

All **controlled substances,** drug paraphernalia, and/or alcohol found or confiscated on school district property will be turned over to the principal or designee. In the case where an item is found in a location other than on school property, the item will be turned over directly to the Superintendent or designee.

Confiscated material will be labeled with the following information:
Date found.
Place found.
Person confiscating or finding the item.

The item should be turned over to the appropriate local law enforcement officials on the same day when possible. When immediate turnover is not possible, the confiscated material will be stored in a secure location on school property.

CONTROLLED SUBSTANCES – OUT OF SCHOOL

Except otherwise stated in this policy, when it has been determined with reasonable certainty that any student participating in an extracurricular activity or interscholastic athletics is found to be in violation of this policy, s/he will be subject to established penalties:

1st offense – One (1) week of ineligibility, effective immediately with a minimum of one (1) event lost. The student may practice but may not dress for the event.

2nd offense – Ineligible for the remainder of the season with a minimum of thirty (30) days ineligibility.

3rd offense – Permanent loss of any extracurricular and athletic participation privileges.

In order for any student to participate in an extracurricular activity or interscholastic athletics, both the student's and parent's/guardian's signature must appear on the participation form.

DATING VIOLENCE

PURPOSE

The purpose of this policy is to maintain a safe, positive learning environment for all students that is free from dating violence. Dating violence is inconsistent with the educational goals of the district and is prohibited at all times. (Reference Board Policy 252)

DEFINITIONS

Dating Partner shall mean a person, regardless of gender, involved in an intimate relationship with another person, primarily characterized by the expectation of affectionate involvement, whether casual, serious or long-term.

Dating Violence shall mean behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control the person's dating partner.

AUTHORITY

The Board encourages students who have been subjected to dating violence to promptly report such incidents. The district shall investigate promptly all complaints of dating violence and shall administer appropriate discipline to any student who violates this policy.

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

Title IX Sexual Harassment and Other Discrimination

Every report of alleged dating violence that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a dating violence investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged dating violence.[3][4]

Discipline of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary requirements established by state law and Board policy. (Reference Board Policy 252)

GUIDELINES

Complaint Procedure

When a student believes that s/he has been subject to dating violence, the student is encouraged to promptly report the incident, orally or in writing, to the building principal, guidance counselor, or classroom teacher. The principal shall conduct a timely, impartial, and comprehensive investigation of the alleged dating violence.

The principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. The complainant and the accused shall be informed of the outcome of the investigation. If the investigation results in a substantiated finding of dating violence, the principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Student Conduct.

If a possible violation of the district's harassment policy is implicated, the principal shall take additional action as necessary to comply with Board policy and state and federal law and regulations. The district shall document the corrective action taken and, where not prohibited by law, inform the complainant.

This policy on dating violence shall be:
Published in the Code of Student Conduct.
Published in the Student Handbook.
Made available on the district's website, if available.
Provided to parents/guardians.

Dating Violence Training
The district may provide dating violence training to guidance counselors, nurses, and mental health staff at the high school as deemed necessary. At the discretion of the Superintendent, parents/guardians and other staff may also receive training on dating violence.

Dating Violence Education
The district may incorporate age-appropriate dating violence education into the annual health curriculum framework for students in grades nine through twelve. The district shall consult with at least one (1) local domestic violence program or rape crisis program when developing the educational program.

A parent/guardian of a student under the age of eighteen (18) shall be permitted to examine the instructional materials for the dating violence education program. At the request of the parent/guardian, the student may be excused from all or part of the dating violence education program.

D

Authority

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, gender identity, gender expression, ancestry, national origin, marital status, pregnancy or handicap/disability. (Reference Board Policy 103)

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of d iscrim ina tion, includ ing Title IX se xua l ha ra ssm e nt. Discrim ina tion is inconsiste nt w ith the rig of students and the educational and programmatic goals of the district and is prohibited at or, in the course of, district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.

The Board directs that the foregoing statement of Board policy be included in each student and staff handbook, and that this policy and related attachments be posted to the district's website.

The Board requires a notice stating that the district does not discriminate in any manner, including Title IX sexual harassment, in any district education program or activity, to be issued to all students, parents/guardians, employment applicants, employees and all unions or professional organizations holding collective bargaining or professional agreements with the district. All discrimination notices and information shall include the title, office address, telephone number and email address of the individual(s) designated as the Compliance Officer and Title IX Coordinator.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student's parents/guardians or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy, or if the reported circumstances meet the definition of Title IX sexual harassment and are most appropriately addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3, or other Board policies.

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

When a report alleges Title IX sexual harassment, disciplinary sanctions may not be imposed until the completion of the grievance process for formal complaints outlined in Attachment 3. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance process for formal complaints.

When an emergency removal, as described in Attachment 3, is warranted to address an immediate threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability where applicable.

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable.

Discipline/Placement of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary or placement requirements established by state law and Board policy.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, this policy, the attachments and the district's legal and investigative obligations.

Retaliation

The Board prohibits retaliation by the district or any other person against any person for:
Reporting or making a formal complaint of any form of discrimination or retaliation, including Title IX sexual harassment.
Testifying, assisting, participating or refusing to participate in a related investigation, process or other proceeding or hearing.
Acting in opposition to practices the person reasonably believes to be discriminatory.
The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if retaliation is believed to have occurred.

Definitions

Complainant shall mean an individual who is alleged to be the victim.
Respondent shall mean an individual alleged to be the perpetrator of the discriminatory conduct.
Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.
Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person’s school or school-related performance when such conduct is:

Sufficiently severe, persistent or pervasive; and
A reasonable person in the complainant’s position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Definitions Related to Title IX Sexual Harassment

Formal complaint shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints. The phrase "document filed by a complainant" refers to a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. Supportive measures may include, but are not limited to:

Counseling.
Extensions of deadlines or other course-related adjustments.
Modifications of work or class schedules.
Campus escort services.
Mutual restrictions on contact between the parties.
Changes in work or housing locations.
Leaves of absence.
Increased security.
Monitoring of certain areas of the campus.
Assistance from domestic violence or rape crisis programs.
Assistance from community health resources including counseling resources.

Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Board policy.

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

A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment.*

Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.

Sexual assault, dating violence, domestic violence or stalking.

> ***Dating violence*** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:
>
> Length of relationship.
> Type of relationship.
> Frequency of interaction between the persons involved in the relationship.
>
> ***Domestic violence*** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving

federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Sexual assault means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Stalking**,** under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:

Fear for their safety or the safety of others.

Suffer substantial emotional distress.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An **education program or activity** includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Supervisor of Student Services as the district's Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:

Address: 52 Underwood Road, Throop, PA 18512
Email: TitleIX@mvsd.us
Phone Number: 570-307-1150

The Compliance Officer and Title IX Coordinator shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas, as appropriate:

Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
Training - Provide training for students and staff to prevent, identify and alleviate problems of discrimination.
Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, and available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
District Support - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.
Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

Guidelines

Title IX Sexual Harassment Training Requirements

The Compliance Officer and Title IX Coordinator, investigator(s), decision-maker(s), or any individual designated to facilitate an informal resolution process related to Title IX sexual harassment shall receive the following training, as required or appropriate to their specific role:
Definition of sexual harassment.

Scope of the district's education program or activity, as it pertains to what is subject to Title IX regulations.
How to conduct an investigation and grievance process for formal complaints, including examination of evidence, drafting written determinations, handling appeals and informal resolution processes, as applicable.
How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
Use of relevant technology.
Issues of relevance including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.
How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or Board policy.

All training materials shall promote impartial investigations and adjudications of formal complaints of Title IX sexual harassment without relying on sex stereotypes. All training materials shall be posted on the district's website.

Disciplinary Consequences
A student who is determined to be responsible for violation of this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:

Loss of school privileges.
Permanent transfer to another school building, classroom or school bus.
Exclusion from school-sponsored activities.
Detention.
Suspension.
Expulsion.
Referral to law enforcement officials.

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials.

Reports of Discrimination
Any reports of discrimination that are reviewed by the Title IX Coordinator and do not meet the definition of Title IX sexual harassment but are based on race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability shall follow the Discrimination Complaint Procedures in Attachment 2 to this policy.

Reports of Title IX Sexual Harassment
Any reports deemed by the Title IX Coordinator to meet the definition of sexual harassment under Title IX shall follow the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3 to this policy.

DISTRIBUTING AND POSTING OF MATERIALS

PURPOSE

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the constitution of the Commonwealth. The Board respects the right of students to express themselves in word or symbol and to disseminate non-school materials to others as a part of that expression. The Board also recognizes that the exercise of that right is not unlimited and must be balanced with the district's responsibility to maintain a safe and orderly school environment and to protect the rights of all members of the school community. (Reference Board Policy 220)

This policy addresses student expression in general as well as dissemination of expressive

materials that are not part of district-sponsored activities (non-school materials).

This policy does not apply to materials sought to be disseminated as part of the curricular or extracurricular programs of the district, which shall be regulated separately as part of the school district's educational program.

DEFINITIONS

For the purposes of this policy, **dissemination** shall mean students distributing or publicly displaying non-school materials to others:
On school property or during school-sponsored activities by placing such materials upon desks, tables, on or in lockers, walls, doors, bulletin boards, or easels; by handing out such materials to other persons; or by any other manner of delivery to others; or
At any time or location when creating or sending information using email, websites, online platforms, social media channels or other technological means that are owned, provided or sponsored by the school district.

Expression means verbal, written, technological or symbolic representation or communication.

Non-school materials means any printed, technological or written materials, regardless of form, source or authorship, that are not prepared as part of the curricular or approved extracurricular programs of the district. This includes, but is not limited to, fliers, invitations, announcements, pamphlets, posters, online discussion areas and digital bulletin boards, personal websites and the like.

Authority

Limitations on Student Expression

Students have the right to express themselves unless such expression is likely to or does materially and substantially disrupt or interfere with the educational process, including school activities, school work, discipline, safety and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights. Student expression is prohibited to the extent that it:

Violates federal, state or local laws, Board policy or district rules or procedures;
Is defamatory, obscene, lewd, vulgar or profane;
Advocates the use or advertises the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/vaping products, alcohol or illegal drugs;
Incites violence, advocates use of force or threatens serious harm to the school or community;
Materially and substantially disrupts or interferes with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions;
Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs; or
Violates written district procedures on time, place and manner for dissemination of otherwise protected expression.

Student expression that occurs on school property or at school-sponsored events, or occurs at any time or place when created or communicated using district-provided equipment, email, websites or other technological resources, is subject to this policy. The limitations, prohibitions and requirements of this policy shall apply to expression that occurs outside the foregoing circumstances only when and to the extent that the out-of-school expression:

Incites violence, advocates use of force or otherwise threatens serious harm directed at students, staff or the school environment;
Materially and substantially disrupts or interferes with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions; or
Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs.

Dissemination of Non-school Materials

The Board requires that dissemination of non-school materials shall occur only at the places and during the times set forth in written procedures. Such procedures shall be written to permit the safe and orderly operation of schools, while recognizing the rights of students to engage in protected expression.

The Board requires that students who wish to disseminate non-school materials on school property shall obtain approval by submitting them at least one (1) school day in advance to the building principal or designee, who shall forward a copy to the Superintendent.

If the non-school materials include matters prohibited by this policy, the building principal or designee shall promptly notify the students of the nature of the violation and that they may not disseminate the materials until the violation is corrected and the materials are resubmitted for approval.

If notice of disapproval is not given during the period between submission and the time for the planned dissemination, students may consider the request approved and proceed with dissemination as requested, subject to all other established procedures and requirements relating to time, place and manner of dissemination. Students may nonetheless be directed to cease or suspend dissemination if it is later determined that the materials or the dissemination of them are in violation of this policy or implementing rules and procedures.

Students who disseminate printed non-school materials shall be responsible for clearing any litter that results from their activity and shall schedule the event so that they do not miss instructional time themselves.

Printed non-school materials displayed in a fixed location of a school building shall bear the date when placed in each location. The district may remove the materials within ten (10) days of the posting or other reasonable time as stated in applicable procedures.

Review of Student Expression

Review of non-school materials proposed for dissemination shall be conducted promptly so as to avoid unreasonable delay in dissemination.

School officials shall not censor or restrict non-school materials or other student expression for the sole reason that it is critical of the school or its administration, or because the views espoused are unpopular or may make people uncomfortable.

Student-initiated religious expression is permissible, and apart from regarding time, place and manner, shall not be restricted unless the expression violates some other aspect of this policy, e.g., because it is independently determined to be in violation of this policy for reasons other than the religious nature of the content.

Appeal of the reviewer's decision may be made to the Superintendent and then to the Board, in accordance with Board policy and district procedures.

DELEGATION OF RESPONSIBILITY

The Superintendent shall assist the building principal in determining the designation of the places and times non-school materials may be disseminated in each school building. Such designations may take into account maintenance of the flow of student traffic throughout the school and shall limit dissemination of non-school materials to non-instructional times.

When student dissemination of non-school materials or other student expression violates this policy, the building principal may determine what if any disciplinary or other consequences should be imposed. Disciplinary actions shall be in accordance with applicable Board policy and the Code of Student Conduct.

The Superintendent shall ensure that building principals and other staff involved in reviewing non-school materials proposed for dissemination and evaluating whether violations of this policy have occurred receive training regarding applicable standards and procedures. Special emphasis shall be given to understanding the limitations on school officials' authority to regulate off-campus student expression, as well as the need to articulate in detail the nature and extent of disruption to or interference with the school environment thought to be caused by on or off-campus student expression and the specific manner by which the student expression involved is thought to have caused it.

This Board policy and any procedures written to implement this policy shall be referenced in student handbooks so that students can access them for further information.

ELECTRONIC DEVICES POLICY

PURPOSE

The Board adopts this policy in order to support an educational environment that is orderly, safe and secure for district students and employees, while also recognizing that electronic devices may provide a positive contribution when used for educational purposes.

DEFINITION

Electronic devices shall include all devices that can take photographs; record, play or edit audio or video data; store, transmit or receive calls, messages, text, data or images; operate online applications; or provide a wireless, unfiltered connection to the Internet. **Examples include, but are not limited to cellphones, handheld game consoles, etc.**

STUDENT USE

Students are not permitted to use their mobile phones during school hours unless given permission by the school principal or designee. In cases of an emergency, or where a student is sick or needs to contact a parent or guardian, the student may utilize the school phones if permission has been granted. All telephone calls will be made from the main office and/or the nurses' office with permission from administration, faculty or staff. Telephone messages will be relayed to the students in cases of emergencies only.

AUTHORITY

The Board prohibits use of electronic devices by students during the school day in district buildings; on district property; on district buses and vehicles; and during the time students are under the supervision of the district.

The Board prohibits use of electronic devices in locker rooms, bathrooms, health suites and other changing areas at any time.

Exceptions

The building principal may grant approval for possession and use of an electronic device by a student for the following reasons:
Health, safety or emergency reasons.
An Individualized Education Program (IEP) or Section 504 Service Agreement.
Classroom or instructional-related activities, under the supervision of the classroom teacher.
Student is a member of a volunteer fire company, ambulance or rescue squad.
Student has a need due to the medical condition of an immediate family member.
Other reasons determined appropriate by the building principal.

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

ELECTRONIC IMAGES AND PHOTOGRAPHS

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

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

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy. The Superintendent or designee shall develop administrative regulations to implement this policy.

GUIDELINES

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

The confiscated item shall not be returned until a conference has been held with a parent/guardian. (Reference Board Policy 237; Updated 2022)

OFF-CAMPUS ACTIVITIES

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

The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.

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.

Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school that would violate the Code of Student Conduct if conducted in school.

The conduct involves the theft or vandalism of school property.

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

The school will not be held responsible for these items being lost or stolen.

CONSEQUENCES

1st Offense – Device is taken from the student and returned at the end of the school day to the student.

2nd Offense and every Offense Thereafter– Device is taken from the student and turned over to a Parent/guardian at the conclusion of the school day.

Any student who refuses to comply with the requirements will receive a consequence for defiant behavior as determined by the administrator

GAMBLING/GAMES OF CHANCE

All forms of gambling are not allowed in school, on school buses or during any school sponsored activity. Students who violate this rule will be subject to disciplinary action. Playing Cards may not be used in school unless approved by the administration. Approval will be based on the educational value of the activity.

HALL PASSES/LEAVING INSTRUCTIONAL AREAS

Hall passes can be obtained by a student from their classroom teachers using the Minga platform. A pass shows that the student has received permission to be in a specific place at a specific time period for a legitimate reason. In addition to using the Minga platform, students must take the designated hall pass with them from the classroom and upon return place the classroom pass in the designated area. Classroom passes have a lanyard that indicates the area of the building students have left.

Should this privilege be misused, the use of future passes will be denied to the offender, who would also be subjected to further disciplinary measures, including restricted passes.

HALLWAY EXPECTATIONS

Do not block traffic by standing in groups.
Students are not permitted to loiter in the halls.
Pass through the halls quietly. Loud and boisterous conduct in the halls is not permitted.
Discard all trash in containers.
At the end of the day, leave the building promptly unless under the supervision of a teacher, coach, activity sponsor, or administrator.

All teachers will keep a daily pass log through the utilization of Minga. Whether a student is allowed to use a pass is up to the discretion of the teacher. Students are not permitted in the halls or lavatory while classes are in session without a pass.

STUDENTS WILL NOT BE GIVEN A HALL PASS AFTER 2:15 PM in the SECONDARY CENTER
(UNLESS BEING CALLED TO THE ADMINISTRATION OR NURSES OFFICE)

HAZING

PURPOSE

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times. (Reference Board Policy 247)

DEFINITIONS

Hazing occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:
Violate federal or state criminal law.
Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
Endure brutality of a sexual nature.
Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

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

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

Organizational hazing occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.
Any activity, as described above, shall be deemed a violation of this policy regardless of whether:

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

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

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

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

AUTHORITY

The Board prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours. No student, parent/guardian, coach, sponsor, volunteer or district employee shall engage in, condone or ignore any form of hazing.

The Board encourages students who believe they, or others, have been subjected to hazing to promptly report such incidents to the building principal or designee. (Reference Board Policy 247)

Title IX Sexual Harassment and Other Discrimination

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

DELEGATION OF RESPONSIBILITY

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

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

Discrimination/Discriminatory Harassment

Every report of alleged hazing that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer. If, in the course of a hazing investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged hazing.

GUIDELINES

In addition to posting this policy on the district's publicly accessible website, the district shall inform students, parents/guardians, sponsors, volunteers and district employees of the district's policy prohibiting hazing, including district rules, penalties for violations of the policy, and the program established by the district for enforcement of the policy by means of publication in handbooks and verbal instructions by the coach or sponsor at the start of the season or program.

This policy, along with other applicable district policies, procedures and Codes of Conduct, shall be provided to all school athletic coaches and all sponsors and volunteers affiliated with a student activity or organization, prior to coaching an athletic activity or serving as a responsible

adult supervising, advising, assisting or otherwise participating in a student activity or organization together with a notice that they are expected to read and abide by the policies, procedures and Codes of Conduct.

COMPLAINT PROCEDURE

A student who believes that s/he has been subject to hazing is encouraged to promptly report the incident to the building principal or designee.

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

The Board directs that verbal and written complaints of hazing shall be provided to the building principal or designee, who shall promptly notify the Superintendent or designee of the allegations and determine who shall conduct the investigation. Allegations of hazing shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of hazing brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be hazing under this policy but merits review and possible action under other Board policies.

Interim Measures/Police

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

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

Referral To Law Enforcement and Safe Schools Reporting Requirements –

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

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

The Superintendent or designee shall notify the parent/guardian of any student directly involved in a defined incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police

department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

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

CONFIDENTIALITY

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

RETALIATION

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

CONSEQUENCES FOR VIOLATION

Safe Harbor –

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

Students –

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

Nonstudent Violators/Organizational Hazing –

If the investigation results in a substantiated finding that a coach, sponsor, or volunteer affiliated with the student activity or organization engaged in, condoned or ignored any violation of this policy, s/he shall be disciplined in accordance with Board policy and applicable laws and regulations. Discipline could include, but is not limited to, dismissal from the position as coach, sponsor, or volunteer, and/or dismissal from district employment.

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

Criminal Prosecution –

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

LEAVING THE BUILDING

Students are not to leave the school or the school campus without specific permission from the Principals. Students violating this rule will forfeit all privileges and be subject to suspension.

LUNCH PERIOD/CAFETERIA PROCEDURES

In the daily schedule, lunch periods are provided for the students. Both hot lunches and a la carte lunches are available. Students may bring a bagged lunch.

CAFETERIA GUIDELINES

Absolutely no food is to be consumed anywhere on the premises, inside or outside, except in the cafeteria. Re-sealable containers are restricted to inside the cafeteria.

Students may report to their lockers on the way to the cafeteria, and/or upon leaving the cafeteria on the way to their next class.
Students are to report to the cafeteria promptly at the beginning of their assigned lunch period.
Anyone late to lunch will be disciplined as being tardy to a class.
Quiet conversation will be permitted in the cafeteria. Please note, however, that boisterousness or loudness will not be tolerated. Please be considerate of others.
Throwing of food or food fights will not be tolerated; violators will be subject to disciplinary action.
Upon finishing lunch, students will bring trays to the disposal area and then return to their seats.
All students are responsible for the cleanliness of their area.
Students must secure permission from the teacher in charge in order to be excused to the lavatories. Students are to use **ONLY THE LAVATORIES ADJACENT TO THE CAFETERIA.**
Students will be dismissed from the cafeteria one table at a time by the teacher in charge. (Students will not be dismissed until the lunch area is clean.)

ALL STUDENTS ARE REQUIRED TO REPORT TO THE CAFETERIA AND REMAIN THERE DURING THEIR ASSIGNED LUNCH PERIOD. STUDENTS NOT FOLLOWING THIS RULE MAY BE SUBJECT TO DISCIPLINARY ACTION.

OPEN CONTAINERS

Open containers are permitted so long as the student arrives at school on time or with a legitimate excuse for tardiness. Students may NOT bring additional open containers to school to supply to friends. Students arriving to school late will have to surrender all open containers to the office. ONLY water will be permitted in classrooms. No longer will a student who needs to drink excessive liquids during the school day due to a medical condition need to provide written documentation from a medical doctor in order to do so.

PUBLIC DISPLAY OF AFFECTION

Public demonstrations of affection are never in good taste and certainly out of place in school corridors, classrooms, and assemblies, as well as on buses or in any other area within the confines of the school district.

RESTROOMS

The restrooms are provided for students' convenience and comfort, not as a lounge. The school will make every reasonable attempt to keep them clean and functioning as well as maintaining the proper supplies for your use. Please help us keep these areas clean and as pleasant as possible. Smoking, vaping. writing on walls and partitions, and or acts that damage property, only make the rest rooms unpleasant for you, the student, and may result in the loss of the use of the restrooms.

SPARTAN PBIS PROGRAM

SCHOOL WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (Grades 7-12)

Rationale

PBIS is a program designed to promote and recognize good behavior, cooperation, and strong discipline in our school. The heart of this program is based upon mutually respectful interactions between staff and students, consistent language across all grade levels and areas (curricular and non-curricular), consistent expectations of good behavior, and recognition of good behavior.

Settings for the PBIS

Classroom, Hallway, Restrooms, Computer Labs, Cafeteria, Gym/Locker Room, Library, Assemblies and Sports Complex.

The following levels will be used for PBIS implementation:
Level I (Teacher Managed Behaviors)
Level II (Administrative Managed Behaviors)

Level III (Administrative Managed Behaviors/Police Notification)

Each trimester, members of the PBIS Pride committee will plan an incentive activity to reward positive student behavior.

Students will earn the privilege to attend the quarterly PRIDE Incentive activity if they:
have zero (0) Saturday Detentions/OSS per trimester.
have less than two (2) after-school detentions per trimester.
have less than four (4) lunch detentions per trimester.

Staff Managed (Minor Behaviors)

Behavior	Definition	Examples	Why It Matters
Tardy	**Tardy** means being **late** to class less than 5 minutes after the bell without a signed pass. You are considered tardy if you're not in your seat or in the right place when class starts or the bell rings.	Arriving to class after the bell rings Staying in the hallway too long between classes Showing up to school after the official start time	You might miss instructions or important announcements It interrupts the class and distracts others If it happens often, it can lead to consequences like detention or a call home
Disruption	A disruption is any action, whether intentional or unintentional, that interferes with a safe, orderly, and productive learning environment for students and staff. Any intentional act that takes away from education	Talking out of turn Frequent leaving of seat Using electronic devices Refusal to follow directions Throwing objects – tossing paper, pencils, or other items around Mocking or interrupting classmates – teasing, laughing at, or cutting others off during discussions Cell phone use, Throwing supplies, talking during instruction, out of seat (assigned area)	Every minute spent addressing interruptions is a minute lost for teaching and learning. Even small disruptions—like talking out of turn—add up over time and reduce how much material can be covered. A quiet, focused classroom lets everyone concentrate without unnecessary distractions. Being considerate of others' learning shows maturity and builds a positive community. Staying on task makes it easier to follow lessons, take good notes, and understand concepts. Disruptive behavior often leads to missed

			instructions, lower grades, and more stress later. A calm classroom prevents accidents, confusion, or conflicts. Teachers can focus on teaching rather than managing behavior. Being attentive and respectful are skills valued in college, jobs, and everyday life. Self-control in class translates to success outside of school as well. Annoying to everyone and wastes time
Material/Property Misuse	Material and property misuse in a school setting means using school supplies, equipment, or facilities in ways they weren't meant to be used, which can cause damage, waste, or safety risks.	Writing or carving on desks, lockers, or bathroom stalls (vandalism) Throwing or breaking classroom supplies (like snapping pencils, spilling glue on purpose) Damaging technology (dropping Chromebooks on purpose, pulling keys off keyboards) Misusing gym equipment (hanging on basketball rims, kicking balls indoors) Defacing textbooks or library books (drawing in them, tearing pages) Tampering with fire alarms, lab equipment, or school safety devices	Wastes school resources and taxpayer money Can create unsafe conditions for others Shows disrespect for shared property May result in disciplinary action or financial responsibility for damages
Disrespectful	Low-intensity, rude or dismissive messages to adults or students.	Name calling Eye rolling	Affects how safe and comfortable people feel at school.

	Behaviors that are rude or uncivilized		Can hurt others, damage relationships, and make it harder for everyone to learn. When students treat each other and adults with respect, classrooms feel calmer, fairer, and more welcoming for everyone.
Physical Contact/Physical Aggression	Non-serious, physical contact that violates school guidelines.	Horseplay	Can quickly become unsafe, even if it starts as a joke. Someone can get hurt, feel uncomfortable, or be put in a situation they didn't agree to. Keeping hands to ourselves helps ensure that everyone feels safe and respected and allows learning and activities to continue without interruption.
Defiance/Insubordination/Non-Compliance	**Defiance:** Saying "no" or showing disrespect when a teacher or adult tells you to do something. **Insubordination:** Refusing to follow a direct instruction from a teacher or adult — especially if it's on purpose and after you've been told more than once. **Non-Compliance:** Not following the rules or instructions — even if you're not being rude about it.	If a teacher says, "Put your phone away," and you say, "No, I don't want to," or roll your eyes and keep using it. A teacher tells you to go to the office, and you say "No," and stay in your seat. Not doing your homework, not wearing the right clothes for P.E., or not following a safety rule.	It shows you're not respecting the rules or the adult in charge. It's a serious way of breaking the rules because you're ignoring someone who's supposed to be in charge. Even if you're not trying to be disrespectful, you're still not doing what's expected.
Inappropriate Location/Out of	Being in a location that is the student is not assigned to or sent to at any given	Not using the Cafeteria lavs when in the cafeteria.	It is important that we know where our students are at all times.

Bounds Area	time. **Need to add Pass violation** Area of the building off limits to students	**Have permission to go one place but go to another/ gone beyond the time allotted by Minga without a valid reason**	
Theft	In possession of, has passed on, or is responsible for nonserious removal of property that is not their own without permission.	Taking another person's materials, such as pencil or pen	Breaks trust between students. It can make others feel frustrated, disrespected, or unsafe. Respecting other people's belongings helps build a school community where everyone feels secure and responsible for their actions.
Academic Dishonesty	Non-serious use (as defined by the school/district) of another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices, or communication during an academic exercise.	Using a calculator when instructions say "No calculators." Glancing at a peer's answers during an exam.	When students use materials or help that aren't allowed, it gives an unfair advantage and takes away from the purpose of the assignment or assessment. Honest work helps teachers understand what students truly know and helps students build confidence in their own skills.
Lying	Non-serious, untrue message which violates rules.	Not answering truthfully about homework being complete Not admitting to doing something inappropriate in class.	When students are not honest it makes it harder for teachers to support them and solve problems fairly. Telling the truth, even when it's difficult, shows responsibility and helps students grow and learn from mistakes.
Inappropriate Language	Profanity Anything inappropriate, derogatory in nature	A student curses during class or says something offensive. Swearing, but not directed at someone	Words are weapons and can be hurtful. Students should be respectful and support one another.

	Racial slurs Targeting of marginalized groups Low-intensity harmful language		
Threatening Behavior	Intimidating gestures or actions Language written (digital or handwritten) or spoken Low intensity behavior causing fear of injury or harm to people or property.	A student threatens another student with a fight after school. Saying they want to fight someone Saying "I'm not going to be your friend if you do that."	School needs to be a safe, secure location for students.
Dress Code Violation	Clothing that is not within the school dress code guidelines Clothing that is near, but not within, the school/district dress code guidelines.	Revealing clothing, inappropriate messages. See handbook for specific guidelines	Inappropriate clothing is distracting, unsafe, unprofessional, and develops bad habits for later in life where professional dress is expected.
Technology Violation	Use of an electronic device that violates school guidelines	Cell phone / earbuds used during class. Inappropriate picture or video taking. Accessing inappropriate websites. Using technology to bully other students.	Inappropriate technology use causes distractions from the learning process. It may also increase bullying and lead to increased student anxiety. Pictures and video can be an invasion of privacy and open the student and district up to legal liability.
Gang Affiliation Display	Gesture, dress, and / or speech to show affiliation with a gang.	See handbook as gang related behavior is often changing.	Gang behavior may create an unsafe environment. It may increase violence on and off campus. Gang affiliation displays may increase student gang recruitment.

Office Managed (Major Behaviors)

Behavior	Definition	Consequence
Refusal to Work	Student has been prompted to begin a task and has not made any effort to complete the task or get started on the task.	1st Offense - Written Warning in SWIS 2nd Offense - Before or After School Detention (7th & 8th - Lunch Detention)
Skipping Class	Student does not attend class on a day student is present in the building without being approved to miss a class, or is more than 5 minutes late to a class without a pass.	1st Offense – Major Referral in SWIS Administrator Assigned Detention 2nd Offense – In-School Suspension 3rd Offense - Out of School Suspension
Defiance	Student purposely and knowingly refuses to do what is asked of the student Before being prompted multiple times. OR Student displays aggressive behavior against what the teacher is asking the student to do.	Out of School Suspension
Academic/Organized Misconduct	Any type of cheating or intent to cheat that occurs in relation to a formal academic exercise (tests, quizzes, projects, essays, etc.), or any organized attempt to deceive, imitate, or create an unfair advantage.	1st Offense – In School Suspension 2nd Offense – Out of School Suspension **Student will receive a 0 for the assignment**
Extreme Class Disruption	Student engages in refusal to follow directions, talks back, delivers socially rude interactions, and/or demonstrates physical aggression that hinders or prevents the teacher from continuing the lesson or impacts the health, safety, and well-being of other students.	Out of School Suspension
Inappropriate Language	Student engages in non-directed inappropriate language with student or teacher, which can include but not limited to cursing, sexual content, and derogatory comments/gestures.	1st Offense - Administrator Issued Detention 2nd Offense - In School Suspension 3rd Offense – Out of School Suspension
Directed Profanity	Student delivers communication that includes swearing, name calling, sexually explicit language, racial comments, or use	Out of School Suspension SPO will be notified of

	of words in an inappropriate way directed at an individual (teacher or student).	incident and determine if charges will be filed
Vandalism	Student participates in an activity that results in destruction or disfigurement of property.	1st Offense – Administrator Assigned Detention 2nd Offense – In School Suspension 3rd Offense – Out of School Suspension ** Depending on severity consequences may be altered SPO will be notified of incident and determine if charges will be filed
Theft/Forgery	Student is guilty of theft, possession, or sale of stolen property.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Harassment	Disrespectful messages in any format based on a protected class such as gender, ethnicity, sexual, race, religion, disability, physical characteristics, or other protected class. Student exhibits behavior characterized by the making of unwelcome and inappropriate sexual remarks or physical advances toward another student or adult on school property.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Inappropriate Display of Affection	Student engages in inappropriate touching, kissing, or other inappropriate conduct of affection on school property.	1st Offense – Administrator Defined Detention 2nd Offense – In School Suspension 3rd Offense – Out of School Suspension
Non-Verbal Intimidation	Student delivers disrespectful communication to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. *Disrespectful communication includes sustained or intense attacks based on race religion, gender, age, ethnicity, nationality, disabilities, and/or personal matters.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed

Verbal Intimidation	Student delivers disrespectful communication to another person that includes threats and intimidation, obscene gestures *Disrespectful communication includes sustained or intense attacks based on race religion, gender, age, ethnicity, nationality, disabilities, and/or personal matters.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Physical Intimidation	Student delivers disrespectful communication to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. *Disrespectful communication includes sustained or intense attacks based on race religion, gender, age, ethnicity, nationality, disabilities, and/or personal matters.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Vaping/Tobacco Violation	Student is in possession of or caught actively using tobacco and/or vaping device.	1st Offense – In School Suspension 2nd Offense – Out of School Suspension For each occurrence SPO will be notified of incident and determine if charges will be filed
Drug/Alcohol Violation	Student is in possession of, under the influence of, or caught actively using drugs and/or alcohol.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Fighting	Student engages in a physical attack on another student where physical injury may occur. OR Student is involved in intentional actions that result in serious physical contact and injury of another student	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Weapon	Student is in possession of a weapon or other item that would be dangerous to the safety and welfare of the school.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
****Please note that the defined consequences for behaviors may be altered at Administrator discretion depending on the severity of the behavior and other extenuating circumstances.**		

STUDENT ATTIRE

Please refer to the list of acceptable attire. Please see the building administration if you have any questions.

TOPS
Crew neck T-Shirts or sweatshirts
Hooded sweatshirts
Mid Valley Spartan wear
Collared shirts

BOTTOMS
Denim shorts or denim pants
Athletic basketball mesh shorts and sweatpants
Mid Valley Spartan wear
Form fitting Lycra or spandex (leggings) may only be worn under another garment (students' backsides must be covered by a long tunic shirt, dress, sweatshirt, etc.)

ARTICLES OF NON-COMPLIANCE
The following are **NOT** permitted:
Clothing must be free of messages promoting alcohol, drugs, obscene or suggestive slogans, as they would be deemed substantially disruptive to the educational process.
Items with holes, frays, or rips
Stirrup pants
Pajamas (bottoms/tops/onesies)
House slippers
Mini/micro skirts (no more than 3" above knee)
Hats, caps, headbands or bandanas
Bare midriff or low-cut, scoop neck tops, crop tops
Tank tops, tube tops, halter tops or sleeveless shirts
Off the shoulder garments
Sheer clothing
Display of any undergarments
Shorts that are more than five (5) inches above the knee
Flip flop type shoes, open toe shoes, or any foot wear that poses a safety hazard (some style of shoe/sneaker must be worn at all times)
Costumes or face painting

SPIRIT DAYS
On Spirit Days, students are allowed and encouraged to wear shirts/sweatshirts that represent a Mid Valley and/or Mid Valley community-related athletic team or organization. Students are still required to wear appropriate uniform bottoms.

TRANSFER STUDENTS
Transfer students will be allowed five (5) school days from the date of admission to be in compliance with the uniform policy.

ENFORCEMENT
All professional staff shall be held accountable for the enforcement of the requirements of this policy

DISCIPLINE GUIDELINES
Dress code violations will require a change of clothing; in some instances, they may require removal from class or removal from school. Students may call home for proper clothing. Administrators reserve the right to determine appropriate attire and dress code compliance.

SKIPPING CLASS
Students are not entitled, under the law or school district regulation, to skip any class. Illegal-unexcused absence from class will have a detrimental effect on academic achievement. In this

case, students liable themselves to disciplinary action and/or loss of privileges. Continued skipping of class will result in suspension.

TARDY TO CLASS

Tardiness to class will not be tolerated. In the morning, any student who arrives to their period 1 class **after the 7:44 AM bell** should be marked tardy for the class. An exception would be granted if a student hands the teacher a late pass from the office, which indicates the time the student arrived at school, assuming that the student made it to the class in a timely manner. For all other classes, students are given 3 minutes to pass from one class to another. If a student accumulates ***three tardies to any class,*** the said student will be subject to disciplinary action.

TEXTBOOKS

The Mid Valley School District provides the entire student body with textbooks (Physical or Electronic version). To ensure optimum usage of textbooks, students are required to cover all textbooks to protect them from physical damage. **Students assume full responsibility for the security and care of all textbooks and instructional equipment issued to them. The student must pay for lost or damaged articles.**

WEAPONS

PURPOSE

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

DEFINITIONS

Weapon - the term shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, ammunition, any explosive including firecrackers, replica of a weapon, **and** any other tool, instrument or implement capable of inflicting serious bodily injury.
Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; and under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

AUTHORITY

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity or while the student is coming to or from school.

The Board shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board policy. The Superintendent may recommend modifications of such expulsion requirements on a case-by-case basis. In the case of a student with disabilities, the district shall take all steps required to comply with the Individuals with Disabilities Education Act and Board policy. (Reference Board Policy 218.1)

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall react promptly to information and knowledge concerning weapons on school property. Such action shall be in compliance with state law and regulation and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the district's emergency preparedness plan.

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

GUIDELINES

The Superintendent or designee shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school 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 weapons as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

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

The building principal shall annually inform staff, students and parents/guardians about the Board policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

An exception to this policy may be made by the Superintendent, who shall prescribe special conditions or administrative regulations to be followed.

In accordance with federal law, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.

TRANSFER STUDENTS

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

REQUEST FOR RE-ADMISSION TO SCHOOL

Parents must submit written verification from the assessment agency along with a letter of request for readmission to the principal of the school. An immediate conference date will be set to review the student for readmission.

STUDENT RE-ADMISSION TO SCHOOL

Upon completion of the exclusionary period
Upon satisfactory completion of the rehabilitation assessment
Upon written verification that the student is following the recommendation of the assessment agency
Upon the results of a review by administration of the following:

- the student's misconduct from previous years;
- the severity of the student's misconduct;
- the student's attitude toward the misconduct, and
- the student's willingness to follow through with any and all recommended rehabilitation programs.

REFUSAL FOR RE-ADMISSION TO SCHOOL

If assessment and recommendations are not followed and/or the principal becomes aware of additional factors that jeopardize the safety and welfare of the school community, readmission will be denied.

PROBATIONARY PERIOD

The Board of Education reserves the right to deny attendance at extra-curricular activities for the remainder of the school year when violation of the Zero Tolerance Policy occurs.

The student will remain on school probation for the remainder of the school year during which the violation of the Zero Tolerance Policy occurred. ----------
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SPARTAN DISCIPLINE INFORMATION

STUDENT DISCIPLINE

PURPOSE

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

AUTHORITY

The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the district.

The Board shall adopt a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Board policies and the Code of Student Conduct governing student discipline.
The Board shall approve the inclusion of restorative practices in the Code of Student Conduct to address violations where applicable.

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

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

When suspensions and expulsions are imposed, they shall be carried out in accordance with Board policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies (Reference Board Policy 218).

ON and OFF CAMPUS ACTIVITIES

This policy and the Code of Student Conduct apply to the behavior of students at all times during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities or at other times while riding in school-provided means of transportation (“on-campus”).

This policy and the Code of Student Conduct also apply to student behavior that occurs at other times and places (“off-campus”) when:
The conduct involves, threatens or makes more likely violence, use of force or other serious harm directed at students, staff or the school environment;
The conduct materially and substantially disrupts or interferes with the school environment or the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions;
The conduct interferes with or threatens to interfere with the rights of students or school staff or the safe and orderly operation of the schools and their programs;
The conduct involves the theft or vandalism of school property; or
The proximity, timing or motive for the conduct in question or other factors pertaining to the conduct otherwise establish a direct connection to attendance at school, to the school community, or to a school-sponsored activity. This would include, for example, but not be limited to, conduct that would violate the Code of Student Conduct if it occurred in school that is committed in furtherance

of a plan made or agreed to in school, or acts of vandalism directed at the property of school staff because of their status as school staff.

DELEGATION OF RESPONSIBILITY

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

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

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

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

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

REFERRAL TO LAW ENFORCEMENT AND REPORTING REQUIREMENTS

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

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

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

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

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

The Superintendent shall report to the Board the methods of discipline imposed by administrators and incidences of student misconduct, in the degree of specificity required by the Board. (Reference Board Policy 218; Update 2022)

IN LOCO PARENTIS

In loco parentis status by Section 1317 of the Pennsylvania Code states that "every teacher, vice-principal, and principal in the public school shall have the right to exercise the same authority as to conduct and behavior over the pupils attending the school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardians, or persons in parental relation to such pupils may exercise over them."

PHILOSOPHY AND STATEMENT OF BASIC BELIEFS

The Mid Valley School District philosophy of discipline is to be fair, just, and individualized, whenever possible, and to bring about a positive behavior change in individuals for the good of the school community. Care for school and personal property, respect for others, appropriate classroom conduct, proper manners and attitudes are the basis for acceptable Mid Valley School District student behavior.

It is important that students realize that each regulation regarding behavior will be strictly enforced and when disciplinary action is needed, it will be administered impartially and matter-of-factly, despite usual protestations or regrets by the affected students. In short, the administration expects the members of the student-body to be mature enough to exercise foresight rather than hindsight during their school career in the Mid Valley School District. Every teacher and administrator is responsible for discipline during school hours and school sponsored activities.

We are firmly committed to the belief that good discipline, more often than not, begins at home. The parent is the first teacher of their child and should develop positive behaviors and the proper attitudes toward school. It is also necessary that parents:

Recognize that the teacher, in accordance with Pennsylvania school law, takes the place of the parent while the child is in school or is being transported by the district.

Teach their child respect for authority, the law, the rights of others, and for private and public property.

Realize that a disruptive student not only hinders their educational progress, but also the educational rights of the others around them.

Insure prompt and regular school attendance as well as comply with state attendance laws and procedures.

Work with the school in carrying out recommendations, including discipline, made in the best interest of the student.

Guidelines on school discipline are essential if we are to establish an orderly procedure of consequences for students, when school rules are broken. For a discipline system to work effectively and be used realistically, every member of the school staff must understand and support the guidelines. The staff must also accept the responsibility to follow through consistently with each and every violation.

EXPLANATION OF DISCIPLINARY ACTION

DENIAL OF PRIVILEGES

Privileges include but are not limited to, participating in extra-curricular events or school activities, driving to school, use of certain parts of the building such as computer labs, library, cafeteria, and restrooms, etc. Privileges must be earned. They can be withdrawn for improper behavior. Privileges can be denied from one day to the entire year depending on the circumstances.

DETENTIONS

Students may be assigned detention at the discretion of administrators for violations of school rules. **Detention supersedes all other school activities (including athletics).** Only an administrator can excuse a student from detention. A skipped detention will lead to further consequences including a reassignment of the detention missed.

A Level 1 offense will require a weekday detention either before or after school. Each detention will be supervised by a certified teacher. All detentions will be held on *Tuesdays, Wednesdays, Thursdays*, after school from **2:45 PM – 4:00 PM**.

In addition, a morning detention may be available to accommodate work and activity schedules. However, it is the responsibility of the parents to transport the child to the morning detention. Administration will provide parents with at least a one-day notice of the detention.

A Level 2 offense will require a Saturday Detention. It will be appropriately supervised by a certified teacher. All Saturday Detentions will be held at the Secondary Center, as needed during school year, from **9:00 AM – 11:00 AM**.

Students failing to serve detention for a Level 1 offense will be assigned an automatic Level 2 offense and will serve the next available Saturday Detention day. Administration will do their best to provide parents with at least a two-day notice of the Saturday Detention. **Only administration can excuse a student from a weekday or Saturday detention. Students who miss school on their assigned Detention day, will automatically be assigned another detention date.**

Students may not participate in extra-curricular activities during the time they are scheduled for detention or suspension.

Level 1 Offenses (examples only)
Late to School
Being Tardy to Class (3 times)
Being Tardy to Class (> 5 minutes)
Horseplay
Throwing Objects in Class
Dress Code Violation
Food/Drink/Open Container Violation
Not Following Classroom Procedures Violation)
Disruptive Behavior (Substitute)
Personal Technology (excluding cell phones)

Action: Weekday Detention
Locker Misuse
Driving Infraction
Bus Misconduct
Cafeteria Misconduct
Disruptive Behavior
Bullying/Cyberbullying
Disrespect to Staff
Cell Phone Possession (1st and 2nd
Skipping Class (in school)
General Hall Misconduct

Level 2 Offenses (examples only)
Failure to Serve Weekday Detention
Aggressive behavior
Bullying/Cyberbullying
Unsafe behavior (Potential for Injury)
Cheating/plagiarism
Cell phone possession (3rd violation)
Inappropriate Use of School Technology Being in an Unauthorized Area of the Building

Action: Saturday Detention

Loud, Abusive, Lewd and/or Profane Communication or Behavior
Accumulation of (10) weekday detentions
Any recurring Level 1 offense (administrative review)

SUSPENSIONS

This is a temporary exclusion from classes or school for serious and/or repeated rule infractions. The length of suspensions runs from 1 to 10 days depending on the nature of the infraction and previous behavior. ***Suspensions will be out of school.*** Parents will be notified by mail and/or telephone call from the school.

Level 3 Offenses (examples only) **Action: 1-10** Days OSS

Loud, Abusive, Lewd, Profane Communication or Behavior to Staff Leaving School Property without Permission
Bullying/Cyberbullying
Fighting (Police Notified)
Racial/Ethnic intimidation
Disorderly Conduct (Police Notified)
Stealing (from person or property)
Skipping School
Vandalism/Destruction of School Property
Harassment
Possession, Use/Sale of Tobacco/Vaping Products
Unsafe Behavior (Secondary Contact)
Accumulation of (5) Saturday Detentions
Any recurring Level 2 offense (administrative review)
Violation of any law/state/federal or board policy

For every out-of-school suspension, a conference with the parents and administration will be held. The student may not return to school until this conference has been completed. Administration reserves the right to accommodate parent requests to waive the conference. **Further, students on suspension may not attend or participate in any school function until the suspension is lifted or completed.**

Level 4 Offenses (examples only) **Action: 1-10** Days OSS
Referral to the Superintendent and possible Expulsion

Bullying/Cyberbullying
Taking/possessing/sharing of pornographic/lewd or illegal images
Simple Assault on a Student
Simple Assault on a Staff Member
Rioting
Bomb threats, false alarms, terroristic threats (notify police)
Possession/use/distribution of weapons or explosives
Possession/use/distribution of a controlled substance
Under the influence of a controlled substance
Sexual abuse/harassment
Violation of any law/state/federal or board policy
Any recurring Level 3 Offense

EXPULSION

An expulsion may be a permanent exclusion from school. Expulsion results only from a Board of Education action preceded by a recommendation from the Secondary Center Principal to the Superintendent of Schools. (Reference Board Policy 233)

This Four-Level approach seeks to provide concrete consequences for student offenders in a fair and consistent manner. The offenses listed above are to be used as guidelines for behavior; the list is not all-inclusive. The list is to be used only as examples of offenses a

student may commit. There are times when a student may commit an offense that is not listed but will still warrant a consequence.

ALTERNATIVE ACTIONS

In each incident, the Principals will decide on an individual basis if alternative action will best meet the needs of the student, the School District, and/or the employees of the School District.

Alternative actions which may be taken include but are not limited to:
Parental conference
Referral to counselor
Denial of Privileges
Design of a student behavioral contract
Design of a special student educational program
Design of a student work or service program
Restricted movement
Referral to psychological service staff
Referral to appropriate local, county, and/or state agencies and/or institutions
Liability for damages or financial loss
Civil and/or criminal prosecution
Bus suspension
In School Academic Program

When referred to an administrator for violating the discipline policy, students should not expect to receive warnings or alternative actions. Students and parents share the responsibility to review the contents of this publication to become familiar with the rules and regulations governing the school.

LAW ENFORCEMENT OFFICIALS AND SCHOOL POLICE OFFICERS

It shall be the policy of Mid Valley School District to maintain a reasonable and cooperative atmosphere between the school system and the law enforcement agencies. Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers may be necessary within their respective jurisdictions. The school district's administrators shall, at all times, be responsible to protect and guarantee the rights of the students.

PARENT/GUARDIAN RESPONSIBILITIES

Parents/guardians can aid the District by instilling an enthusiastic attitude in your child from their first day of school and by building a good working relationship between yourself, your child, their teacher, and the school.
Parents/guardians can help the District by accepting financial responsibility for their children's misdeeds and must insist upon prompt and regular attendance by the students. Parents/guardians are to keep in mind that parental attitudes and opinions often influence children and recognize that a teacher deserves the same consideration and respect that we insist upon as parents.
Parents/guardians are to encourage your child to take pride in their appearance and insist that they bring home promptly all communications from the school. Be certain to read them and if necessary discuss them with your child.
Parents/guardians are to help your child understand that rules are a necessary part of society. Should your child become involved with an infraction, cooperate with the school in resolving the problem.

STUDENT RESPONSIBILITIES

Under Title 22 section 12.2 of the PA Code, there are certain student rights and responsibilities afforded to all public school students in Pennsylvania.
Student responsibilities include the following:

Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the

administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
No student has the right to interfere with the education of their fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.
Students should express their ideas and opinions in a respectful manner.
It is the responsibility of the students to conform with the following:

- Be aware of all the rules and regulations for student behavior and conduct themselves in accord with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
- Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- Dress and groom so as to meet fair standards of safety and health, and not to cause substantial disruption to the educational process.
- Assist the school staff in operating a safe school for all students enrolled therein.
- Comply with Commonwealth and local laws.
- Exercise proper care when using public facilities and equipment.
- Attend school daily and be on time for all classes and other school functions.
- Make up work when absent from school.
- Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and local school authorities.
- Report accurately in student media.
- Not use obscene language in student media or on school premises.

The District's rules concerning student behavior and conduct apply whenever a student is in school, on school property or vehicles, at any school-sponsored activities, and/or utilizing District owned or maintained computer systems, websites, platforms or portals.

LOCKERS – 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.

The Courts have held that students have a limited privacy interest while at school; that schools have a compelling interest in maintaining a safe and secure environment; and that a reasonably conducted search does not violate a student's limited privacy interest. The Supreme Court of Pennsylvania has held that a canine drug sniff constitutes a search and is limited by the Pennsylvania Constitution. The Court held that the use of a drug-sniffing canine requires "reasonable suspicion", the same justification required for any other search of a student by school administrative personnel. (Reference Board Policy 226)

SEARCH POLICY

PURPOSE

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

The district has a compelling interest in protecting and preserving the health, safety and welfare of the school population, which under certain circumstances may warrant general or random searches of students and their lockers, vehicles or other belongings without individualized suspicion, for the purpose of finding or preventing entry onto school property of controlled substances, weapons or other dangerous materials. (Reference Board Policy 226)

DELEGATION OF RESPONSIBILITY

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

INDIVIDUALIZED SUSPICION SEARCHES

Students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules.

The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched. In determining whether reasonable suspicion exists, the principal or designee always should be able to articulate what is being looked for, and why it is thought to be located in the particular place to be searched. The scope of a search should

be limited to the place or places the item sought is believed to be.

Examination by school staff of text messages, call logs, files, images or other data contained in a student's mobile telephone or other electronic device, without the student's consent, normally constitutes a search that must be justified by reasonable suspicion that material in violation of law, district policy or school rules, or evidence of such a violation, is contained in the particular files, directories or other data locations being examined in the device.

RANDOM OR GENERAL SEARCHES

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

Random or general searches 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.

Random or general searches not based on individualized suspicion must be approved in advance by the Superintendent or designee, in consultation with the district solicitor. Coordination with law enforcement officials will be accomplished as provided in the memorandum of understanding with the applicable law enforcement agency.

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 AT THE REQUEST OF LAW ENFORCEMENT

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.

AUTOMOBILE SEARCH

A student's automobile is the vehicle, which that student drove to school or to the school-sponsored event, regardless of whose name appears on the vehicle registration. A student's automobile parked on school property is considered that student's personal property and shall generally be subject to the same search standard as any other personal property; that is, subject to search under reasonable suspicion.

SEARCHES INVOLVING REMOVAL OF CLOTHING

Searches of students involving the removal of undergarments or examination beneath undergarments are subject to stricter standards than are required to justify other searches of a student's person or belongings. Such searches are permitted only when the basis for suspicion establishes either:

That the reasons for believing that the items being searched for are concealed specifically inside undergarments are stronger reasons than grounds that would support only a more general reasonable suspicion that the student is in possession of the items or has them somewhere on the student's person; or,

That the quantity or nature of the items being sought presents a higher level of danger to the school population than other kinds of contraband.

Searches involving the removal of or examination beneath any clothing of a student, other than jackets, coats or other outerwear, shall be conducted only by a staff person of the same gender as the student, with at least one (1) other staff person of the same gender present as a witness, and in a location assuring privacy from observation by persons not involved in the search or of the opposite sex.

Searches involving the removal of undergarments or examination beneath undergarments will be conducted only after consultation with the district solicitor.

HANDLING OF CONFISCATED ITEMS

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.

SUSPENSIONS AND EXPULSIONS

Purpose

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.

Authority

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student.

Guidelines

Exclusion From School - Suspension

The principal or person in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall immediately notify the parent/guardian and the Superintendent in writing when the student is suspended.

No student may be suspended without notice of the reasons for which the student is suspended and an opportunity to be heard on their own behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten-school day period

When a suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an informal hearing with the designated school official. Such hearing shall take place as soon as possible after the suspension, and the district shall offer to hold it within the first five (5) days of the suspension.

Informal hearings under this provision shall be conducted by the building principal or person in charge of the school.

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

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

Exclusion From Class - In-School Suspension
No student may receive an in-school suspension without notice of the reasons for which the student is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school.

Should the in-school suspension exceed ten (10) consecutive school days, the student and parent/guardian shall be offered an informal hearing with the building principal. Such hearing shall take place prior to the eleventh day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions.

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

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

Expulsion Hearings
A formal hearing shall be required in all expulsion actions.

The formal hearing shall observe the due process requirements of:
Notification of the charges in writing by certified mail to the student's parent/guardian.

At least three (3) days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
The hearing shall be private unless the student or parent/guardian requests a public hearing.
Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
The right to testify and present witnesses on the student's behalf.
A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:

- The need for laboratory reports from law enforcement agencies.
- Evaluations or other court or administrative proceedings are pending due to a student's invoking their rights under the Individuals with Disabilities Education Act (IDEA).
- Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.

Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

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

Attendance/School Work During Suspension and Prior to Expulsion
Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines.

Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension.

If it is not possible to hold the formal hearing within the first ten (10) school days, the school district may exclude such a student from class for up to five (5) additional – fifteen (15) total – school days if, after an informal hearing, it is determined that the student's presence in their normal class would constitute a threat to the health, safety or welfare of others.

Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

Attendance/School Work After Expulsion
Students who are under eighteen (18) years of age are still subject to compulsory school attendance even though expelled and shall be provided an education.

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education.

The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.
Students With Disabilities
A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to implement this policy which include:

Publication of a Code of Student Conduct, in accordance with Board policy on student discipline.[14]

Procedures that ensure due process when a student is being deprived of the right to attend school.

Regulations regarding student records which require that records of disciplinary suspension be maintained in accordance with Board policy on student records.[15][16]

The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the Board. Such students may be designated by code.

Any student who has been expelled may apply for readmission to school upon such conditions as may be imposed by the Board.

ZERO TOLERANCE

In recognition that safe schools are committed to eliminating violence in the school setting, and further recognizing that safe schools are an essential prerequisite for effective learning to take place, the Mid Valley Board of School Directors embraces a policy of zero tolerance whereby the following acts will not be tolerated in school or at school related activities:

The possession of weapons or dangerous objects, regardless of intent to use, consistent with Act 26.

The possession, regardless of intent to use, or the actual use of controlled substances and other medications, as consistent with school policy.

Arson

Assault involving the deliberate attack of an individual or group of individuals upon another individual or group of individuals.

MANDATORY EXCLUSIONS

The Superintendent, Principal or designee shall recommend a student's disciplinary exclusion for any of the referenced acts in the Zero Tolerance Policy.

The student is entitled to a due process hearing before the Mid Valley Board of Education to determine whether the student should be excluded from school and school-related activities. The hearing shall be held within a reasonable number of school days after the Superintendent, Principal or designee determines that one of the acts listed has occurred. The student may receive a ten-day (10) period of suspension and may remain on suspension until the Board of Education renders a decision.

Once the hearing begins, all matters shall be pursued with reasonable diligence and concluded without necessary delay. Parents may waive their rights to a due process hearing. Length of exclusion shall begin when the Board of Education makes a ruling and shall be determined according to the following chart. The Board of Education may, in their opinion, set an alternative, more severe exclusion period.

Reference Chart for Zero Tolerance

Incident	Occurrences	Recommended Exclusion Period	Assessment
Arson (criminal)	1st Offense Subsequent Offense	1 School Calendar Year Permanent Expulsion	Mental Health Services, Probation Report, & SAP Referral (if applicable)
Assault & Battery (criminal)	1st Offense Subsequent Offense	45 Days 1 Year to Permanent Expulsion	Mental Health Services, Probation Report, & SAP Referral (if applicable)
Possession of Drug Paraphernalia (criminal)	1st Offense 2nd Offense Subsequent	15-45 Days 45 Days to 1 Year Permanent Expulsion	DATS*, Probation Report, & SAP Referral (if applicable)
Possession of "Over-the-counter Drug"	1st Offense Subsequent Offense	3-10 Days 10-45 Days	Administration DATS* SAP Referral (if applicable)
Possession/Use/ Distribution of Alcohol (criminal)	1st Offense 2nd Offense Subsequent	15-45 Days 45 Days to 1Year Permanent Expulsion	DATS*, Probation Report, & SAP Referral (if applicable)
Possession of a Prescription Drug (With a prescription)	1st Offense 2nd Offense Subsequent	10-45 Days 45 Days to 1Year Permanent Expulsion	DATS*, Probation Report, & SAP Referral (if applicable)
Possession/Use/ Distribution of a Controlled Substance (criminal	1st Offense Subsequent Offense	45 Days to 1Year 1 Year to Permanent Exp.	DATS*, Probation Report, & SAP Referral (if applicable)
Possession of a Hazardous Chemical or Substance	Non-criminal Criminal	3-10 Days 45 Days to Permanent	Probation Report & SAP Referral (if applicable)
Possession of a Non-firearm Weapon Voluntarily Surrendered	1st Offense	Application of Act 26	School Counseling, Administration, Mental Health Services, & SAP Referral
Possession of a Non-firearm Weapon (criminal) Regardless of Intent	1st Offense	Application of Act 26	School Counseling, Administration, Mental Health Services, & SAP Referral
Possession of a Firearm (criminal) Regardless of intent	1st Offense	Application of Act 26	Not Applicable

DATS - Drug and Alcohol Treatment Services

HEALTH SERVICES INFORMATION

The school nurse is available from 7:40 AM to 2:30 PM with the exclusion of a lunch period which will be taken from approximately 12:30 to 1:00 P.M. During the school day, pupils may consult about illnesses or may be scheduled for state-mandated physical examinations.

Students becoming ill during school hours are to report to their classroom teachers who will issue a pass to the school nurse. Students must then report to the nurse. Students are not to call home and ask for someone to have them excused from school without the knowledge of the school nurse or administration.

Students should not stop in the nurse's office between classes, as they then will be unaccounted for in their next class. Students reporting to the nurse **must** sign in on the health room log. Reporting anywhere else will be considered a class cut. The school nurse or the school administrators are the only people who may excuse a student from class or detention for reasons of health.

NOTIFICATION TO STAFF OF MEDICAL CONDITION

If a student attends school with an existing medical condition, that student's teachers will be notified of that student's particular condition, subject to parental consent.

FOOD ALLERGY MANAGEMENT

PURPOSE

The Board is committed to providing a safe and healthy environment for students with severe or life-threatening food allergies and shall establish policy to address food allergy management in district schools in order to:

Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.

Ensure a rapid and effective response in the case of a severe or potentially life-threatening allergic reaction.

Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities, including classroom parties and field trips.

The focus of food allergy management shall be on prevention, education, awareness, communication and emergency response.

AUTHORITY

The Board adopts this policy in accordance with applicable state and federal laws and regulations, and the guidelines established jointly by the PA Department of Education and PA Department of Health on managing severe or life-threatening food allergies in the schools. (Reference Board Policy 209.1)

DEFINITIONS

Food allergy - an abnormal, adverse reaction to a food that is triggered by the body's immune system.

Medical Plans of Care - written documents individualized for a particular student with a severe or life-threatening food allergy to address the student's needs throughout the school day, including:

Emergency Care Plan (ECP) - a medical plan of care based on the information provided in the student's Individualized Healthcare Plan (IHP) and distributed to all school personnel who have responsibilities for the student which specifically describes how to recognize a food allergy emergency and what to do when signs or symptoms of these conditions are observed.

Individualized Healthcare Plan (IHP) - a medical plan of care that provides written directions for school health personnel to follow in meeting the individual student's healthcare needs. The plan describes functional problem areas, sets goals for overcoming problems, and lists

tasks/interventions to meet the goals. The IHP shall include a Food Allergy Medical Management Plan developed by a student's personal healthcare team and family, which shall outline the student's prescribed healthcare regimen and be signed by the student's board-certified allergist, family physician, physician assistant or certified registered nurse practitioner.

Related Services Component in Individualized Education Program (IEP) - that part of an IEP for a student receiving special education and related services which includes reference to development and implementation of an IHP and ECP for students with a documented severe or life-threatening food allergy as well as identifying the medical accommodations, educational aids and services to address the student's needs.

Section 504 Service Agreement - a medical plan of care which references development and implementation of an IHP and ECP as well as other accommodations, educational aids and services a student with a documented severe or life-threatening food allergy requires in order to have equal access to educational programs, nonacademic services and extracurricular activities as students without food allergies.

GUIDELINES

Prior to enrollment in the district or immediately after diagnosis of a food allergy, appropriate medical plans of care such as an ECP, IHP, Section 504 Service Agreement and/or IEP shall be developed for each student identified with a food allergy. Plans shall be developed by the school nurse, in collaboration with the student's healthcare provider, the student's parents/guardians, district or school nutrition staff, the student, if appropriate, and any other appropriate persons.

Where a medical plan of care is developed, it should carefully describe the plan for coverage and care of a student during the school day as well as during school-sponsored activities which take place while the student is under school jurisdiction during or outside of school hours. Medical plans of care shall include a component which provides information to the school nutrition service regarding each student with documented severe or life-threatening food allergies.

Medical plans of care should include both preventative measures to help avoid accidental exposure to allergens and emergency measures in case of exposure, including administration of emergency medication.

A complete set of a student's current medical plans of care related to food allergies shall be maintained by the school nurse. Information or copies of the different components of a student medical plans of care shall be provided to appropriate personnel who may be involved in implementation of the medical plans of care.

Accommodating Students with Disabling Special Dietary Needs

Students with food allergies may be identified, evaluated and determined to be disabled, in which case the district shall make appropriate accommodations, substitutions or modifications in accordance with the student's medical plans of care.

The district must provide reasonable accommodations, substitutions or modifications for students with disabling dietary needs. The student's physician shall determine and document if the student has a disabling dietary need. Examples of a disability under this policy would include metabolic conditions (e.g., diabetes), severe food allergies or cerebral palsy.

Students who fall under this provision must have a written medical statement signed by a licensed physician, which shall be included with the student's IHP. The medical statement must identify:

The student's special dietary disability.
An explanation of why the disability restricts the student's diet.
The major life activity(ies) affected by the disability.
The food(s) to be omitted from the student's diet.
The food or choice of foods that must be provided as the substitute.

Accommodating Students with Nondisabling Special Dietary Needs

The district may, at its discretion, make appropriate accommodations, substitutions or modifications for students who have a special dietary need but who do not meet the definition of disability, such as a food intolerance or allergy that does not cause a reaction that meets the definition of a disability. The decision to accommodate such a student shall be made on a case-by-case basis.

Students who fall under this provision must have a written medical statement signed by a physician, physician assistant or certified registered nurse practitioner identifying the following:
The medical or other special dietary condition which restricts the student's diet.
The food(s) to be omitted from the student's diet.
The food or choice of foods to be substituted.

CONFIDENTIALITY

The district shall maintain the confidentiality of students with food allergies, to the extent appropriate and as requested by the student's parents/guardians. District staff shall maintain the confidentiality of student records as required by law, regulations and Board policy.

DELEGATION OF RESPONSIBILITY

The Superintendent or designee, in coordination with the school nurse, school nutrition services staff, and other pertinent staff, shall develop administrative regulations to implement this policy or adopt as administrative regulations the suggested guidelines developed by the Pennsylvania Departments of Education and Health and National School Boards Association (NSBA) guidance on managing severe or life-threatening food allergies in district schools, including all classrooms and instructional areas, school cafeterias, outdoor activity areas, on school buses, during field trips, and during school activities held before the school day and after the school day.

HEALTH EXAM SCREENINGS

AUTHORITY

In compliance with the School Code, the Board shall require that district students submit to health and dental examinations in order to protect the school community from the spread of communicable disease and to ensure that the student's participation in health, safety and physical education courses meets their individual needs and that the learning potential of each student is not lessened by a remediable physical disability. (Reference Board Policy 209)

GUIDELINES

Each student shall receive a comprehensive health examination conducted by the school physician, or private family physician, upon original entry, in sixth grade, and in eleventh grade.

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

A private health and/or dental examination conducted at the parents'/guardians' request and expense shall be accepted in lieu of the school examination. The district shall accept reports of privately conducted physical and dental examinations completed within one (1) year prior to a student's entry into the grade where an exam is required.

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

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

Where it appears to school health officials or teachers that a student deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be informed; and a recommendation shall be made that the parent/guardian consult a private physician or dentist. The parent/guardian shall be required to report to the school the action taken subsequent to such notification. If the parent/guardian fails to report the action taken, the school nurse or school physician shall arrange a special medical examination for the student at the parent/guardian's expense.

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

Health Records

The District shall maintain for each student a comprehensive health record which includes a record of immunizations and the result of tests, measurements, regularly scheduled examinations and special examinations. All health records shall be confidential and shall be disclosed only when necessary for the health of the student or when requested by the parent/guardian, in accordance with law and Board policy.

Designated district staff shall request from the transferring school the health records of students transferring into district schools. Staff shall respond to such requests for the health records of students transferring from district schools to other schools. The district shall destroy student health records only after the student has not been enrolled in district schools for at least two (2) years.

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall instruct all staff members to continually observe students for conditions that indicate health problems or disability and to promptly report such conditions to the school nurse. The Superintendent or designee shall ensure that notice is provided to all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).

IMMUNIZATIONS AND COMMUNICABLE DISEASES

AUTHORITY

In order to safeguard the school community from the spread of certain communicable diseases, the Board requires that established policy and administrative regulations be followed by students, parents/guardians and district staff. (Reference Board Policy 203)

DEFINITIONS

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

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

GUIDELINES

Immunization

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

immunization shall be maintained as part of the health record for each student, as required by the Pennsylvania Department of Health. A student shall be exempt from immunization requirements whose parent/guardian objects in writing to such immunization on religious grounds or whose physician certifies that the student's physical condition contraindicates immunization.

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

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

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

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

The Superintendent or designee shall:

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

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

Communicable Diseases
The Board authorizes that students who have been diagnosed by a physician or are suspected of having a disease by the school nurse shall be excluded from school for the period indicated by regulations of the Department of Health for certain specified diseases and infectious conditions. The school nurse shall report the presence of suspected communicable diseases to the appropriate local health authority, as required by the Department of Health.

The Superintendent or designee shall direct that health guidelines and universal precautions designed to minimize the transmission of communicable diseases be implemented in district schools. Instruction regarding prevention of communicable and life-threatening diseases shall be provided by the schools in the educational program for all levels, in accordance with state regulations. Parents/Guardians shall be informed of and be provided opportunities during school hours to review all curriculum materials used in instruction relative to communicable and life-threatening diseases. (Reference Board Policy 203.1 – HIV Instruction)

Health Records
A comprehensive health record shall be maintained for each student enrolled in the district. The record shall include the results of required tests, measurements, screenings, regular and special examinations, and medical questionnaires. All health records shall be confidential, and their contents shall be divulged only when necessary for the health of the student or to a physician at the written request of the parent/guardian.

MEDICATION POLICY

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

DEFINITIONS
For purposes of this policy, **medication** shall include all medicines prescribed by a licensed prescriber and any over-the-counter medicines.

For purposes of this policy, **licensed prescribers** shall include licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physicians assistants.

AUTHORITY
The Board directs all district employees to comply with the Pennsylvania Department of Health's Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care. (Reference Board Policy 210)

Before any medication may be administered to or by any student during school hours, the Board shall require the written request of the parent/guardian, giving permission for such administration.

DELEGATION OF RESPONSIBILITY
The Superintendent or designee, in conjunction with the Certified School Nurse (CSN), shall develop administrative regulations for the administration and self-administration of students' medications.

All medications shall be administered by the Certified School Nurse, or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN), except as otherwise noted in this policy.

In the event of an emergency, a district employee may administer medication when s/he believes, in good faith, that a student needs emergency care.

The Certified School Nurse shall collaborate with parents/guardians, district administration, faculty and staff to develop an individualized healthcare plan to best meet the needs of individual students.

The policy and administrative regulations for administration of medications shall be reviewed, at least every two (2) years, by a committee consisting of the Certified School Nurse, school physician, school dentist, and designated administrators, and revised as necessary.

GUIDELINES
The district shall inform all parents/guardians, students and staff about the policy and administrative regulations governing the administration of medications. All standing medication orders and parental consents shall be renewed at the beginning of each school year. Student health records shall be confidential and maintained in accordance with state and federal laws and regulations and the Department of Health Guidelines. Students may possess and use asthma

inhalers and epinephrine auto-injectors when permitted in accordance with state law and Board policy.

Delivery and Storage of Medications

All medication shall be brought to the nurse's office, or the main office if the nurse is in another building, by the parent/guardian or by another adult designated by the parent/guardian. All medication shall be stored in the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication. Medications that require refrigeration shall be stored and locked in a refrigerator designated only for medications. The district shall not store more than a thirty-day supply of an individual student's medication.

Medication should be recorded and logged in with the date, name of student, name of medication, amount of medication, and signatures of the parent/guardian or designated adult delivering the medication and the school health personnel receiving the medication.

Nonprescription medication must be delivered in its original packaging and labeled with the student's name.

Prescription medication shall be delivered in its original packaging and labeled with:

Name, address, telephone and federal DEA (Drug Enforcement Agency) number of the pharmacy.
Student's name.
Directions for use (dosage, frequency and time of administration, route, special instructions).
Name and registration number of the licensed prescriber.
Prescription serial number.
Date originally filled.
Name of medication and amount dispensed.
Controlled substance statement, if applicable.

All medication shall be accompanied by a completed Medication Administration Consent and Licensed Prescriber's Medication Order Form, or other written communication from the licensed prescriber.

Disposal of Medications

Procedures shall be developed for the disposal of medications consistent with the Department of Health Guidelines, which shall include:

Guidelines for disposal of contaminated needles or other contaminated sharp materials immediately in an appropriately labeled, puncture resistant container.
Processes for immediately returning to parents/guardians all discontinued and outdated medications, as well as all unused medications at the end of the school year.
Methods for safe and environmentally friendly disposal of medications.
Proper documentation of all medications returned to parents/guardians and for all medications disposed of by the Certified School Nurse or other licensed school health staff. Documentation shall include, but not be limited to, date, time, amount of medication and appropriate signatures.

Student Self-Administration Of Emergency Medications

Prior to allowing a student to self-administer emergency medication, the district shall require the following:
An order from the licensed prescriber for the medication, including a statement that it is necessary for the student to carry the medication and that the student is capable of self-administration.
Written parent/guardian consent.
An Individual Health Plan including an Emergency Care Plan.
The nurse shall conduct a baseline assessment of the student's health status.
The student shall demonstrate administration skills to the nurse and responsible behavior.

The nurse shall provide periodic and ongoing assessments of the student's self-management skills. The student shall notify the school nurse immediately following each occurrence of self-administration of medication. Students shall demonstrate a cooperative attitude in all aspects of self-administration of medication. Privileges for self-administration of medication will be revoked if school policies regarding self-administration are violated.

Administration Of Medication During Field Trips And Other School-Sponsored Activities

The Board directs planning for field trips and other school-sponsored activities to start early in the school year and to include collaboration between administrators, teachers, nurses, appropriate parents/guardians and other designated health officials. Considerations when planning for administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs and may include the following:

Assigning school health staff to be available.
Utilizing a licensed person from the school district's substitute list.
Contracting with a credible agency which provides temporary nursing services.
Utilizing licensed volunteers via formal agreement that delineates responsibilities of both the school and the individual.
Addressing with parent/guardian the possibility of obtaining from the licensed prescriber a temporary order to change the time of the dose.
Asking parent/guardian to accompany the child on the field trip, with proper clearances.
Arranging for medications to be provided in an original labeled container with only the amount of medication needed.

Security procedures shall be established for the handling of medication during field trips and other school-sponsored activities.

POSSESSION/ADMINISTRATION OF ASTHMA INHALERS/EPINEPHRINE AUTO INJECTORS

AUTHORITY

The Board shall permit students in district schools to possess asthma inhalers and epinephrine auto-injectors and to self-administer the prescribed medication in compliance with state law and Board policy. The Board shall authorize the district to stock epinephrine auto-injectors in the name of the school district for emergency administration by trained employees to a student believed to be experiencing an anaphylactic reaction. (Reference Board Policy 210.1)

DEFINITIONS

Anaphylaxis - a sudden, severe allergic reaction that involves various areas of the body simultaneously. In extreme cases, anaphylaxis can cause death.
Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.
Epinephrine auto-injector shall mean a prescribed disposable drug delivery system designed for the administration of epinephrine to provide rapid first aid for students suffering the effects of anaphylaxis.
Self-administration shall mean a student's use of medication in accordance with a prescription or written instructions from a licensed physician, certified registered nurse practitioner or physician assistant.

DELEGATION OF RESPONSIBILITY

The Superintendent or designee, in conjunction with the school nurse(s), shall develop procedures for student possession and self-administration of asthma inhalers or epinephrine auto-injectors and emergency response, and for the acquisition, stocking and administration of stock epinephrine auto-injectors, and training of school employees responsible for the storage and use of epinephrine auto-injectors.

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

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

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

GUIDELINES

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

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting. Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.

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

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

A written request from the parent/guardian that the school complies with the order of the licensed physician, certified registered nurse practitioner or physician assistant.
A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that states:

- Name of the drug.
- Prescribed dosage.
- Times medication is to be taken.
- Length of time medication is prescribed.
- Diagnosis or reason medication is needed, unless confidential.
- Potential serious reaction or side-effects of medication.
- Emergency response.
- If child is qualified and able to self-administer the medication.

A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the asthma inhaler and/or epinephrine auto-injector in the school setting. Determination of competency for self-administration shall be based on the student's age, cognitive function, maturity and demonstration of responsible behavior.
A written acknowledgement from the student that s/he has received instruction from the student's licensed physician, certified registered nurse practitioner or physician assistant on proper safety precautions for the handling and disposal of the asthma inhaler and/or epinephrine auto-injector, including acknowledgement that the student will not allow other students to have access to the prescribed medication and that s/he understands appropriate

safeguards.

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

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

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

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

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

Standing Order From the School Physician

The school physician shall provide and annually renew a standing order for administration of stock epinephrine auto-injectors to students believed to be experiencing an anaphylactic reaction.
The standing order shall include at least the following information:

Type of epinephrine auto-injector.
Date of issue.
Dosage.
Signature of the school physician.

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

Acquisition, Storage and Disposal of Stock Epinephrine Auto-Injectors

One or more school employees shall be designated within each school to be responsible for the storage and use of the stock epinephrine auto-injectors. Stock epinephrine auto-injectors shall be safely stored in the school nurse's office or other location designated by the school nurse in accordance with the drug manufacturer's instructions.

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

The school nurse shall obtain sufficient supplies of stock epinephrine auto-injectors pursuant to the standing order in the same manner as other medical supplies acquired for the school health program. The school nurse or designee shall regularly inventory and refresh epinephrine auto-injector stocks, and maintain records thereof, in accordance with the established internal procedures, manufacturer recommendations and Pennsylvania Department of Health guidelines.

Administration of Stock Epinephrine Auto-Injectors

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

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

Training

Before any school district employee may be responsible for the storage or administration of epinephrine auto-injectors under this policy, the employee must successfully complete a training course approved by the Pennsylvania Department of Health. Refresher training shall be completed every two (2) years, and a hands-on demonstration and review of this policy and any accompanying procedures shall be completed annually. Evidence that such training has been completed shall be placed in the employee's personnel file.

A list of school district employees who successfully complete such training shall be maintained, updated and kept in the school nurse's office and the school district administration office. For more information, please refer to Board Policy 210.1.

STUDENT ACCIDENT INSURANCE

PURPOSE

The Mid Valley School District recognizes the need for insurance coverage for unforeseen accidents that may occur to students in the course of attendance at school or participation in the athletic and extracurricular programs of the schools.

AUTHORITY

The Mid Valley School District shall provide, at no cost to the District, parents/guardians the opportunity to purchase insurance coverage for students while participating in any activity during school hours, any activity sponsored by the school, or any activity round-the-clock. Premiums shall be paid by the parents/guardians. The Board shall maintain insurance coverage by a qualified insurer over and above the first responsibility of family coverage at no cost to the student for injury resulting from accidents sustained while participating in an interscholastic sports program, the cheerleader program or the band program.

School insurance shall be available to all students. Application forms are distributed the first week of school. This student insurance is made available at a nominal cost as a service by the school. Additional information can be attained by contacting the school nurse. (Reference Board Policy 211)

The Superintendent or designee shall be responsible to:

Prepare specifications and secure suitable coverage from qualified insurance carriers for recommendation and Board approval.

Notify all students and parents/guardians of students who may be eligible for insurance purchase.
Ensure that where the Board assumes the full cost of insurance, each eligible student is properly insured.

WORKING PAPERS

Working papers may be obtained, during the school year, through the nurse's office. Students should first report to their class, then report to the nurse's office with proof of birth (e.g. birth certificate, baptismal certificate, driver's license, or permit). During the summer months, working papers can be obtained through the Secondary Center School office.

FINANCIAL OBLIGATION

At times students become indebted to the school for school issued Chromebook, library fines, textbook assessment, lost athletic equipment, etc. Normal courtesies direct that these obligations be paid without delay. Students who fail to satisfy their financial obligations place their report cards, diplomas, and privileges in jeopardy. Arrangements are to be made with the secretarial staff in the main office.

STUDENT RECORDS

PURPOSE

The educational interests of students require the collection, retention, and use of data and information about individuals and groups of students while ensuring the individual's right to privacy. The school district will maintain educational records for students for legitimate educational purposes.

AUTHORITY

The Board recognizes its responsibility for compilation, retention, disposition and security of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records.

The Board shall adopt a comprehensive plan for the collection, maintenance and dissemination of student records that complies with federal and state laws and regulations and state guidelines. Copies of the adopted student records plan shall be maintained by the district and revised as required by changes in federal or state law. (Reference Board Policy 216)

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall be responsible for implementing and monitoring the adopted student records plan which meets all legal requirements.

The designated administrator shall establish safeguards to protect the student and their family from an invasion of privacy when collecting, retaining and disseminating student information and providing access to authorized persons.

District staff shall compile only those educational records mandated by federal and state laws and regulations. In accordance with law, each district teacher shall prepare and maintain a

record of the work and progress of each student, including the final grade and a recommendation for promotion or retention.

GUIDELINES

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

Safeguards to protect the student records when collecting, retaining and disclosing personally identifiable information.

Ensuring that parents and eligible students, including those who are disabled or have a primary language other than English, are effectively notified of their rights and the procedures to implement those rights, annually and upon enrollment.

Procedures for the inspection, review, and copying of a student's education records by parents and eligible students. The district may charge a fee for copies of records that are made for parents so long as the fee does not effectively prevent parents from exercising their right to inspect and review those records. The district shall not charge a fee to search for or to retrieve information in response to a parental request.

Procedures for requesting the amendment of a student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.

Procedures for requesting and conducting hearings to challenge the content of the student's education records.

Enumerating and defining the types, locations and persons responsible for education records maintained by the district.

Determining the types of personally identifiable information designated as directory information.

Establishing guidelines for the disclosure and re-disclosure of student education records and personally identifiable information from student records.

Reasonable methods to ensure that school district officials obtain access to only those education records in which they have a legitimate educational interest. Such methods shall include criteria for determining who constitutes a school district official and what constitutes a legitimate educational interest.

Maintaining required records of requests for access and each disclosure of personally identifiable information from each student's education records.

Ensuring appropriate review, retention, disposal and protection of student records.

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

Student Recruitment (Reference Board Policy 250)

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

LOST AND FOUND

Lost and found articles should be turned in to the office where owners may claim them. Students who have lost property may check there before or after school. Lost books should be turned into the office where owners may claim them. Owners of lost books should report the loss to the classroom teacher. Lost gym apparel should be returned to the physical education offices. Students who have lost gym apparel may check there before or after school.

ELECTION OF CLASS OFFICERS/STUDENT COUNCIL

Students applying for leadership positions (class officers, etc.) must have an overall average of 85 and these students should have previously displayed good citizenship characteristics and continue to display these characteristics during their term in office. This means good attendance and no suspension. Also, students must have been active in class activities the year before. Proper school citizenship is required for participation in any activity. The negligence of citizenship should be directly reported to the administration, who will then take necessary action. Illegal or unexcused absences from school or classes before or after scheduled events will not be permitted.

REQUIREMENTS

The student council will consist of 9 voting members per grade. Students must maintain an overall grade point average of 85% or higher. Students must also receive endorsements from 3 previous teachers, 3 current teachers, the administration and the student council advisor. Any student who does not meet these requirements is ruled ineligible to run and will not be placed on the election ballot. Student council elections are held in May on a date to be selected by the administration.

VACANCIES

If the presidential seat becomes vacant during the term it will be filled by the vice-president of the class. The Student Council Advisor will fill the remaining vacancy according to the by-laws of the Student Council Constitution. The interested candidate will be required to complete all election paperwork to qualify for the election ballot and a special election will be held, if necessary. A student wishing to fill a vacancy will have 5 school days to attain 20 student signatures, 2 teacher signatures, and 1 class advisor signature. The student will also be required to prepare a written statement of their qualifications. The opportunities will be based on the above material.

FUNDRAISING

There are to be no fundraising activities in the Mid Valley School District unless authorized by the administration. All requests for fundraising must be submitted in writing to the Principal or designee at least two weeks prior to the fundraising event. A calendar of fundraisers will be kept in the Secondary Center main office.

SUPPORT & SAFETY SERVICES

FIRE AND EMERGENCY DRILL REGULATIONS

When the fire alarm sounds or is announced - utilize the regulations listed below:
Follow your teacher's instructions.
Students will leave the room without pushing or running. They will move rapidly to the proper exit, while following the teacher in charge.
Students will move away from the building at once to the designated staging areas. Each class group will stay together.
Teachers will carry roll books and take attendance once outside of the building to be sure all students are safe.
Maps showing emergency exit routes are posted in all areas.
Students are not allowed in their cars during a fire drill. Any student in violation of this rule may lose driving privileges and be placed on detention.

HOMELESSNESS, FOSTER CARE, AND OTHER EDUCATIONAL INSTABILITY

Purpose

The Board recognizes the challenges encountered by students experiencing homelessness, foster care and other educational instability. The Board is committed to facilitating the immediate enrollment; eliminating barriers to the attendance, education and graduation; and providing additional supports in compliance with federal and state laws, regulations and Board policy, for such students.

Authority

The Board directs the district to collaborate with school staff, other school districts, local agencies and other entities in supporting the needs of students experiencing educational instability.

The Board shall ensure that students experiencing educational instability have equal access to the same educational programs, activities and services provided to other district students. The Board authorizes the Superintendent to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the

enrollment and attendance of students experiencing educational instability. Such waivers include, but are not limited to, requirements regarding:
Dress code.
Transportation.
School-sponsored or extracurricular activities for which students meet placement and qualification requirements, including, but not limited to, clubs, athletics, performing arts, class trips, social events, career and technical education, internships and specialized classes.
Fees related to school-sponsored or extracurricular activity participation fees, and other fees including, but not limited to, school identification (badges, cards, etc.), uniforms, materials, lost or damaged items, athletic physical exams, parking or driving, food services, library, locker or padlock rental or replacement, summer school or credit recovery, technology and graduation regalia.
Graduation.
Registration deadlines.

It is the policy of the Board that no student shall be discriminated against, segregated or stigmatized based on their status as a student experiencing educational instability.

Definitions

Student Experiencing Educational Instability means a student who has experienced one (1) or more changes in school enrollment during a single school year due to any of the following:
Homelessness.
An adjudication of:

- Dependency relating to child protective services and juvenile matters;
- Delinquency, if disclosed by the student's parent/guardian; or
- As part of court-ordered services under a voluntary placement or custody agreement.

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

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

Additional costs means the difference between what the district spends to transport a resident student to the student's assigned school and the cost to transport a child in foster care to the child's school of origin.

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

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

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
- Living in emergency, transitional or domestic violence shelters; or
- Abandoned in hospitals;

Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;

Migratory children who qualify as homeless because they are living in circumstances described above; and
School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

School of origin is the school in which the student experiencing educational instability was last enrolled.
The school of origin for a *homeless child or youth* - the last school in which the homeless child or youth was enrolled when permanently housed or the school in which the homeless child or youth was last enrolled, including preschool.
The school of origin for a *child in foster care* - the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin is the school the child is attending immediately prior to each change in placement.
When the homeless child or youth, or child in foster care, completes the final grade level served by the school of origin, the school of origin shall become the designated receiving school at the next grade level for all feeder schools.

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

Delegation of Responsibility
The Board designates the Director of Student Services to serve as the district's point of contact for students experiencing educational instability.

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

The district's point of contact shall ensure outreach and coordination with the following, as appropriate to each individual student's needs:
Local children and youth agency to:
- Establish formal mechanisms to ensure that the district is promptly notified when a child enters foster care or changes foster care placements;
- Develop a protocol on how to make best interest determinations; and
- Develop and coordinate transportation procedures.

Other local service agencies and entities that provide services to students experiencing educational instability.
Other school districts on issues of prompt identification, transfer of records, transportation and other inter-district activities.
District staff are responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.
State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's point of contact, in consultation with the school counselor, school social worker, home and school visitor or school psychologist and the student's Individualized Education Program (IEP) team or Section 504 Team, shall:
Facilitate the student's expedited consultation with the school counselor or other mental health professionals, as appropriate.
Facilitate the prompt placement of the student in appropriate courses.
Connect the student with educational services that meet the student's specific needs. Immediately request the prior school entity, county agency and the student's education decision maker to provide the complete student information and records, including an IEP or Section 504 service agreement, if applicable. Within ten (10) business days, the prior school entity located within Pennsylvania, including schools with residential placements, shall provide the requested information and records to ensure proper transfer of course credits, grades and an IEP or Section 504 service agreement, if applicable.

Develop and execute a graduation plan in collaboration with the student in grades nine (9) through twelve (12). The graduation plan shall be customized to meet the specific needs of the student and shall detail the courses necessary for on-time graduation and transition to postsecondary education or the workforce. The graduation plan shall be included in the student's education records.

Additional Responsibilities to Support Homeless Students -
The district's point of contact shall ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents/guardians of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries and soup kitchens. Such notice shall be provided in a manner and form understandable to the parents/guardians of homeless children and youths, and unaccompanied youths.

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

Training

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

Additional Training to Support Homeless Students -
The district's point of contact shall participate in professional development programs and other technical assistance activities offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

The district's point of contact shall arrange professional development programs for school staff including office staff.

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

Guidelines

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

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

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

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

Enrollment

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

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

An unaccompanied youth or the parents/guardians of a homeless student may request enrollment in any grade-appropriate school within the district regardless of the district attendance area where the student is actually living or a school of origin in another district. The district's point of contact shall assist an unaccompanied youth in placement or enrollment decisions, giving priority to the views of the student in determining where the student will be enrolled.

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

In making a best interest determination, the district shall:
In the case of a homeless child or unaccompanied youth, give priority to the request of the parent/guardian or unaccompanied youth.
Consider student-centered factors related to impact of mobility on achievement, education, appropriateness of the current educational setting, health and safety, and proximity to living arrangements including foster care placement.
The cost of transportation shall not be used as a factor in the best interest determination.
Documentation related to the best interest determination shall be maintained in the student's education record.

Timeliness of Enrollment -
When a school receives a student experiencing educational instability, the school shall immediately enroll the student and begin instruction, even if:
The student is unable to produce records normally required for enrollment.
The application or enrollment deadline has passed.

The district's point of contact shall immediately contact the school last attended by the student to obtain relevant academic or other records. The district may require a parent/guardian to submit contact information.

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

Dispute Resolution

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

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

If a dispute arises over eligibility, enrollment or school selection:
The parent/guardian or unaccompanied youth shall be referred to the district's point of contact, who shall assist in the dispute resolution process.

The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
The district's point of contact shall issue a written decision of the dispute within twenty (20) business days of being notified of the dispute.

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

Dispute Resolution for Students in Foster Care -
If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in their school of origin, pending resolution of the dispute.

Education Records
Information about a student's educational instability shall be treated as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA) and shall not be deemed to be directory information.

The district may disclose personally identifiable information from the education records of a student without written consent of the parent/guardian or the eligible student if the disclosure is:
To comply with a court order authorizing the disclosure of education records in a case where a parent is a party to a proceeding involving child abuse or neglect or a dependency matter.
To an agency caseworker or other representative of a state or local child welfare agency, or tribal organization, who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

Comparable Services
Students experiencing educational instability shall be provided services comparable to those offered to other district students including, but not limited to:
Transportation services.
School nutrition programs.
Career and technical education.
Educational programs for which the student meets the eligibility criteria, such as:
- Services provided under Title I or similar state or local programs.
- Programs for English Learners.
- Programs for students with disabilities.
- Programs for gifted and talented students.

Preschool programs.

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

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.
Transportation for Students in Foster Care –
The district shall ensure that children in foster care needing transportation to their school of origin promptly receive transportation in a cost-effective manner.

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

develop a local transportation plan.

The transportation plan shall address the following:
The procedure the district and local children and youth agency will follow to provide transportation for children in foster care in a cost-effective manner and in accordance with applicable law.
How transportation costs will be covered if additional costs are incurred. Options include:

- The local children and youth agency agrees to reimburse the district;
- The district agrees to pay for the cost;
- The district and the local children and youth agency agree to share the costs; or
- The district of origin, the district of foster residence, and the placing children and youth agency agree to share the costs.

- Competency demonstration, which could include, but is not limited to:
  - Submission of an essay, presentation or project.
  - Recognition that the student has already successfully completed a higher-level course, an experiential learning opportunity or internship that demonstrates competence in the content area.
- Performance on an examination.
- Successful completion of a career and technical education course.
- Other evidence or method determined appropriate by the district.

If a specific course requirement cannot be waived, the district shall provide an alternative or modified course of study that is currently offered to students and that will assist the student with acquiring the required work or competency requirements by the anticipated graduation date.

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

If the student is determined not eligible for graduation, the district may request a high school
Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.

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

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

Course Credit and Graduation

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

Waiving a specific course required for graduation if similar coursework has been satisfactorily completed in another school entity or the student has demonstrated competency in that content area. Evidence as to whether coursework has been satisfactorily completed and the amount of full or partial credit assigned, may be determined through any of the following:
diploma from the prior school entity. The prior school entity may issue a diploma if the student meets the prior school entity's graduation requirements.

Keystone Diploma –
In any school year for which demonstration of proficiency on a Keystone exam is required for graduation, a student who has successfully satisfied the graduation requirements may obtain a secondary school diploma known as the Keystone Diploma from the PA Department of Education, if both of the following provisions apply:
All other graduation options have been exhausted.
The student is unable to obtain a diploma from the student's prior or receiving school entity.

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

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

Students with an IEP may elect to remain in school until age twenty-one (21) even if the district determines there is an earlier pathway to graduation. Such students may participate in the graduation ceremony with their current graduating class, even if the student elected to remain in school.

SCHOOL COUNSELING DEPARTMENT

School Counseling services are available for every student. It is the goal of the School Counseling Department to help every student achieve their ultimate educational goals. Each student will be assigned a School Counselor, based on the student's grade level. Students would contact their counselor should they have any problems. School Counseling services include: aptitude, interest, achievement testing, group and individual counseling, career counseling, application processing, financial aid counseling, and class scheduling.

If you need more information or have a particular question, please contact either:

Students in Grades 8 & 11	Mr. Bryan Boyd at (570) 307-2112
Students in Grades 7 & 9	Mrs. Tara Cundiff at (570) 307-2212
Students in Grades 10 & 112	Mr. Zachary Watters at (570) 307-2129

Updated information can be found by going to www.mvsd.us and selecting the Secondary Center. Find the informational box called Secondary Counseling Page and click.

SPECIAL EDUCATION

In compliance with state and federal law, notice is hereby given by the Mid Valley School District that it conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services. If a student is identified by the district as possibly in need of such services, the parent/guardian will be notified of applicable procedures. Individualized services and programs are available for students who fall under one or more of the following categories as defined by the Individuals with Disabilities Education Act (IDEA):

Specific Learning Disability
Other Health Impairment Autism
Autism Spectrum Disorder
Emotional Disturbance
Speech or Language Impairment Visual
Impairment, including blindness
Deafness
Hearing Impairment Deaf-
Blindness Orthopedic
Impairment Intellectual
Disability Traumatic
Brian Injury Multiple
Disabilities

In addition, individualized services and programs are available for students who are gifted and talented.

If you believe your school-aged child may be in need of special education services and related programs, or young child (age 3 to school age) may be in need of early intervention, screening, and evaluation processes designed to assess the needs of the child and their eligibility are available to you at no cost, upon written request. You may request screening and evaluation at any time, whether or not your child is enrolled in the district's public school program. Requests for evaluation and screening are to be made in writing to Mr. Patrick Sheehan, Superintendent of Schools.

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

These services in protections for "protected handicapped students" are distinct from these applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the rights of parents and children, provision of services, evaluation and screening (including purpose, time, and location), you may contact, in writing the Special Education Director, or any building principal.

Confidentiality: All information gathered about your child is subject to the confidentiality provisions contained in federal and state law. The District has policies and procedures in effect governing the collection, maintenance, destruction and disclosure to third parties of this information.

STUDENT ASSISTANCE PROGRAM (S.A.P.)

INTRODUCTION

The Student Assistance Program of Mid Valley Secondary Center provides ways for educators to identify and help students who have serious problems that interfere with their achieving

success in school. This established support system is not a treatment program. Rather, its purposes are to recognize students in crisis, provide direction and support for them, refer them to appropriate community agencies or support groups, provide communication lines among teachers, parents, and students, create a school environment where all students can learn, and help assist in minimizing the disruptions in school caused by a student's serious personal crisis.

The heart of the program is the S.A.P. Team, a core group of school and community personnel who are specially trained to work with these students in the following crisis areas: chemical substance abuse, suicide, child abuse, pregnancy. If you have any concerns about yourself, or any other student at Mid Valley Secondary Center, you can talk to a member of the S.A.P. team by contacting our Guidance Counselors. They are there to help you. Team members include:

Guidelines

The Student Assistance Program (SAP) shall provide assistance in:
Identifying issues that pose a barrier to a student's learning and/or academic achievement.
Determining whether or not the identified problem lies within the responsibility of the school.
Informing the parent/guardian of a problem affecting the student's learning and/or academic achievement.
Making recommendations to assist the student and the parent/guardian.
Providing information on community resources and options to deal with the problem.
Establishing links with resources to help resolve the problem.
Collaborating with the parent/guardian and agency when students are involved in treatment through a community agency.
Providing a plan for in-school support services for the student during and after treatment.

In some cases, however, neither the efforts of the students nor school personnel will have the desired effect on resolving the students' problems and unsatisfactory performance will persist over a period of time, either constantly or intermittently.

The Mid Valley School District believes it is in the interest of the student, the student's family, and the school, to provide a student assistance program which deals with such persistent problems. It is the policy of the Mid Valley School District to handle student problems within the following framework:

The school recognizes that almost any human problem can be successfully treated provided it is identified in its early stages and a referral is made to an appropriate modality of care. This applies whether the problem is one of psychological or emotional illness, family distress, alcohol and/or drug abuse, or other concern.
The purpose of this program is to assure students that if such personal problems are the cause of unsatisfactory school performance, that they will receive careful consideration and an offer of assistance to help resolve such problems in an effective and confidential manner.
The substance abuse problems causing unsatisfactory school performance will be handled in a forthright manner within the school's established administrative procedures and all student assistance program records will remain confidential except with full written consent of the student and/or family.
Students who have a substance abuse problem which they feel may affect school performance are encouraged to voluntarily seek counseling and information on a confidential basis by contacting a member of the Student Assistance Program.
Students referred to S.A.P. by school personnel may be required to secure adequate medical, rehabilitative counseling or other services as may be necessary to resolve their problems.
It will be the responsibility of the student to comply with the referrals for diagnosis of their substance abuse problem and to cooperate and follow the recommendations of the diagnostician or counseling agent.
In cases involving administrative disciplinary action a student's failure to seek or accept diagnosis and treatment for a substance abuse problem may be brought to the attention of the principal for appropriate administrative action.

For further information regarding the student assistance program and services please contact the Supervisor of Student Affairs at (570) 307-2158. (Reference Board Policy 236)

TERRORISTIC THREATS/ACTS

PURPOSE

The Board recognizes the danger that terroristic threats 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 a terroristic threat.

DEFINITIONS

Communicate - shall mean to convey in person or by written or electronic means, including telephone, electronic mail, Internet, facsimile, telex and similar transmissions.

Terroristic threat - shall mean a threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public

inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

AUTHORITY

The Board prohibits any district student from communicating terroristic threats directed at any student, employee, Board member, community member or property owned, leased or being used by the district.

DELEGATION OF RESPONSIBILITY

The Superintendent or designee, in coordination with the threat assessment team, shall react promptly to information and knowledge concerning a possible or actual terroristic threat. Such action shall be in compliance with state law and regulations, Board policy and administrative regulations, the procedures set forth in the memorandum of understanding with local law enforcement officials and the district's emergency preparedness plan.

GUIDELINES

In all cases of terroristic threats, where a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.

Staff members and students shall be made aware of their responsibility for informing the threat assessment team regarding any information or knowledge relevant to a possible or actual terroristic threat.

The threat assessment team shall immediately inform the Superintendent or designee, School Safety and Security Coordinator and building principal of a terroristic threat, in accordance with Board policy and administrative regulations.

The Superintendent or designee may report incidents involving terroristic threats 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 a terroristic threat as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

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

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.

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

THREAT ASSESSMENT PROCEDURES

PURPOSE

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs.

The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.

AUTHORITY

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others. (Reference Board Policy 236.1)

DEFINITIONS

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student other students, school employees, school facilities, the community or others.

DELEGATION OF RESPONSIBILITY

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint individuals to a district threat assessment team.

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education and school administration; members of the Student Assistance Program team; school security personnel; behavioral health professionals; and suicide prevention coordinators and/or members of the crisis response/crisis intervention team.

The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

GUIDELINES

Training

The School Safety and Security Coordinator shall ensure that threat assessment team members are provided individual and/or group training on:

Responsibilities of threat assessment team members

Process of identifying, reporting, assessing, responding to and intervening with threats.

Identifying and avoiding racial, cultural or disability bias.

Confidentiality requirements under state and federal laws and regulations, and Board policies.

Student Assistance Program process.

Youth suicide awareness, prevention and response

Trauma-informed approach.

Safe2Say Something procedures.

Multi-tiered systems of support.
Positive Behavioral Intervention and Support.

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.

INFORMATION FOR PARENTS, GUARDIANS, and STAFF

The district shall notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.

REPORTING AND IDENTIFICATION

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:

Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.

INQUIRY AND ASSESSMENT

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

Discrimination/Title IX Sexual Harassment.
Bullying/Cyberbullying.
Suicide Awareness, Prevention and Response.
Hazing.
Dating Violence.

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
Reviewing existing academic, health and disciplinary records and assignments, as appropriate regarding the subject(s) of the report.
Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.
Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

RESPONSE AND INTERVENTION

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:

A referral to the Student Assistance Program.
A referral to the appropriate law enforcement agency.
An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.
A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.
A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.
With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.
Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.
Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
Taking steps to address the safety of any potential targets identified by the reported threat.

Safe Schools Incident Reporting –
For Safe Schools reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the 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, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.

Students With Disabilities –
When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.

Monitoring and Management
If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:

Student health records.
Prior school disciplinary records
Records related to adjudication under applicable law and regulations.
Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threator to recommend disposition of a threat. Team members shall not disclose any record or information obtained or otherwise use any record of student beyond the purpose for which the disclosure was made to the team, in accordance with law.

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:

Verification that the district's threat assessment team and process complies with applicable law and regulations.
The number of threat assessment teams assigned in the district, and their composition.
The total number of threats assessed that year
A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
An assessment of the district's threat assessment team(s) operation.
Recommendations for improvement of the district's threat assessment processes.
Any additional information required by the Superintendent or designee.

The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and any additional information

required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee. (Reference Board Policy 236.1)

TOBACCO AND VAPING SCHOOL PREVENTION POLICY

PURPOSE

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

DEFINITION

State law defines the term **tobacco product** to broadly encompass not only tobacco but also vaping products including Juuls and other electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with state law, shall be defined to include the following:

Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.

Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.

Any product containing, made or derived from either:

Tobacco, whether in its natural or synthetic form; or

Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.

Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term **tobacco product** does <u>not</u> include the following:

A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled. NOTE: *This exception shall be governed by Board policy relating to Medications.*

A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. NOTE: *Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall be governed by Board policy relating to Controlled Substances/Paraphernalia.*

AUTHORITY

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

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

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

activities that are held off school property. The Board authorizes the confiscation and disposal of products prohibited by this policy. (Reference Board Policy 222)

DELEGATION OF RESPONSIBILITY

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

Reporting

Parental Report –

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use, purchase or sale of a tobacco or vaping product, including a Juul or other e-cigarette, immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

Office for Safe Schools Report –

The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco and vaping products, including Juuls or other e-cigarettes, by students to the Office for Safe Schools on the required form.

Law Enforcement Incident Report –

The Superintendent or designee may report incidents of possession, use or sale of tobacco and vaping products, including Juuls or other e-cigarettes, by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the school police, School Resource Officer (SRO) or 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.

GUIDELINES

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

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

Students with Disabilities

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.

STUDENT VIOLATIONS

Any student **in violation of this policy shall** face the following disciplinary action:

1st offense –ATS Program – 4 classes at 1.25 hours each before of after school hours (tobacco cessation program). Students and families who refuse to participate in the ATS program will automatically receive fine and court cost

2nd offense and Every Offense Thereafter – Fine and court cost

In all cases, parents/guardians shall be notified when a violation occurs. Students possessing tobacco products shall be offered treatment for potential nicotine addiction. A student convicted of possessing or using tobacco in violation of this policy may be fined up to fifty dollars ($50) plus court costs or admitted by the court to alternative adjudication in lieu of imposition of a fine.

PREVENTION EDUCATION

There is an amended law in Pennsylvania, Act 112, which states it's illegal for children under the age of 18 to buy tobacco products. Those who try to purchase smokes, dip or chew are subject to hefty

fines, and could even lose their driver's license. Nicotine is a powerfully addictive substance. Tobacco use most often begins during childhood or adolescence.

Tobacco prevention education is incorporated into the district's K-12 comprehensive health curriculum so that students will be aware of the health and social consequences of use/nonuse of tobacco products. Teachers whose instructional assignments include tobacco use prevention education are trained in order that students will be afforded the most effective delivery of the district's classroom-based tobacco prevention education.

The program shall be designed to:
Instruct about immediate and long-term undesirable physiologic, cosmetic, and social consequences of tobacco/vape use.
Decrease the social acceptability of tobacco/vape use.
Teach how to recognize and refute advertising and other social influences that promote tobacco/vape use.
Develop students' skills for resisting social influences that promote tobacco/vape use. Instruction shall be most intensive in grades seven (7) through eight (8) and shall be reinforced in all later grades.

PROGRAM AVAILABILITY
The school health program shall include referrals to community resources and programs to help students overcome tobacco/vape addiction. School counselors or community agencies are encouraged to establish voluntary cessation programs. Various organizations can be accessed on the phone and Internet to help in setting up programs at school. Some of these include:

Pa Quit line for smoking and tobacco users – call 1-877-724-1090
Smokefree Teen https://teen.smokefree.gov/
Tobacco Free Teens https://www.tobaccofreekids.org/
Smoking Stinks (Teens) https://teens.smokingstinks.org/
.
Provisions should be made for students who wish to quit using tobacco to have access to tobacco cessation programs. Attendance should not be mandatory, but the completion of a tobacco-use cessation program will be allowed as a voluntary substitute for some suspensions due to infractions of the tobacco policy. (Reference Board Policy 222)

Tutoring & Homework Club

IN-PERSON AFTER SCHOOL TUTORING will be offered for students in grades 7-12 will be offered every Tuesday and Thursday.

In-person tutoring is meant to provide INDIVIDUALIZED SUPPORT. Tutoring is for students who need help with understanding a concept or need assistance with preparing for an upcoming exam. In-person tutoring in the Secondary Center, for all students (grades 7-12), will run from 2:45 - 4:00 P.M. Transportation on a bus will be provided should you need it; assigned seating at bus driver's request.

HOMEWORK CLUB
On ***Wednesdays***, Spartan students grades 7-9 (no more than 9 students that need transportation) will be allowed to stay after school to complete homework or work on class projects. There will be a teacher present in the room, but may not be subject specific to the student work. A school van will provide transportation home at 4:00PM.

THE CUT OFF FOR SIGNING UP FOR TUTORING or HOMEWORK CLUB IS 11am the DAY OF THE SESSION. Any sign ups after 11:00am will be considered for the next date's tutoring sessions.

If you select multiple dates/subjects - you will be assigned a particular date for each section.
YOU CANNOT SWITCH YOUR TUTORING SESSION without prior permission from ADMINISTRATION.

INVOLVEMENT & OTHER IMPORTANT INFORMATION

EXTRACURRICULAR ACTIVITIES

Extracurricular activities, dances, club meetings, tutoring, etc. are held for the benefit of Mid Valley Secondary Center students. All rules and regulations for school will be enforced at said activities. **Students who are absent or who are suspended on the day of the dance/event are not allowed to attend. Behavior and grades will be used for administrative review to determine student eligibility to attend.**

EXTRACURRICULAR CLUBS

At the Mid Valley Secondary Center students are accorded opportunities to develop such worthwhile traits as leadership, responsibility, dependability, cooperation, honesty, and pride, as they participate in social, athletic, and subject area activities. These traits are important in developing an individual who can succeed in a pluralistic society. There are many clubs and organizations for student participation and interscholastic sports for students.

ACTIVITIES			SPORTS
Art Club	Band	Scholastic Bowl	Baseball
Cheerleading	Drama Club	Spanish Club	Softball
Leo Club	Mock Trial	FCCLA Club	Basketball
Outdoor Adventure Club	Newspaper	Robotics Club	Bowling
Student Council	Yearbook	Chorus	Cross Country
Photography Club	PJAS	RAK Club	Football
Chess Club	GSA Club	French Club	Golf
History Club	PBIS	Astronomy Club	Soccer
PJAS	Technology Club	Aevidum Club	Tennis
			Track & Field
	Future Business Leaders of America		Volleyball
(FBLA)	Students Against Destructive Decisions (SADD)		Wrestling
	National Honor Society (NHS/NJHS)		

EXTRACURRICULAR ELIGIBILITY

The following eligibility rules will be in effect for students participating in interscholastic athletics, cheerleading, band, marching units, class officers, drama, scholastic bowl, and all other activities not mentioned herewith that are considered extra-curricular. Students who earn classroom credit for their participation will not be governed by these regulations.

Curriculum

Section 1

To be eligible for **interscholastic athletic competition and/or extracurricular activity**, a pupil must pursue a curriculum defined and approved by the principal as a full-time curriculum. Where required, this curriculum or its equivalent must be approved by, and conform to, the regulations of the State Board of Education and the Pennsylvania School Code, as well as any local policies established by the local school board.

At the **end of each marking period**, the participating student may not **have two (2) or more failing grades** in any of the **core classes or core-equivalent courses**. If that is the case, they will be **ineligible to participate for fifteen (15) days.**

Core classes are those which meet on a daily basis and are assigned a numerical grade as opposed to a letter grade. Science labs are considered as part of the core science course. Half year electives which receive a numerical grade are also considered core classes. Classes which would not be considered core classes include cycle classes, SAT class, study halls, or any other class that does not meet five days per week.

Student athletes shall be monitored through the Athletic Director's Office on a weekly basis and reported to the Principal's Office when grades fall below passing.

In cases where a student athlete's cumulative work from the beginning of the grading period does not, as of any Friday, meet the standards provided for in this section, they shall be ineligible for the immediately following week (Sunday through Saturday). When the school is closed on a Friday, for any reason, the principal may, at his discretion, determine whether the student athlete, as of that day, meets the standards provided for in this section.

Section 2

In cases where a student's work in any preceding grading period does not meet the standards provided for in Section 2, said student shall be ineligible to participate in interscholastic athletics for at least fifteen (15) school days of the next grading period where the school has three (3) grading periods per school year, beginning on the first day report cards are issued, except as provided in Section 4.

Section 3

New Pupils Must Meet Eligibility Requirements on Curriculum

Pupils who are enrolled for the first time must comply with the requirements of the curriculum rules. The standing required for the preceding week, the preceding grading period or the preceding year shall be obtained from the records of the last school which the pupil has attended.

Section 4

Use of Final Credits at End of School Year

At the end of the school year, the student's final credits in their subjects rather than their credits for the last grading period shall be used to determine their eligibility for the next grading period.

Attendance

A student will be ineligible to participate if they are absent on the day of an athletic/extracurricular event. Only an absolute emergency approved by the Principal will prevent the enforcement of this rule.

If a student arrives late for school **(after 8:00AM)** on the day of an athletic/extracurricular event, they will not be allowed to participate that day, unless approved by the Principal.

No students are to be excused from school (early dismissal) on the day of an athletic/extracurricular event. Only an absolute emergency approved by the Principal will prevent the enforcement of this rule.

A student must be in attendance in order to be eligible to practice.

If a student is not present the day before a weekend or holiday, they are not eligible to participate in the athletic/extracurricular activity until the next school day that the student is present in school.

A pattern of tardiness will lead to a review of the individual's eligibility to participate in athletic/extracurricular activities.

Discipline

Students will not be excused from detention periods for athletic practice or events.

Students suspended from school will be restricted from participating in sports or any extra-curricular activity during the suspension. They may not participate in practice sessions or

be present as a spectator at any school sponsored function. Each suspension day covers a 24-hour period.
Any student who is a persistent disciplinary problem will be made ineligible at the discretion of the Principal. Prior to such restriction the Principal will discuss the student's behavior with the coach or advisor in an attempt to correct the problem. All head coaches and faculty advisors are responsible for monitoring student attendance and academic performance.

Transportation

All transportation to and from athletic contests will be provided by the school district.
No student will be permitted to drive their vehicle to any athletic event without special permission from the administration.
At least one coach per sport program will be responsible to chaperone the bus to and from an athletic event. The coach shall be responsible (along with the bus driver) to see that the bus is clean after returning from an event.
No student will be allowed to leave an athletic event with anyone except a parent or guardian, and only if special permission was given by the administration.

FIELD TRIPS

Any student who would like to attend a field trip must have the field trip form completed by all of their teachers. The student must be passing all their core subjects and have their work completed in order to attend the trip. In addition, any student who is academically eligible to attend the trip must have a permission slip signed by their parent/guardian.

PROMS AND SEMI-FORMALS

Proms and semi-formals are held periodically throughout the school year as a privilege and a benefit for all high school students. These are high school events and only students from grades 9 through 12 will be allowed to attend. More information will be provided with rules and procedures for each specific event.

SCHOOL PICTURES/PUBLICITY PHOTOS

School pictures are taken every year and are offered for sale to the children on a prepaid basis. You are in no way obligated to purchase these pictures. All children will have their picture taken for school records. The Board authorizes posting of student images in photos or videos depicting the educational process or school-related events on district-owned social media accounts, unless the students' parents/guardians have opted out of sharing directory information under the Family Educational Rights and Privacy Act and Board policy. If you do not want to have photos of your child included in our school newsletters, website, or local newspaper publicity, please send in a written request for exclusion (Reference Board Policy 816; Updated October 2021).

SCHOOL CLOSING PROCEDURE

School cancellations and delays will be announced over television ,through Mid Valley Social Media, and by School Messenger.

Television Channels:	WNEP 16 WBRE 28
Media:	MVSD Website MVSD Facebook MVSD Twitter Instant Notification

STUDENT DRIVING PRIVILEGES & PARKING PERMIT/STICKER INFORMATION

PURPOSE

The Mid Valley School District regards the use of motor vehicles for travel to and from school by students as an assumption of responsibility by parents/guardians and students. (Reference Board Policy 223)

AUTHORITY

The Mid Valley School District shall permit the use of motor vehicles by secondary students in accordance with district rules, provided that such students have followed established procedures and obtained the required permit and have been granted permission by the building principal to drive a motor vehicle on school grounds.

The Mid Valley School District prohibits the use of mini-bikes, motorcycles and skateboards on school property. The Board shall not be responsible for motor vehicles that are lost, stolen, or damaged.

STUDENT PARKING STICKER/TAG INFORMATION

The vehicle which a student may drive to school must be properly registered each year in the office.
All students must obtain a parking permit from the office no later than the first week of school. As a result of limited parking facilities and an increase in the number of students who request parking permits, seniors will be registered first, followed by juniors, until all available spaces are taken.
The vehicle which a student is using must have a Student's Parking Permit Sticker/Tag which is easily observable.
The registered vehicle must be parked in the designated student parking area and have a valid permit visibly displayed in order to park on school property.
A completed registration form must be on file for every student driver and an updated form is required for every new vehicle being registered. Registration forms will not be approved if a completed student handbook form is not on file.

CRITERIA FOR GRANTING STUDENT PERMIT

All Student drivers must have their graduation credit requirements up to date prior to being issued a parking permit.
Students who owe any financial obligations to the school will not be issued a parking pass until these obligations are satisfied.

DISCIPLINARY PROCEDURES FOR HABITUAL TARDINESS, TRUANCY and OTHER VIOLATIONS

Any student, who accumulates **6** or more days late to school **and/or unexcused absences,** will receive a **10**-day driving suspension.
Any student, who accumulates **15** or more days late to school **and/or unexcused absences**, will receive a **20**-day driving suspension.
If days late or unexcused absent go beyond those listed above, the student will be subject to administrative review.
Student drivers must follow designated driving patterns established by administration while on school property. Any violation of driving patterns will result in suspension of driving privileges. **Student drivers will not be granted permission to return to their vehicles during the school day. Only emergency situations will be granted by the administration.**

Other severe disciplinary infractions may result in a driving suspension at the discretion of administration.

VISITORS

All visitors must report to the office upon entering the building. All visitors will be asked to present their driver's license upon entrance to the school which will be run through our visitor management system. All visitors who are cleared through the visitor management system will be given a visitor's badge. Visitors may not be in the school building or on school grounds unless they have permission from the school administrators. Students are not allowed to have a visitor in school or to bring a friend who is not enrolled in our school.

MID VALLEY
ELEMENTARY CENTER
Student/Parent Handbook
2026– 2027

EDUCATE. . . INSPIRE. . . EMPOWER. . .

This is Mid Valley

Mr. Patrick Sheehan, Superintendent

Mr. Brian Kelly, Director of Curriculum and Federal Programs

Dr. Michael Piercy, Elementary Principal, K-3

Mr. Jeffrey Kovaleski, Elementary Principal, 4-6

District Mission Statement

The mission of the Mid Valley School District is to teach, challenge and encourage all students to become responsible citizens and continue a life of learning.

Administration and Guidance

Superintendent of Schools	Mr. Patrick Sheehan	sheehanp@mvsd.us
Director of Curriculum	Mr. Brian Kelly	kellyb@mvsd.us
Supervisor of Student Services	Dr. Chad Vinansky	vinanskyc@mvsd.us
Supervisor of Special Education	Mrs. Lisa Havran	havranl@mvsd.us
Assistant Supervisor of Special Education	Mrs. Alisha Hudak	hudaka@mvsd.us
Elementary Center Principal, K-3	Dr. Michael Piercy	piercym@mvsd.us
Elementary Center Principal, 4-6	Mr. Jeffrey Kovaleski	kovaleskij@mvsd.us
School Psychologist	Mr. Patrick Houlihan	houlihanp@mvsd.us
Athletic Director/Transportation Director	Mr. Tom Nowakowski	nowakowskit@mvsd.us
School Counselors	Ms. Kristen Yearing, **K-2**	yearingk@mvsd.us
	Mr. Ryan Kropa, **3-6**	kropar@mvsd.us
	Mrs. Christen Mishura, 3-6	mishurach@mvsd.us
IT Director	Mr. James Depoti	depotij@mvsd.us

School Board

President	Mr. Steven Vituszynski
Vice President	Mr. Anthony Barrett
Secretary	Mr. Gerald Luchansky
Treasurer	Mrs. Gabriella Shimkus
Board Member	Mr. Dan Lane
Board Member	Mr. Glenn Cashuric
Board Member	Mrs. Rebecca Alunni
Board Member	Mr. Frank Galli
Board Member	Mr. Bob Doughton

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School Calendar 2026-2027

Adopted: 03/11/2026

2026-2027 SCHOOL CALENDAR

August 2026

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	T=6		S=3		

September 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
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27	28	29	30			
		T=20		S=20		

October 2026

Su	M	Tu	W	Th	F	Sa
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25	26	27	28	29	30	31
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November 2026

Su	M	Tu	W	Th	F	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
		T=17		S=17		

December 2026

Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
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27	28	29	30	31		
		T=17		S=17		

January 2027

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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31		T=18		S=18		

February 2027

Su	M	Tu	W	Th	F	Sa
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28						
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March 2027

Su	M	Tu	W	Th	F	Sa
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14	15	16	17	18	19	20
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April 2027

Su	M	Tu	W	Th	F	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
		T=21		S=21		

May 2027

Su	M	Tu	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	T=19		S=19		

June 2027

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
		T=7		S=6		

July 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School Closed
Early Dismissal
Parent Teacher Conferences

Teacher Days 8/24, 8/25, 8/26, 10/12, 6/9
First and Last Student Day of School
180 Student Days - 185 Staff Days
KEYSTONE EXAMS | PSSAs

Emergency/Snow Days- 1/15, 2/12, *3/25, 4/16, 5/28
Additional snow days will be made up with virtual
Flexible Instructional Days, if needed

August 24-25-26 - Act 80 (Full Staff Day)
August 27 - First Day of School - Students
September 4-7 - Labor Day
September 9 - Early Dismissal-Back to School Night
October 12 - Act 80 (Full Staff Day- No School for Students)
October 30 - Early Dismissal-Act 80 Professional Development
November 11 - Veterans Day
November 25 - Early Dismissal
November 26 - 30 - Thanksgiving Vacation
December 7-8 - Early Dismissal - Parent/Teacher Conferences
December 23 - Early Dismissal

December 24 - January 1 - Winter Holiday
January 18 - Martin Luther King Day
February 15 - President's Day
March 23-24 - Early Dismissal - Parent/Teacher Conferences
*March 25 - Early Dismissal (school closed if not used as makeup)
March 26-29 - Spring Holiday
May 31 - Memorial Day
June 7 - Early Dismissal
June 8 - Early Dismissal Last Student Day and Graduation
June 9 - Act 80 - Last Teacher Day

Admission

All children who are legal residents within the limits of the Mid Valley School District and who have met the minimum age requirements may enter Mid Valley Schools. Students entering kindergarten must have reached their fifth birthday on or before August 31st of the year in which they plan to begin school.

McKinney-Vento Homeless Education Assistance Improvements Act Of 2001

Subtitle B — Education for Homeless Children and Youths SEC. 721. STATEMENT OF POLICY.
The following is the policy of Congress:
(1) Each State educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.
(2) In any State that has a compulsory residency requirement as a component of the State's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.
(3) Homelessness alone is not a sufficient reason to separate students from the mainstream school environment.
(4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held.

Transfers and Withdrawals

In the event that you should move and your child will be attending a different school district, the following procedure must be followed:
The parent/child must present the immunization record to the new school the child is entering. By law, the school cannot accept your child without this information. You may obtain a copy of your child's immunization card by calling the school nurse. All other health and school records are sent to the new school district upon their written request.
All instructional materials provided to your child must be returned to the school district prior to the child leaving the district. This will include all textbooks and/or library materials, which were being used by the student.

Student Uniform Policy

Please visit our website at ec.mvsd.us for the most current dress code guidelines. Below is general information:

Tops Permitted

- Crew Neck T-Shirts or sweatshirts
- Hooded Sweatshirts
- Mid Valley Spartan wear
- Collared shirts

Bottoms Permitted

- Denim shorts or denim pants
- Athletic basketball mesh shorts and sweatpants
- Mid Valley Spartan wear
- Form fitting Lycra or spandex may only be worn under another garment (K-3 are permitted to wear without another garment)

Clothing Items Not Permitted

- Clothing and masks must be free of messages promoting alcohol, drugs, obscene or suggestive slogans, as they would be deemed substantially disruptive to the educational process.
- Items with holes, frays or rips
- Sleeveless tops or tank tops
- Low cut or midriff shirts
- Shorts that are more than five (5) inches above the knee
- Lycra or spandex short or pants without a garment over it (except K-3)
- Sheer clothing
- Costumes and face-painting
- Hats, caps, headbands or bandanas
- Pajama and house slippers

Health Information

The following is designed to give you information concerning the rules and regulations of the Department of Health concerning communicable diseases.

Communicable Diseases/Immunizations/Exclusion Periods

To protect the school community from the spread of communicable diseases, the Board requires students, parents/guardians, and district staff to follow established policy and administrative regulations. Please refer to Mid Valley School District Policy 203 – Immunizations and Communicable Diseases on the school website.

FEVER Temperature of 100 degrees or higher. The student should not return to school until fever-free (without medication) for 24 hours.
VOMITING Two or more episodes in the previous 24 hours. The student should not return to school until the vomiting or urge to vomit stops.
DIARRHEA Increased number of stools, compared with a person's normal pattern, along with watery stools and/or decreased stool form. The student should not return until the diarrhea stops.

Pediculosis Capitis (Head Lice) -Students found to have live head lice will be excluded from school to allow for prompt treatment. Parents/guardians will be notified, and it is expected that students will return to school the following day after appropriate treatment has been completed. Upon the student's return, school personnel may check the student's hair to confirm that no live lice are present.

Emergency Cards

At the beginning of each school year all students are supplied with new emergency cards for parents to fill out and return to the nurse. The importance of having these cards on file in school cannot be stressed enough since, in emergency situations, phone numbers as listed on the cards are used to contact parents, relatives or doctors.

- **Alternate phone numbers listed are people who will be available during school hours.**
- **It is imperative that every child in your family has a card on file with up-to-date, accurate information. Changes in address, phone numbers, or health information are to be reported to the office.**
- **In addition to emergency cards, please make sure you update the Parent Portal with all current information (contacts, phone numbers, etc.)**

Health Services Provided

Grades K-3 – Calculation of Body Mass Index
Kindergarten - Height, Weight, Vision Test, Hearing Screening, Physical Exam, Dental Exam and Scoliosis Screening
Grade 1 - Height, Weight, Vision Test and Hearing Screening
Grade 2 - Height, Weight, Vision Test and Hearing Screening
Grade 3 - Height, Weight, Vision Test, Hearing Screening and Dental Exam
Grade 4 - Height, Weight and Vision Test
Grade 5-6 - Height, Weight and Vision Test

Medication Procedure

All medication **(prescribed or over-the-counter)** must be accompanied by a physician's authorization sheet signed by the physician and the parent or it will not be administered.

- A parent or guardian must bring all medication to the school office. Students are **NOT** to bring any medication to school.
- All medication must be in the original bottle with the pharmacy label. Inhalers must be in the box with the pharmacy label.
- Over-the-counter medication, including cough drops, cannot be administered without the physician's authorization sheet.

- ***The Mid Valley School District has an approved policy for anaphylaxis due to allergic reaction or asthma. The action plan would be used if a child suffered an allergic reaction and would ensure that the child received appropriate care. This action plan would also be used in the event of severe allergic reaction for a child with no known allergies. If you wish to review the policy, please feel free to discuss this with the school nurse. Parents of children with known allergies will still be required to have a physician's authorization to administer medication and will be required to supply the medication to the nurse.***

School Insurance

School insurance is available to all students. Application forms are distributed the first week of school. This student insurance is made available at a nominal cost as a service by the school. Please check out this insurance alternative on our website at the following link: https://ec.mvsd.us/

Attendance

Mid Valley School District participates in a program which is aimed at stopping truancy. Social service organizations and the local magistrate have joined forces with the schools under the S.T.A.R.S. program (Stop Truancy and Really Succeed). The Pennsylvania Department of Education requires the school district, along with the family, to develop a Student Attendance

Improvement Conference (SAIC). The purpose is to discuss the cause of the child's truancy and create an agreed upon plan to resolve truant behavior. The SAIC meeting will also include a school representative and a social worker(s). SAIC meetings will be scheduled after a student has accumulated three (3) unexcused absences.

Students must have a written excuse from their parents for all absences. If after three (3) days from the absence, a written excuse is not submitted, the absence will permanently be recorded as an unexcused absence. If your child accumulates three (3) unexcused absences you will receive written notification from the school. **Parents are permitted up to ten (10) parent notes per school year. It is not necessary for parents to call the elementary center and inform them your child will be absent.**

Regular attendance is necessary if a student is to maintain scholastic standards. Also, because of the "No Child Left Behind" initiative it has become necessary for the school district to adjust our attendance policy as follows: **Beginning with the 6th unexcused absence we may begin to file the necessary paperwork to begin truancy actions against the student with our magistrate. Excuses from your physician may be used to cancel out absentees. We encourage you to obtain doctor's excuses immediately following your child's absence.**

It is the obligation of parents and guardians to make sure that your child attends school on a regular basis. A letter will be sent home to inform parents of each unexcused absence. The school district, in accordance with the PA State Law on Truancy, is obligated to file truancy charges with the magistrate's office.

Attendance Procedure

It is important for your child to attend school in a timely manner. The regular instructional day begins at 8:45 a.m. with dismissal at 3:30 p.m. There is an early drop off time from 8:00-8:30 a.m. with regular drop off time at 8:30-8:45.

If your child needs to be excused from school early, it's important that you still send in a note to your child's homeroom teacher.

What should be included in the note:

- **Your child's full name**
- **Grade and homeroom teacher**
- **The specific time**
- **The reason**
- **Sign and date the note**

***Please remember bus changes are not permitted to ensure the safety of all students**

Additional attendance information:

- Early dismissal days begin at 8:45 a.m. with dismissal at 12:00 p.m. for all grades.
- A student who signs in after 8:45 a.m. will be counted tardy for that day.
- A student who signs in at 12:00 p.m. will be marked as absent for the morning session but present for afternoon.
- A student leaving the school before 12:00 p.m., who does not return, will be charged with a ½ day absence.

- A student who arrives for school but then becomes ill and is dismissed by the school nurse or an administrator will be given credit for only half of a day's attendance.
- A student who is absent on a day when we dismiss early because of an emergency situation will be assessed a full day's absence.
- A student who is absent because of a religious holiday will be marked as absent, however it will be an excused absence.

Students will be permitted early dismissal from school only for emergency reasons. Parents are requested not to arrange early dismissal for medical appointments unless it is **IMPOSSIBLE** for appointments to be made after school hours. A student who wishes to be excused for a medical appointment must submit a note from his/her parent to the Main Office during homeroom on the day of the appointment. Any student who is excused from school **MUST BE SIGNED OUT OF THE MAIN OFFICE BY AN ADULT WITH A VALID FORM OF PICTURE ID**. A doctor's excuse must be submitted the following day to insure a legal absence.

Excused Absences

Absences shall be treated as unexcused until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. A maximum of ten (10) days of cumulative lawful absences verified by parental notes shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Emergency School Closings or Delayed Openings

If the school district must be closed or have a delayed start due to poor weather conditions or other emergency situations, parents, students and staff members will be notified through the district notification system**.**
The system will give our school district the ability to contact all our parents, students and staff in a matter of minutes. This system provides us the ability to send automated messages to our parents. The school will enter the message into the system via the internet or by phone. The system will then take that message and transmit it to all the contact paths given by the parents, until the parent confirms the message was received by the press of a button.
IMPORTANT: This system is only as effective as the information provided by the parents. You need to be as detailed as possible with the information given to the school, or the information you input yourself.
If during the course of the school year any of the information you have provided to this system previously has changed, you must make the appropriate changes within the system to ensure you will be notified in the event of an emergency situation.

Homebound Instruction

When students are unable to attend school because of a physical disability, illness or injury, or when confinement is recommended for psychological or psychiatric reasons, the Board shall provide, pursuant to rules of the State Board of Education, individual instruction to such student confined to home or hospital.

Eligibility

1. Persons of school age, who are unable to attend or be transported to school as attested to by a licensed physician qualify for homebound instruction.
2. Persons of school age confined by order of the court in a facility without an appropriate approved educational program qualify for homebound
3. Persons of school age enrolled in non-public schools may qualify for homebound instruction if they are withdrawn from the active rolls of the non-public school and entered on the active role of the public school.

Organization of the Program

1. **Referral**: Information that a child is to be homebound for a period of two or more weeks is to be forwarded to the principal and the counselor.
2. **Status**: The attending physician must submit a written request with diagnosis, prognosis, and the estimated time the child must remain out of school. If the case involves social and emotional disturbances, the diagnosis or prognosis and time estimate must be made by a licensed psychiatrist.
3. **Arrangements**: Requests for homebound should be directed to the main office. The program of individual instruction given each student shall be in accordance with the standard established by the Secretary of Education.
   A maximum of 5 hours per week shall be taught by the assigned teacher.

Educational Vacations

The MVEC recognizes that educational vacations can provide valuable cultural and historical learning experiences that complement classroom instruction. To qualify as an excused educational vacation, the following requirements must be met:

- Submit a written request to the classroom teacher and principal at least two (2) weeks before the trip, including an itinerary and a brief explanation of the educational value of the experience.
- Complete and return all assigned schoolwork within five (5) school days of returning.
- Submit a daily journal describing the educational activities and learning experiences. Students in Grades K–3 may submit a picture journal.

Educational vacations are limited to one per school year, no longer than five (5) days in duration.

Students who meet these requirements will receive excused educational vacation status and will be permitted to make up missed work. Failure to meet the requirements will result in the absences being recorded as unexcused and counted toward the student's attendance record, which may lead to truancy proceedings.

Please note that students who take an educational vacation are not eligible for perfect attendance for that school year.

Homework Guidelines

The amount of homework given is usually determined by objectives and activities conducted on a daily basis in the classroom. Homework guidelines have been established and distributed to all teachers. They are as follows:

GRADE	GUIDELINE
Kindergarten through Grade 2	15 to 20 minutes
Grade 3	20 to 30 minutes
Grade 4	30 to 40 minutes
Grades 5 & 6	40 to 50 minutes

Because all students are different, work differently and learn at different rates, no time schedule for homework can work perfectly. Occasionally, slight variations from the above schedule will occur.
Trimester grade will reflect homework effort based on the discretion of the individual teacher. Homework should not be used as a form of punishment or as a method of discipline.
If parents experience a continuous variation from this policy, they should contact the classroom teacher in order to determine the reason and to rectify the problem. Teachers will be responsible to implement a homework plan as part of their classroom management procedures.

Parent/Teacher Conferences

Two formal parent-teacher conferences will be conducted during the school year. Parent-teacher conferences are an important way to learn about your child. Here are tips to help you have a more successful parent-teacher conference:

1. Plan for it. Before you come to our conference, write out questions you'd like to ask. Here are suggestions: **a.** Does my child get along with others? **b**. How is my child's behavior in class? **c.** Does my child read at the level you would expect for this grade? **d.** Is my child able to do the math that you would expect for a student at this grade? **e.** What are my child's strengths and weaknesses?
2. Keep an open mind. Your goal is to work for cooperation between you and your child's teacher. Even if the teacher says something you disagree with, try to listen to what he/she has to say.
3. Ask to see your child's work. There's no better way to see how your child is progressing.
4. Ask for suggestions. If your child is doing well, ask what you can do to keep things on a positive track. If there are problems, ask what you can do to help.
5. Clarify and summarize as you go. Teachers sometimes use educational buzz words. If you don't understand something the teacher says, simply ask.

Mid Valley Elementary School Counseling Department

The students at Mid Valley Elementary Center are healthy and responsible individuals that are excited to learn and grow together. As globally competitive 21st Century leaders, they are empowered to continue to be life-long learners. All students at Mid Valley Elementary Center participate in a rigorous curriculum that encourages innovation, risk-taking, excitement for learning, and personal growth in a trusting partnership. Our comprehensive school counseling program supports all students and fosters partnerships between students, staff, families, and community members in order to eliminate the achievement gap and equip all students to achieve their full potential. Our vision for students is based on the following beliefs:

- All students can learn and grow academically, socially, and emotionally.
- All students have unique strengths.
- We must work to actively engage children, families, and community members, and fully develop them as partners in the educational experience.
- Race is not a predictor of academic success.
- Curriculum and instructional techniques must be differentiated to meet the needs of all students.
- All students have the right to participate in a comprehensive and developmentally appropriate school counseling program delivered by a licensed school counselor.

Mid Valley Elementary School Counseling Mission Statement

The Mid Valley Elementary School Counseling Department consists of two full-time professional school counselors, Mr. Kropa and Mrs. Mishura. Each counselor is assigned grade levels and follows them which allows students, families and stakeholders to develop consistent and supportive relationships.

Grade levels will be assigned to the following school counselor:
Ms. Yearing: Kindergarten through 2nd grade
Mr. Kropa: 3rd-6th grades
Mrs. Mishura: 3rd-6th grades

The mission of the Mid Valley Elementary School Counseling Department is to provide a comprehensive school counseling program that addresses the academic, career, and personal/social development of all students in a safe and nurturing environment. The Counseling Department is committed to partnering with stakeholders to provide evidence-based support to empower student growth and build skills for life-long learning.

Counseling/Psychological Services

Students are provided individual and group counseling services on a referral basis. Counseling services may be initiated by parents, teachers, school nurses, and/or administrative personnel through our referral procedures. Parents will be contacted when students are seen for counseling. Parental involvement is a vital factor in the counseling process. The central purpose of elementary counseling, taken in its broadest context, is to enhance and facilitate meaningful learning experiences for children so that each pupil has an opportunity to learn to the best of his/her ability.

In carrying out this task, the elementary school counselor functions in three major areas of responsibility: counseling, consultation, and coordination. He/she through our referral procedures performs a counseling function with students and parents, when necessary, regarding academic, social or emotional problems. He/she confers with teachers and other educational specialists and community agency personnel.

Testing

Psychological/Educational Testing:

Psychological/educational testing services are provided by a multidisciplinary child study team. The team is composed of the following personnel: principal, LEA, school psychologist, classroom teacher, educational diagnostician, school nurse, speech and language therapist, remedial reading/arithmetic specialists and other medical and /or community agency personnel as deemed necessary. Any student thought to be in need of special education services (including gifted) is eligible for evaluation. Evaluation services may be initiated by parents, school nurse, Child Study team and/or administrative personnel. A conference and parental consent are required prior to the initiation for any evaluation. Results are reviewed in person with parents and appropriate school personnel.

Testing Programs

The Board of School Directors has approved a testing program designed to provide information concerning the proficiency of students on standardized tests of academic achievement and aptitude. The results of these tests provide a continuing record of each child's academic progress in comparison with national norms. They are also an invaluable aid to the child's teacher and counselor in diagnosing individual strengths and weaknesses in order to provide the child with necessary and more effective individualized instruction. For more information on any of these tests, contact your child's counselor.

Individual testing results will be forwarded to the parent. You will be afforded an opportunity to discuss your child's educational program with school personnel on a large group or/and individual basis.

The approved testing program is as follows:

- PA System of School Assessments Grades 3-6
- Kindergarten Language K –Registrants

- Kindergarten Readiness Assessment

Special Services

Gifted Program

Gifted services are provided to identify students' at all elementary grade levels. A multidisciplinary team that includes the elementary principal, elementary guidance counselor, school psychologist, classroom teacher, and other specialists as needed, meets periodically to determine program eligibility. Multiple criteria including teacher recommendations, daily classroom performance, standardized, norm referenced achievement and ability data, and an individually administered intelligence test score of at least 130 is used by team members to provide an objective basis for identifying gifted students.
The goal of gifted education is to develop critical thinking or higher order skills through program offerings that are both challenging and enriching. Each child's specific objectives and activities are submitted to parents for prior approval as part of an IEP planning meeting.

Child Study Team

The Mid Valley School utilizes a multidisciplinary team to address the individual needs of regular education students. This team approach provides the regular education student with support in both behavioral and academic matters and is part of the District's pre-referral process.
The core members include an administrator or designee, teachers, reading specialists, school counselors, school psychologist and parents.
The process entails classroom observations, curriculum based screening, and interventions within the general education classroom. The team creates an action plan to support the student and provides ongoing updates to the family.

Students with Disabilities

Students identified through the multidisciplinary (MDE) process will be eligible for services under IDEA and the American Disabilities Act. The MDE team will determine if the student is in need of an IEP or a 504 Service Plan. Services are provided by specialized support staff.

Speech, Vision & Hearing Services

Children in K through 6 who have speech or hearing defects can receive special help. Children, upon identification and evaluation as to severity, receive remedial assistance with speech and hearing problems.
Individualized therapy plans are developed and implemented with parental approval.

Title 1

Mid Valley Elementary Center offers a Title I Schoolwide program. A Title I Schoolwide program is a method of delivering Title I services in eligible schools. It allows the school to address the educational needs of children living in impoverished communities with comprehensive strategies for improving the entire school so every student achieves high levels of academic proficiency.

Schoolwide programs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services or separately track federal dollars. Instead, Schoolwide programs can use all allocated funds to increase the amount and quality of learning time. In this way, they can embrace a high-quality curriculum, according to a comprehensive plan that ensures all children meet the state's challenging academic standards.

Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This purpose is achieved through:

- High quality instruction and curriculum
- Comprehensive reform strategies and methods that are based on the use of scientifically based research
- Strategies and methods to improve teacher quality and professional development
- Consolidated use of funds.

Breakfast Program

A breakfast program will be provided to all students throughout the school year. Children who are eligible for free and reduced lunch will automatically be entitled to free or reduced breakfast.

The following procedures will be followed:

1. Children who ride the bus and wish to have breakfast will go directly to the cafeteria upon their arrival at school.
2. Children who are in the gym and wish to have breakfast will be dismissed to the cafeteria.
3. Any delay to the start of the school day will result in no breakfast service for that given day.
4. There will be no charging of breakfast items.
5. A breakfast menu for each month will be sent home with your child.

Personal Possessions

The school is not responsible for items of a personal nature that are lost or stolen, such as toys and games. With this in mind we would like to remind all parents to speak to their children concerning this issue so we may avoid any potential problems.

Electronic devices of any kind, including cell phones, are not allowed to be used on school buses or during the instructional school day. These items when used during inappropriate times will be confiscated. They will be held in the main office where parents/guardians may claim them. Administration will make exceptions for electronic devices needed to assist any student in his or her education.
Laser pointers may be harmful to eyesight and, if used improperly, could be detrimental to the safety of students and staff. Consequently, the possession of laser pointer devices similar in purpose while at school, or on school buses or attending school related events are prohibited and, in the event of violation, shall be subject to confiscation and disciplinary action.

Code of Conduct

The Mid Valley Elementary Code of Conduct is meant to implement the school district's Code of Conduct in an elementary friendly manner. Teachers and students continue to have the independence to develop classroom behavior management systems that meet the individual needs of their students. We firmly believe all students can learn and be respectful once taught what is expected of them. As a result, the Mid Valley Elementary School uses a school-wide positive behavior support system which we refer to as **SW-PBIS**.

School-Wide Positive Behavioral Interventions & Supports is a proactive approach to discipline that emphasizes prevention, instruction on social skills and data-based decision making to reduce problem behavior and improve academic performance.

Respectful, Responsible & Safe are our three behavioral expectations. Each expectation is clearly defined for the following areas: hallways, bathrooms, classrooms, bus, cafeteria and the playground.

The purpose of School-Wide Positive Behavioral Interventions & Supports (SW-PBIS) is to establish a climate in which appropriate behavior is "the norm." Rewards are a MAJOR component of our School-Wide Positive Behavioral Interventions & Supports program!

We are committed to a preventative discipline approach. Classroom behavior expectations are formally taught (at the beginning and mid-point of the school year). In addition, expectations are immediately re-taught if students have difficulty with a particular expectation.

Students are rewarded for consistently demonstrating the expected behaviors in several ways including, but not limited to, earning Spartan Dollars, receiving a positive phone call home, exchanging Spartan Dollars for items at our school store and participation in monthly Incentives. All students who receive **0 major** office discipline referrals are given the opportunity to participate in our Incentive Days. Students who have received a major referral within the month will be re-taught the expected behaviors.

PBIS Teaching Matrix

Mid Valley Elementary Center
PBIS Teaching Matrix
Respectful, Responsible, Safe

	Cafeteria	Playground	Hallway	Classroom	Assembly	Bus	Bathroom
I am **Respectful** I will:	• Eat with good table manners • Follow adult directions • *Conversation Voice (Level 2)*	• Share equipment • Include others in play • Follow adult directions • *Outside Voice* *(Level 3)*	• Walk in a line • Respect objects on walls and lockers • Maintain personal space • *Silent voice (Level 0) Whisper if necessary*	• Listen when others are speaking • Talk when it is my turn • Use materials properly • *Use 0-2 voice level (As directed by teacher)*	• Be a good listener • Applaud politely • Use performance etiquette • *Use 0-2 voice level (As directed by presenter)*	• Keep my hands, feet, and objects to myself • *Conversation Voice* *(Level 2)*	• Hands, feet, & eyes to yourself • *Whisper Voice (Level 1)*
I am **Responsible** I will:	• Pick up after myself • Respond to the bell immediately	• Line up quietly and orderly • Gather all belongings before lining up	• Go directly where I am supposed to go	• Be on time and be prepared for learning • Respond to quiet signal immediately • Do my best work	• Sit on my bottom • Respond immediately to quiet signal	• Respond immediately to adult directions • Keep food in my backpack	• Place trash in garbage • Only use bathroom when necessary
I am **Safe** I will:	• Observe personal space, touch only my belongings • Follow grade level procedures for moving about the cafeteria	• Follow playground rules • Tell an adult about safety concerns • Dress for the weather	• Walk on the correct side of the hallway at all times • Keep my hands, feet, and objects to myself • Eyes forward	• Sit properly • Keep my hands, feet, and objects to myself • Follow all fire drill & lockdown drill procedures	• Keep my hands, feet, and objects to myself • Maintain personal space • Enter/exit in an orderly manner	• Walk safely • Stay in my seat • Keep my backpack in front of me	• Flush the toilet • Wash my hands using soap and water • Dry hands after washing

Discipline Policy

School Grounds

The following level system is utilized by administration when disciplining students. A critical component involves staff conferencing with student(s) when a misbehavior occurs. Consequences will be directly related to the behavior as much as possible and are viewed as a learning opportunity for the student. After a thorough investigation of the severity of the misbehavior, the building administrator or his/her designee will determine the appropriate level of correction to be taken.

Level I - Misbehavior which interferes with orderly classroom procedures or orderly operations of the school. **These behaviors will be handled by the individual teacher in immediate authority. These offenses will not require formal disciplinary reports to be filed with the office.**

If these events become excessive the teacher should make parental contact and advise the parent that if the infractions are to continue he/she will begin to file formal disciplinary notices on the student. The teacher in question will need to log in when and how this parental contact was made.

Examples	Discipline Options
• Loud behavior in hallways • Cafeteria or assembly misconduct • Violation of general rules of conduct • Failure to do homework • Unprepared for class – no books/classroom • Supplies to complete assignments • Gum chewing on school property	• Conference with student • Reteach expected behavior • Student reflection sheet • Formal apology • Reparations • Notify parents • Loss of privileges as they pertain to routine school day

Level II - Misbehavior which disrupts the learning climate of the school. These misbehaviors are usually handled by the Administration.

Examples	Discipline Options
• Disrespect to persons in authority • Leaving building without permission • Scuffling/pushing/shoving • Forged notes from parents • Use of profanity • Misconduct that endangers the safety/wellbeing of others • Public displays of affection • Cheating/lying	• Student reflection sheet • Formal apology • Reparations • Recess detention • Notify parents • After school/ Saturday detention • Loss of privileges, e.g. field trips, recess, etc. • Out-of-school suspension up to 5 days

Level III - Acts directed against persons and property and drug and alcohol related incidents. These acts normally may seriously endanger the health and safety of others in the school environment.

Examples	Discipline Options
• Fighting • Drug and/or alcohol related incidents • Smoking or possession of tobacco products • Theft or possession of stolen property • Insubordination • Belligerent behavior • Vulgar behavior • False alarm • *Minor vandalism • **Threats • **Harassment • Sexual harassment as per Mid Valley School District Policy	• Notify parents • Loss of privileges, e.g. field trips, recess, etc. • 1 or more After school/ Saturday detention • Restitution • Special Assignment • Out-of-school suspension up to 10 days • Arrest • Prosecution

**We at the Elementary Center will use an effective threat management system that will include a standardized method for evaluating threats and harassment on an individual basis so consistent discipline options can be employed.

Threat Management System

The MVEC has an interdisciplinary threat management team to investigate and classify all threats made. A threat will be considered serious and a danger until it is determined to be otherwise. The threat management team will work through a series of questions and protocols to determine the severity of the threat and the proper course of action. A threat that is classified as substantive will be turned over to the Mid Valley Police Department.

Level IV - Acts which result in violence to another's person or property or which pose a direct threat to the safety of others in the school environment.

Examples	Discipline Options
• Assault and battery • Extortion • Drug dealing • Bomb threat • Arson • Possession or use of weapons (A clear and vigorous response is necessary and the administration will investigate and respond to each incident as needed.) • *Vandalism	• Suspension • Recommended Expulsion • Arrest • Prosecution, etc. • Notification of parents

*Defacing school property and vandalism represent the same type of deviant behavior. For purposes of response, damages in excess of $10.00 will be considered as vandalism while those of less than $10.00, will generally be considered as defacing school property. In cases of less than $10.00 in damages, discretion may be exercised by the Administrator in classifying the action of vandalism based on extenuating circumstance, e.g., repeated offenses. In all cases, however, restitution will be sought with the application of disciplinary action as stated in the policy.

Transportation

Bus Seating Expectations

- **Grades K-3:** Students should be seated in the front half of the school bus, with kindergarten students occupying the front seats.
- **Grades 4-6:** Students should be seated in the back half of the school bus.

Conduct

Students are expected to remain in their seats at all times and exhibit appropriate behavior. Students are taught expected bus behavior at the beginning of each school year. Failure to comply with the expectations will result in disciplinary action.

The intent of the Mid Valley School District's Board of Directors is to provide a safe, clean and well-regulated school bus. Students whose behavior detracts from the ability of the district to provide safe, clean and well-regulated school buses will be subject to the disciplinary provisions of the school and transportation administration.
Parents are not allowed to board school buses at any time. If you have an issue concerning your child on the bus you may speak to the bus driver at the bus stop or contact the transportation administration at the school.

Level I - Misbehaviors on the school bus that may interfere with the orderly operation of the school bus and may at times distract the driver from his primary duty of driving the bus in a safe manner.

Examples	Discipline Options
• Pushing/tripping/scuffling • Rude/discourteous/annoying • Eating/drinking/littering • Excessive mischief • Unacceptable language • Minor safety violations (i.e. standing while in motion)	• Reteach expected behavior • Conference with administration • Seat change/ Assigned seat

If Level I Misbehaviors become excessive, it may become necessary to move the student into a Level II Category and at this point the student will be subject to all regulations under Level II Misbehaviors.

Level II - Misbehaviors that are directed against persons and property and can lead to very serious problems if not corrected in a timely manner. These acts have a greater potential to endanger the health and safety of others on the school bus or persons who happen to pass the school bus during its daily routine.

Examples	Discipline Options
• Violation of safety procedures • Destruction of property • Throwing items from the bus or in the bus • Belligerent behavior toward the driver • Physically threatening, intimidating another student • Playing with matches/cigarette lighters • Smoking	• Notification of parent and student • Conference with administration • Student may be put into disciplinary system • Assigned seat • Detentions • Bus suspension

- The MVEC uses a progressive bus discipline system. Repeated discipline referrals may lead to bus suspensions and eventually loss of bus riding privileges for the school year.

- A major disciplinary incident may go directly to the bus suspension stage.

- During any suspension from bus-riding privileges, it shall be the parent's responsibility to arrange for private transportation for the student to and from school. If the student fails to attend school because of a bus suspension, he/she will be risking being put into "Stars Truancy Program" which will place them before the magistrate.

- It is a parent's responsibility to supervise their children at bus stops at all times

Kindergarten Transportation

In the interest of the safety and well-being of our kindergarten students, a parent or parent designee must be at the bus stop to receive the kindergarten child. The teacher should be made aware in writing of whom that person will be. Please note: that person must be an adult, not a student.

Parent Transport

Students driven to school by parents should be dropped off at the main entrance of the school. The side entrance, or “bus circle” will be used in times of excess drop off/pickup traffic. Personnel directing traffic will keep drivers aware of which entrance to drive to. Parents are expected to follow all traffic patterns, signage and verbal direction given at drop off and pickup. Parents are asked to remain in their vehicle.

Parent Teacher Association (PTA)

Our parent organization raises money for many of those expenditures that we cannot obtain from our school budget. Some of the activities supported by these funds include our assembly programs, parties, school supplies & equipment and field trips. Your assistance and involvement with our parent organization is important in obtaining support for our students.

Visitors Procedure

Parents/visitors are asked to press the buzzer to gain entrance to the elementary waiting area. Parents/visitors are not allowed beyond the waiting area without their photo identification being scanned through our Raptor System and issued a visitor's pass. Staff has been instructed to question and report to the office anyone without a visible visitor's pass.

Appendix

Public Complaint Policy

The Board welcomes inquiries, suggestions, and constructive criticism from parents/guardians, district residents or community groups regarding the district's programs, personnel, operations and facilities. The Board adopts this policy to establish procedures for seeking appropriate resolution to complaints.

Authority

The Board encourages parents/guardians, district residents or community groups who have general complaints about Board policy and district procedures, district programs, personnel, operations and facilities to follow the general complaint procedure established in this policy.

The Board directs parents/guardians, other individuals and organizations alleging violations of law in the district's administration of federally-funded programs to submit complaints in accordance with the separate federal program complaint procedure established in this policy.[1]

The Board shall ensure that this policy is posted on the district's publicly accessible website in accordance with law.[2]

Delegation of Responsibility

The district shall annually notify parents/guardians, employees and the public of this policy and establish complaint procedures via the district website, newsletters, posted notices and/or other efficient communication methods.

For any further information, please visit our website at www.mvsd.us or contact the Administration office at 570-307-1150.

Unlawful Harassment

Purpose

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

Authority

The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.
The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.
No reprisals nor retaliation shall occur as result of good faith charges of harassment.

Definitions

For purposes of this policy, **harassment** shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender (including gender identity or expression), age, disability , sexual orientation or religion when such conduct:

- Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
- Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
- Otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, **sexual harassment** shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic or physical conduct of a sexual when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
3. Such conduct deprives a student of educational aid, benefits, services or treatment.
4. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Delegation of Responsibility

In order to maintain an educational environment that discourages and prohibits unlawful harassment, the Board designates the Superintendent as the district's Compliance Officer.
The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors and the public. The publication shall include the position, office address and telephone number of the Compliance Officer.

Each staff member shall be responsible to maintain an educational environment free from all forms of unlawful harassment.
Each student shall be responsible to respect the rights of their fellow students and district employees and to ensure an atmosphere free from all forms of unlawful harassment.
The building principal or designee shall be responsible to complete the following duties when receiving a complaint of unlawful harassment:

1. Inform the student or third party of the right to file a complaint and the complaint procedure.
2. Inform the complainant that she/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Office if the building principal is the subject of the complaint.

Complaint Procedure-Student/Third Party

Step 1- Reporting
A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or a district employee.
A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal.
If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.
The complainant or reporting employee is encouraged to use the report from available from the building principal, but oral complaints shall be acceptable.
Step 2- Investigation
Upon receiving a complaint of unlawful harassment, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.
The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.
The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.
Step 3 – Investigative Report
The building principal shall prepare and submit a written report **to the Compliance Officer** within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

- ***The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition of the complaint.***

Step 4 – District Action
The investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur. **District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant.**
Disciplinary actions shall be consistent with **Disciplinary Guidelines,** Board policies and district procedures, applicable collective bargaining agreements, and state and federal laws, **and may include educational activities and/or counseling services.**
If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

Appeal Procedure

1. If the complainant is not satisfied with a finding of no violation of the policy or with the recommended corrective action s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.
2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.
3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation.
4. **The Compliance Officer may confirm, refuse or modify any finding or corrective action as part of the appeal procedure.**

Information Technology Resources Policy

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources.
Students Must:

1. **Respect and protect the privacy of others.**
    - Use only assigned accounts.
    - Not view, use, or copy passwords, data, or networks to which they are not authorized.
    - Not distribute private information about others or themselves.
2. **Respect and protect the integrity, availability, and security of all electronic resources.**
    - Observe all network security practices, as posted.
    - Report security risks or violations to a teacher or network administrator.
    - Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
    - Conserve, protect, and share these resources with other students and Internet users.
    - Not to use any type of proxy avoidance.
3. **Respect and protect the intellectual property of others.**
    - Not infringe copyrights (no making illegal copies of music, games, or movies!)
    - Not plagiarize
4. **Respect and practice the principles of community.**
    - Communicate only in ways that are kind and respectful.
    - Report threatening or discomforting materials to a teacher. (cyber bullying)
    - Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
    - Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
    - Not use the resources to further other acts that are criminal or violate the school's code of conduct.
    - Not send spam, chain letters, or other mass unsolicited mailings.
    - Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Students May, if in accord with the policy above:

- Design and post web pages and other material from school resources.
- Use the resources for any educational purpose.

Consequences for Violation

Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

- ***PARENTS: PLEASE DISCUSS THESE RULES WITH YOUR STUDENT TO ENSURE HE OR SHE UNDERSTANDS THEM.***

Drug and Alcohol Policy

Preface

In accordance with the Memorandum of Understanding **between** the school district and local law enforcement agencies, the district may request the assistance of law enforcement officials at any time in the implementation of Board policy. The district will notify law enforcement officials of any violation of this policy as noted below.

Statement of Policy

Drug and alcohol abuse is a major health and safety problem nationwide and must be prevented in every conceivable way in our community. The School District wishes to establish and maintain conditions which will deter students from using school facilities, grounds or/and activities as a center for the possession, use, manufacture, distribution, or sale of drugs or alcohol. Although the District will make every effort to develop and implement programs aimed at prevention and guidance, decisive corrective actions will be taken when necessary.

The District publicly acknowledges and accepts its leadership responsibility in addressing and opposing the epidemic of dysfunctional or self-destructive behaviors which block growth and inhibit learning. The District further acknowledges the establishment of prevention programs and services within the School District which will formally establish our commitment to the prevention of teen-age suicide. Through curriculum, classroom activities, community support and resources, Student Assistance Programs, and strong and consistent administrative and faculty effort, the School District will work to educate, prevent and intervene in the use and abuse of all drugs, alcohol, and mood altering substances by the entire student population.

The primary purpose for any action on the part of the school staff is the protection of the health, safety and welfare of students, staff and school property.

Definitions

Contraband: any controlled substance, drug, inhalant, cosmetic, weapon, or any other object deemed prohibited by **law, Board policy or the school**, which is possessed by any person not entitled to possess that item.

- **For purposes of this policy, controlled substances shall include all:**
- **Controlled substances prohibited by federal and state law.**
- **Look-alike drugs or counterfeit substances.**
- **Alcoholic beverages.**
- **Anabolic steroids.**
- **Drug paraphernalia.**
- **Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.**
- **Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law, such as but not limited to herbal incense or other products containing synthetic cannabinoids.**
- **Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.**

Distribution: actual or attempted transfer from one person to another of a controlled substance. Distribution includes the delivering, selling, passing, sharing, or giving any drug from one person to another.

Counterfeit substances: any substances which, in their overall finished appearance, are substantially similar in size, shape and color, marking or packaging to a specific controlled substance.

Drug Paraphernalia: all equipment, products, and materials of any kind which are used, intended for use, or designed for use in manufacturing, converting, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance. **Drug paraphernalia** includes any utensil or item which, in the school's judgment, can be associated with the use of **controlled substances**, alcohol or mood altering substances. Examples include, but are not limited to, roach clips, pipe, bowls, cigarette rolling papers, etc.

Furnishing: supplying, giving, providing, or allowing possession of an item on school property or any location under the jurisdiction and control of the school district.

Jurisdiction and Control of the School District: school buses, school grounds, and the site of any athletic, social, educational or any other function sponsored in full or in part by the school, whether or not held on school property.

Manufacture: production, preparation, propagation, compounding, conversion, or processing of a controlled substance, other drug or the packaging or repackaging of such substance or article, or the labeling or re-labeling of the commercial container of such substance or article.

Parental notification: includes, at a minimum, immediate personal contact by the principal or his/her designee of the parent(s) or guardian. (Contact by U.S. mail is generally insufficient to constitute parental notification, but may be required because of extenuating circumstances.)

Law enforcement notification: includes the immediate contact by the principal or designee of the local police department(s) for the **municipality** in which the school is located or in which the off-campus incident occurs. If the police department cannot be contacted or cannot

respond, the principal shall immediately contact the Lackawanna County District Attorney's Office.

- ***For purposes of this policy, look-alike drugs 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.***

Personal Property: items which are in the actual or constructive possession of people enrolled in or employed by the school district. Personal property includes, but is not limited to, all backpacks, book bags, gym bags, purses, clothing or any other items which are used for the purpose of storing or transporting personal property.

Possession: holding, without any attempt to distribute, any alcohol, drug, or mood altering substances determined to be illegal or as defined by this policy.

School Official: a school employee or any person authorized by the School District to act under these provisions.

School Property: building facilities and grounds, school campus, school parking areas, and any facility being used for a school function or school sponsored trip. All lockers shall remain the property of the school district and may be entered by district officials, **in accordance with Board policy.**

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

Prohibited Conduct

The following acts and/or the causing thereof by a student or employee of the School District while on school property or while under the jurisdiction and control of the school district or its authorities are hereby prohibited:

1. Being under the influence **of** any controlled substance.
2. The manufacture, sale or delivery, holding, offering for sale, soliciting to possess, or possession of any controlled substance, or other drug, including a prescription drug.
3. The use or possession of drug paraphernalia for the purpose of manufacturing, packing, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a controlled substance.
4. The manufacture, sale, or delivery, holding, offering for sale, or possession of a non-controlled substance that has a stimulant or depressant effect on humans, other than a prescription drug which, or the label or container of which, substantially resembles a specific controlled substance.
5. The sale or delivery, holding, offering for sale, or possession of non-controlled substance upon the express or implied representation that the substance is controlled substance; or upon express or implied representation that recipient, in turn will be able to distribute or sell the substance as a controlled substance.

- ***Suspected or possible violations of the above stated conduct will have consequences as established in this policy.***

Consequences of Prohibited Conduct

Any student found by the Principal or designee to be in violation of this policy shall be subject to the following guidelines:

1. **The possible use of controlled substances by a student is suspected based on corroborated information from reliable sources, but there is no observation by a school official of violation of law or school regulation.**
   Immediate Action: The student is informed of available help and encouraged to seek assistance.
   Investigation: Referral to Student Support Team.
   Parental Notification: Parents /Guardians will be notified.
   Law Enforcement Notification: Not required.
   Consequences: At the discretion of the Student Support Team.
2. **Based on direct observation by a school official, a student demonstrates symptoms of controlled substance use such as staggering, slurred speech, dazed appearance, incoherence, inability to respond and/or odor of alcohol:**
   Immediate Action: The person detecting the activity will summon the school nurse and the principal or designee. If necessary, the student will be transported to a medical facility at parental expense.
   Investigation: The Principal or designee will investigate the incident. This may include a search of the student, his/her locker, and other personal property.
   Parental Notification: Parents/Guardians will be notified of the incident.
   Law Enforcement Notification: Required.
   Consequences: To be determined by school officials and local law enforcement officials.
3. **A student possesses drug-related paraphernalia or counterfeit drugs and/or indicates the intention to sell or distribute counterfeit drugs.**
   Immediate Action: The person detecting the activity will secure the item and summon the Principal or designee, who will confiscate the paraphernalia or substance.
   Investigation: The Principal or designee will search the student and his/her locker. The student's car and other personal property may be searched.
   Parental Notification: Required.
   Law Enforcement Notification: Required.
   Consequences: To be determined by school officials and local law enforcement officials.
4. **At a school-sponsored function, a school official observes a student demonstrating obvious symptoms of possible controlled substance use:**
   Immediate Action: The parent will be notified. Students will be detained until parent/guardian arrives or parent /guardian makes arrangements for students. If necessary, students will be transported to a medical facility at parental expense. The chaperone/advisor will notify the Principal or designee.
   Investigation: The Principal or his/her designee will search the student and his/her locker. The Student's car and other personal property may also be searched.
   Parental Notification: Required.
   Law Enforcement Notification: Required.
   Consequences: To be determined by school officials and local law enforcement officials.

5. **A student possesses, uses, or is under the influence of controlled substances:**
   Immediate Action: The person detecting the activity will summon the school nurse and the Principal or designee.
   Investigation: The student, his/her locker and personal property will be searched by the principal or designee in the presence of the police.
   Parental Notification: Parents/Guardians will be notified of the incident.
   Law Enforcement Notification: Required.
   Consequences: To be determined by school officials and local law enforcement officials.
6. **A student is distributing a controlled substance or is furnishing alcohol on school property or in a location in the jurisdiction and control of the school district.**
   Immediate Action: The person detecting the activity will summon the principal or designee.
   Investigation: The student, his/her locker and personal property will be searched by the principal or designee in the presence of the police.
   Parental Notification: Required.

Law Enforcement Notification: Required.
Consequences: To be determined by school officials and local law enforcement officials.

Handling of Confiscated Drugs, Drug Paraphernalia, Etc.

All drugs, drug paraphernalia, and/or alcohol found or confiscated on School District property will be turned over to the principal or designee. In the case where an item is found in a location other than on school property, the item will be turned over directly to the Superintendent or designee.

- ***Confiscated material will be labeled with the following information: date found, place found, person confiscating or finding the item. The item should be turned over to the appropriate local law enforcement officials on the same day when possible. When immediate turnover is not possible, the confiscated material will be stored in a secure location on school property.***

Title I Parents Right to Know

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

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

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

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

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

1. Information on policies regarding student participation in assessments and procedures for opting out, and
2. Information on required assessments that include:
   — subject matter tested
   — purpose of the test
   — source of the requirement (if applicable)

— amount of time it takes students to complete the test
— time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements. If you have any questions about your child's assignment to a teacher or paraprofessional, please contact your building's principal at (570) 307-3241.

Search Policy

Purpose

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

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

DELEGATION OF RESPONSIBILITY

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

INDIVIDUALIZED SUSPICION SEARCHES

Students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules.

The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.

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

Examination by school staff of text messages, call logs, files, images or other data contained in a student's mobile telephone or other electronic device, without the student's consent, normally constitutes a search that must be justified by reasonable suspicion that material in violation of law, district policy or school rules, or evidence of such a violation, is contained in the particular files, directories or other data locations being examined in the device.

RANDOM OR GENERAL SEARCHES

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

Random or general searches 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.

Random or general searches not based on individualized suspicion must be approved in advance by the Superintendent or designee, in consultation with the district solicitor. Coordination with law enforcement officials will be accomplished as provided in the memorandum of understanding with the applicable law enforcement agency.

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 AT THE REQUEST OF LAW ENFORCEMENT

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.

SEARCHES INVOLVING REMOVAL OF CLOTHING

Searches of students involving the removal of undergarments or examination beneath undergarments are subject to stricter standards than are required to justify other searches of a student's person or belongings. Such searches are permitted only when the basis for suspicion establishes either:

1. That the reasons for believing that the items being searched for are concealed specifically inside undergarments are stronger reasons than grounds that would support only a more general reasonable suspicion that the student is in possession of the items or has them somewhere on the student's person; or,

2. That the quantity or nature of the items being sought presents a higher level of danger to the school population than other kinds of contraband.

Searches involving the removal of or examination beneath any clothing of a student, other than jackets, coats or other outerwear, shall be conducted only by a staff person of the same gender as the student, with at least one (1) other staff person of the same gender present as a witness, and in a location ensuring privacy from observation by persons not involved in the search or of the opposite sex.

Searches involving the removal of undergarments or examination beneath undergarments will be conducted only after consultation with the district solicitor.

HANDLING OF CONFISCATED ITEMS

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.

LOCKERS – INSPECTIONS AND SEARCHES (Grades 4-6)

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.

The Courts have held that students have a limited privacy interest while at school; that schools have a compelling interest in maintaining a safe and secure environment; and that a reasonably conducted search does not violate a student's limited privacy interest. The Supreme Court of Pennsylvania has held that a canine drug sniff constitutes a search and is limited by the Pennsylvania Constitution. The Court held that the use of a drug-sniffing canine requires "reasonable suspicion", the same justification required for any other search of a student by school administrative personnel.

Student Discipline

Purpose

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

Authority

The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the school district during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities.[1][2][3][4][5]

The Board shall adopt a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Board policies and the Code of Student Conduct governing student discipline.[2][3][4][5][6][7]

The Board prohibits the use of corporal punishment by district staff to discipline students for violations of Board policies and district rules and regulations.[8]

Any student disciplined by a district employee shall have the right to notice of the infraction.[9]

Suspensions and expulsions shall be carried out in accordance with Board policy.[9]

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.[10][11][12][13][5]

Off-Campus Activities

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

- The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
- 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.[14][15]
- Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
- The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
- The conduct involves the theft or vandalism of school property.
- There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

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

The Superintendent or designee shall publish and distribute to all staff, students and parents/guardians the rules and regulations for student behavior contained in the Code of Student Conduct, the sanctions that may be imposed for violations of those rules, and a listing of students' rights and responsibilities. A copy of the Code of Student Conduct shall be available in each school library and school office and may be printed in the student handbooks.[2][7]

The building principal shall have the authority to assign discipline to students, subject to the policies, rules and regulations of the district and to the student's due process right to notice, hearing, and appeal.[16][17]

Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this Board, and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.[16]

Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property.[8]

Terroristic Threats/Acts

The Board recognizes the danger that terroristic threats by a student presents 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 communicated either **directly or indirectly** to commit **any crime** of violence with the intent to terrorize another; to cause evacuation of a building, **place of assembly or facility of public transportation**; or to **otherwise** cause serious public inconvenience, or **cause terror or serious public inconvenience with** reckless disregard of the risk of causing such terror or inconvenience.

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

In the case of a student with disabilities, the district shall take all steps **required** to comply with the Individuals with Disabilities Education Act and Board Policy.
If a student is expelled for making terroristic threats, the Board may require, prior to readmission, that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

Staff members and students shall **be made aware of their responsibility** for informing the building principal regarding any information or knowledge relevant to a possible or actual terroristic threat.

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

The Superintendent or **designee shall** react promptly to information and knowledge concerning a possible or actual terroristic threat. **Such action shall be in compliance with state law and regulation and with the procedures set forth in the memorandum of understanding with local law enforcement officials.**

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

The Superintendent shall annually, by July 31, report all incidents of terroristic threats to the Office of Safe Schools on the required form in accordance with state law regulation.

Building Security

The Board recognizes the need to maintain security of school facilities for reasons of safety, vandalism and theft.

Delegation of Responsibility
Building security shall be coordinated by the School Safety and Security Coordinator, with the cooperation of district administrators, building principals and district staff.
The Superintendent or designee shall develop administrative regulations designating who may be authorized to access district building(s), the designated level of access and who may have after-hours access to district facilities.

Guidelines
After the start of the school day, access to school buildings shall be limited to one (1) entrance that is monitored and capable of controlling visitor entry. All other entrances shall be locked, and designated school staff shall follow established Board policy and procedures for entry of school visitors and other authorized individuals into school buildings.

MID VALLEY
SCHOOL DISTRICT
50 Underwood Road
Throop, Pa 18512
p 570-307-1150 | f 570-307-3239

Mr. Jeffrey Kovaleski | Elementary Center Principal Grades 4-6
Mr. Michael Piercy | Elementary Center Principal Grades K-3

Date: August 6, 2026

Subject: Elementary Center Textbooks for the 2026-2027 School year

Listed below are the textbooks that will be utilized in all subject areas for the 2026-2027 school year. **

SUBJECT	TEXTBOOK SERIES	AUTHOR/ COPYRIGHT	ISBN	QTY
ELA	Arts & Letters: LA Student Bundle (Grade K)	Great Minds (2025)	979-8-89417-045-9	135
ELA	Arts & Letters: LA Student Bundle (Grade 1)	Great Minds (2025)	979-8-89417-046-6	133
ELA	Arts & Letters: LA Student Bundle (Grade 2)	Great Minds (2025)	979-8-89417-047-3	138
ELA	Arts & Letters: LA Student Bundle (Grade 3)	Great Minds (2025)	979-8-89417-047-3	145
ELA	Arts & Letters: LA Student Bundle (Grade 4)	Great Minds (2025)	979-8-89417-049-7	171
ELA	Arts & Letters: LA Student Bundle (Grade 5)	Great Minds (2025)	979-8-89417-050-3	181
ELA	Arts & Letters: LA Student Bundle (Grade 6)	Great Minds (2025)	979-8-89417-051-0	166
ELA	Arts & Letters: LA Teacher Bundle (Grade K)	Great Minds (2025)	979-8-89191-956-3	8
ELA	Arts & Letters: LA Teacher Bundle (Grade 1)	Great Minds (2025)	979-8-89191-957-0	8
ELA	Arts & Letters: LA Teacher Bundle (Grade 2)	Great Minds (2025)	979-8-89191-958-7	7
ELA	Arts & Letters: LA Teacher Bundle (Grade 3)	Great Minds (2025)	979-8-89191-959-4	4

SUBJECT	TEXTBOOK SERIES	AUTHOR/ COPYRIGHT	ISBN	QTY
ELA	Arts & Letters: LA Teacher Bundle (Grade 4)	Great Minds (2025)	979-8-89191-960-0	4
ELA	Arts & Letters: LA Teacher Bundle (Grade 5)	Great Minds (2025)	979-8-89191-961-7	3
ELA	Arts & Letters: LA Teacher Bundle (Grade 6)	Great Minds (2025)	979-8-89191-962-4	3
ELA	Arts & Letters:Migration Text Library (Grade K)	Great Minds (2025)	979-8-89417-100-5	7
ELA	Arts & Letters:Migration Text Library (Grade 1)	Great Minds (2025)	979-8-89417-101-2	7
ELA	Arts & Letters:Migration Text Library (Grade 2)	Great Minds (2025)	979-8-89417-102-9	7
ELA	Arts & Letters:Migration Text Library (Grade 3)	Great Minds (2025)	979-8-89417-103-6	3
ELA	Arts & Letters:Migration Text Library (Grade 4)	Great Minds (2025)	979-8-89417-104-3	3
ELA	Arts & Letters:Migration Text Library (Grade 5)	Great Minds (2025)	979-8-89417-105-0	2
ELA	Arts & Letters:Migration Text Library (Grade 6)	Great Minds (2025)	979-8-89417-106-7	2

** Supplemental Texts through the Arts & Letters series are currently being inventoried/disbursed for each unit and will be added to accompany the grade level text indicated above*

SUBJECT	TEXTBOOK	AUTHOR/COPYRIGHT
ELD	Hands-On English (Gr. K-1)	Ballard & Tighe (2018)
ELD	Carousel of Ideas (Gr. K-5)	Ballard & Tighe (2012)
Handwriting	Handwriting (Gr. 2-3)	Zaner-Bloser (2025)
Mathematics	Primary Math (Gr. K-6)**	Marshall Cavendish (2022)
Phonics	95 Percent Group Core (Gr. K-3)	95 Percent Group (2020)
Science/Health	MacMillan/McGraw-Hill (Gr. K-2)	MacMillan/McGraw-Hill (2005)
Science	Amplify Science (Gr. 3-6)	Amplify Education (2018)
Social Studies	MacMillan/McGraw-Hill (Gr. K-6)	MacMillan/McGraw-Hill (1999)
Social Emotional Learning	PATHS (Gr. K-6)	*PATHS*® Program (2012)

Children's Service Center
an integrated behavioral health organization
Centered on the very best health.SM

Enclosed please find fully executed Partial and Therapeutic Educational Agreements for the 2026/2027 School Term for your files.

Children's Service Center remains committed to ongoing partnerships with community programs such as yours. Please do not hesitate to call us if you have any questions.

Sincerely,

Christopher Boyle

Christopher Boyle
President/CEO

Children's Service Center
an integrated behavioral health organization
"Centered on the very best health"

CSC Received 06/24/26

Partial Agreement

Letter of Agreement between The Children's Service Center of Wyoming Valley, Inc. and the Mid Valley School District.

Children's Service Center will provide an educational component within its Milford E. Barnes Jr. School - Partial Hospitalization Program (PHP). Services include clinical support to meet the youths emotional and behavioral health needs.

Partial Hospitalization Service (PHS) will provide a 5-day a week program from 8:30 am - 2:30 pm in which educational, therapeutic activities and a behavioral component are integrated throughout the course of each day. PA Certified Special Education Teachers and aides will provide educational services; the therapeutic component will be provided by Master level and Bachelor level clinically trained staff. Together with the PHS Psychiatrist and nursing staff, this team of professionals will provide an intensive and holistic model of care for each individual participating in this program.

The School District will be billed on a monthly basis at the cost of $199.00 per student per day for the time the youth is enrolled in the Milford E. Barnes Jr. School – Partial Hospitalization Program. The term of this agreement is effective the first day of the 2026/2027 school year and ending the last day of the 2026/2027 school year, including Extended School Year (ESY) if eligible with appropriate ESY billing rate. ($105.00/day.)

Each referral to Milford E. Barnes, Jr. School/PHS, with the exception of crisis-based hospital diversion referrals, will require the approval of the School District Liaison supporting PHS as the least restrictive educational setting for the youth. A psychiatric evaluation must indicate clinical necessity for this level of care prior to the admission being finalized.

Crisis based hospital diversion referrals will be first admitted to Milford E. Barnes, Jr. /PHS, and then the school liaison contacted to notify them of the admission. The designated liaison/contact person for the School District is Ms. Lisa Havran (if this is not current, please contact Ms. Summer Krochta at (570) 825-6425 Ext. 7522, with the current designated school liaison for your district.)

For youths/students who are in Special Education upon their referral, we will ask that a copy of their most current IEP, ER, RR, NOREP and report card be forwarded to us for review. CSC will be responsible for providing specified behavioral and educational components as is reflected within our PHS program description and the individual youth's PHS treatment plan.

Based on your request for us not to do IEP's for youths who are in Regular Education upon referral, we will admit them under the context of our role as a Private Academic school provider for your district. By this, an IEP will not be required for those youths, a Section 504 Service Agreement will be developed. If a student is thought to be exceptional under the Child Find Process and required a psychological evaluation is requested, the school district will be notified. It will be the school's determination if their personnel will initiate the evaluation process. All procedural safeguards will be followed as required by IDEA 2004.

PHS discharge planning will be done in cooperation between the clinical and educational team of PHS with the student/family and Home School District Liaison. Our expectation is that the School Liaison will represent the school personnel directly involved in the child's educational program at their home school unless the Liaison requests a different model. For example, if you feel due to the length of driving miles, you cannot act as LEA for the educational decisions for this student; you have the option to contract with our host school district, Wilkes-Barre Area at (570) 826-7119. If we do not hear from you concerning the student, we will assume you have chosen to continue as LEA. If the student in question parent rights is terminated and is a ward of the state, it is the school district's responsibility to request surrogate parent assignment through the local IU #18 at (570) 287-9681. Should the youth require an extended care program beyond the parameters of PHS's medical necessity options are available and will be reviewed with school district and guardians.

Children's Service Center Milford E. Barnes School warrants that during the entire term of this agreement the respective school district will receive a written Quarterly Progress Report and also welcome participation in 30-day review sessions. The quarterly reports and 20/30-day review shall cover the following areas: subject and credits information, progress grade information, attendance information, discipline reports, teacher and staff comments, conduct, discharge planning and/or any other pertinent issues regarding the education and overall progress of said student.

The provision of Appendix A, "Business Associate Agreement to Maintain Confidential Protected Health Information", attached becomes part of this Agreement and are incorporated into this Agreement in their entirety.

Date: 6/29/26

Christopher Boyle – President/CEO
The Children's Service Center of Wyoming Valley, Inc.

Lisa Havran
8D4014AEE84DB188085FC87BB28EC6D4 readysign

Date: 06/22/2026

Ms. Lisa Havran
Mid Valley School District

cc: Lindsay Bower – Education Director; Ms. Summer Krochta – VP of Programs; Ms. Shari Vivian – Chief Financial Officer

Children's Service Center
an integrated behavioral health organization
"Centered on the very best health"

Therapeutic Educational Agreement (TEP)

Letter of Agreement between The Children's Service Center of Wyoming Valley, Inc. and the Mid Valley School District.

Children's Service Center will provide a Therapeutic Educational Program within its Milford E. Barnes Jr. School with recognized educational and behavioral costs offset by the home school district.

Therapeutic Educational Program (TEP) will provide a 5-day a week program from 8:30 am - 2:30 pm in which educational and behavioral components are integrated throughout the course of each day. If indicated a referral can be made to Outpatient Services. These services can be scheduled during the school day on campus. PA Certified Special Education Teachers and aides will provide educational services.

The School District will be billed on a monthly basis at the cost of $199.00 per student per day for the time the youth is enrolled in the Milford E. Barnes Jr. School. The term of this agreement is effective on the first day of the 2026/2027 school year and ending the last day of the 2026/2027 school year including Extended School Year (ESY) if eligible with appropriate ESY billing rate. ($105.00/day.)

Each referral to Milford E. Barnes, Jr. School/TEP will require the approval of the School District Liaison in collaboration with the parent/guardian and CSC staff supporting TEP as the least restrictive educational setting for the youth. A psychiatric evaluation prior to or at some time after admission is recommended.

For youths/students that are in Special Education upon their referral, we ask that a copy of their most current IEP, ER, RR, NOREP and report card be forwarded to us for review. CSC will be responsible for providing specified behavioral and educational components as is reflected within our TEP program description and the individual youth's TEP treatment plan.

Based on your request for us not to do IEP's for youths who are in Regular Education upon referral, we will admit them under the context of our role as a Private Academic school provider for your district By this, an IEP will not be required for those youth, a Section 504 Service Agreement will be developed. If a student is thought to be exceptional under the Child Find Process and required a psychological evaluation is requested, the school district will be notified. It will be the school's determination if their personnel will initiate the child find evaluation process. All procedural safeguards will be followed as required by IDEA.

TEP discharge planning will be done in cooperation between the CSC staff and educational team of PHS with the student/family and Home School District Liaison. Our expectation is that the School Liaison will represent the school personnel directly involved in the child's educational program at their home school unless the Liaison requests a different model (i.e. phone conference, Skype). For example, if you feel due to the length of driving miles, you cannot act as LEA for the educational decisions for this student; you have the option to contract with our host school district, Wilkes-Barre Area at (570) 826-7119. If we do not hear from you concerning the student, we will assume you have chosen to continue as LEA. If the student in question parent rights is terminated and is a ward of the state, it is the school district's responsibility to request surrogate parent assignment through the local IU #18 at (570) 287-9681. Should the youth require an extended care program beyond the parameters of TEP's therapeutic necessity options are available and will be reviewed with school district and guardians.

Children's Service Center Milford E. Barnes School warrants that during the entire term of this agreement the respective school district will receive a written Quarterly Progress Report and also welcome participation in the 30-day review sessions. The quarterly reports and 20/30-day review shall cover the following areas: subject and credits information, progress grade information, attendance information, discipline reports, teacher and staff comments, conduct, discharge planning and/or any other pertinent issues regarding the education and overall progress of said student.

The provision of Appendix A, "Business Associate Agreement to Maintain Confidential Protected Health Information", attached becomes part of this Agreement and are incorporated into this Agreement in their entirety.

Date: 6/29/26

Mr. Christopher Boyle – President/CEO
Children's Service Center of Wyoming Valley, Inc.

Lisa Havran
8D4014AEE64DB188085EC87BB28EC6D4 — recdysign

Date: 06/25/2026

Ms. Lisa Havran
Mid Valley School District

cc: Lindsay Bower – Education Director; Ms. Summer Krochta – VP of Programs; Ms. Shari Vivian – Chief Financial Officer

APPENDIX A

The Children's Service Center of Wyoming Valley, Inc.
335 South Franklin Street
Wilkes-Barre, PA 18702
Phone: (570) 825-6425 Fax: (570) 970-9960
Email: kfoose@e-csc.org
Website: http://www.cscwv.org

Business Associate Agreement to Maintain Confidential Protected Health Information

WHEREAS ***Mid Valley School District*** (hereinafter "Contractor") and ***The Children's Service Center of Wyoming Valley, Inc.*** (hereinafter "Agency") entered into an Agreement dated July 1, 2026 for the provision of maintaining confidential protected health information.

WHEREAS, Contractor recognizes that, in the course of providing services for Agency, Contractor may come into contact with confidential client health information created, maintained and/or used by or on behalf of Agency, which is protected by virtue of state and federal law, including but not limited to the federal regulations set forth at 45 C.F.R., Parts 160 and 164, entitled *Standards/or Privacy of Individually Identifiable Health Information* (hereinafter "Regulations").

WHEREAS, Agency is required by the Regulations to receive satisfactory assurances from Contractor that Contractor will use the confidential client health information (which shall at all times include any and all forms of health care, treatment, or billing information, including but not limited to client identity)(hereinafter referred to as "Protected Health Information") only as permitted by these Regulations; and Contractor is hereby providing such satisfactory assurances by agreeing to amend the underlying agreement as follows.

WHEREAS, Agency is willing to provide access to the Protected Health Information necessary for Contractor to perform its duties under the Agreement, subject to the obligations contained in the Agreement and this Amendment to the Agreement. Accordingly, in consideration of Agency's continued grant of access to such information, and intending to be legally bound, the parties, their officers, directors, employees, agents, owners, successors and assigns, agree to the following additional terms, which are intended to modify the original terms of their underlying Agreement:

1.0 General Duty of Confidentiality. Contractor hereby agrees that it will not divulge, disclose or communicate in any manner any Protected Health Information to any third party without the prior written consent of Agency, and where required, the patient. Contractor will protect all such information and treat it as strictly confidential. Contractor agrees to abide by the requirements of 45 C.F.R., Parts 160 and 164, *Standards for Privacy of Individually Identifiable Health Information.* Any violation of this paragraph shall be considered a material breach of this agreement.

1.1 Use and Disclosure of Protected Health Information. Contractor may, except as otherwise limited in this Agreement, use or disclose Protected Health Information received, obtained, created and/or maintained in the course of Contractor's relationship with Agency only: (1) as required by law, or (2) to perform functions, activities or services for, or on behalf of, Agency as specified in the underlying Agreement, provided that such use or disclosure would not violate the requirements of 45 C.F.R., Parts 160 and 164, *Standards for Privacy of Individually Identifiable Health Information* if done by Agency. Contractor is hereby permitted to use or disclose Protected Health Information for the proper management and administration of the Contractor's business, and/or to carry out the legal responsibilities of the Contractor. Proper management and administration of the Contractor's business does not include the use of Protected Health Information, or the identity of Agency's clients, for solicitation, marketing, fundraising, or other non-necessary purposes. Should Contractor at any time disclose to a third party Agency's Protected Health Information for its proper management and administration or to carry out its legal responsibilities, Contractor agrees to obtain reasonable assurances from that third party of the following: (1) that the third party will hold the disclosed Protected Health Information confidentially and only use or disclose the information as required by law or for the purpose for which it was properly disclosed to the third party; and (2) that the third party will immediately report in writing to the Contractor any instances of a breach of confidentiality of which the third party is aware. The Contractor must report in writing to the Agency any instances of a breach of Protected Health Information within 20 days of said breach.

1.2 Appropriate Safeguards. Contractor agrees to maintain and use appropriate physical, technical and administrative safeguards to prevent the use or disclosure of any Protected Health Information, including the identities of patients, other than as provided for by this Agreement. Such safeguards must be in place at all times for the security of Protected Health Information that is maintained both in electronic and paper forms. Contractor further agrees to maintain and use appropriate safeguards to prevent the improper disclosure of such information in the form of oral communications. Should an improper disclosure of Protected Health Information occur, the Contractor has 20 days from the discovery of the disclosure to provide the Agency detailed information of the disclosure and identify any and all affected individuals.

1.3 Agent and Sub-Contractors. Contractor hereby agrees to ensure that any agent or sub-contractor agrees to the same restrictions and conditions under this Agreement that apply to Contractor with respect to such Protected Health Information

2.0 Reporting of Improper Uses and/or Disclosures. Contractor agrees to immediately report to the Agency any use or disclosure of Agency's Protected Health Information and/or the identity of Agency's clients of which it becomes aware, which is not permitted pursuant to this Agreement or pursuant to the Regulations. Contractor must also mitigate, to the extent practicable, any harmful effect known to Contractor of a use or disclosure of Protected Health Information by Contractor that is not permitted pursuant to this Agreement or pursuant to the Regulations.

2.1 Availability of Information Maintained by Contractor. Contractor hereby agrees to make available any of Agency's Protected Health Information, immediately upon Agency's request, for purposes of insuring the right of access of patients to their own health information.

2.2 Amendments. Contractor shall make available to Agency, upon request, any Protected Health Information for which Agency has agreed to make and/or has made any amendments. In such cases, Contractor agrees to incorporate all such amendments made by Agency, to the information maintained by Contractor.

2.3 Accounting. Contractor shall maintain appropriate records of all disclosures of Protected Health Information made to third parties in sufficient form to allow for an accounting of disclosures to be properly generated pursuant to the Regulations. Upon request of the Agency, Contractor shall make such records available to Agency for purposes of providing an accounting of disclosures pursuant to the Regulations.

2.4 Availability of Internal Practices, Books, and Records. Contractor hereby agrees to make all of its internal practices, books and records relating to the use and disclosure of the Protected Health Information received from Agency, or created or received by Contractor on behalf of Agency, available to the Secretary of the Department of Health & Human Services, or its agent, upon the request of either the Secretary of the Department of Health & Human Services or the Agency, for purposes of determining whether the Agency is complying with the above-referenced Regulations.

3.0 Maintenance of Protected Health Information upon Termination of Agreement. Upon the termination of this Agreement for any reason, Contractor shall return to Agency all Protected Health Information received from Agency, or created or received by Contractor on behalf of Agency, including Protected Health Information in the possession of Contractor's agents and Sub-Contractors, retaining no copies of any such information. In the alternative, upon the termination of the Agreement, Contractor may choose to destroy all Protected Health Information, retaining no copies of such information, so long as a Certificate of Destruction including the date of destruction, manner of destruction, and name, title and signature of the authorized agent of the Contractor completing such destruction is immediately provided to Agency. Such destruction must be performed in such a way that no readable or otherwise interpretable portion of the information continues to exist.

If Contractor believes that such a return or destruction is not feasible for any reason, Contractor must contact an authorized representative of Agency to discuss the reason that return or destruction is not feasible and the extension of the protection of the Agreement to this information with the limitation of further usage and disclosures.

Contractor's rights and obligations under this section shall survive the termination of this Agreement.

3.1 Termination of Agreement. Contractor hereby authorizes termination of this Agreement by Agency should the Agency find that Contractor has violated a material term of this Agreement.

4.0 Continuity of Original Agreement. The agreement between the parties consists of this original Agreement and any Amendments. Unless inconsistent with the terms of this Agreement, all terms set forth in the original Agreement remain unchanged and effective. To the extent that there exist any inconsistencies between the terms of any other Agreement and this Amendment with regard to the duties of maintaining confidentiality of Protected Health Information, the terms of this Agreement shall prevail.

5.0 References. Any reference in this Agreement to a section of the *Standards/or Privacy of Individually Identifiable Health Information,* or to the "Regulations", shall mean the section as in effect or as amended, and for which compliance is required.

5.1 Amendment of Agreement. Contractor and Agency agree to take such action to amend this Agreement from time to time as is necessary for Agency to comply with the *Standards for Privacy of Individually Identifiable Health Information,* and related federal and state law.

5.2 Resolution of Ambiguities. Any ambiguity in this Agreement shall be resolved in favor of a meaning that permits Agency to comply with the *Standards/or Privacy of Individually Identifiable Health Information.*

IN WITNESS WHEREOF, The Contractor and the Agency have executed this Agreement as of the date above written.

Mid Valley School District
Contractor

By: Patrick Sheehan
2A1799FE1EF55569331CB36CAD1689D6 readysign

Title: SUPERINTENDENT

Children's Service Center of Wyoming Valley
Agency

By: Kathryn Foose

Kathryn Foose
Director of Human Resources

Addendum

Serious Acuity Situations

If necessary, add on fees will be applied for special circumstances and situations for clients with extreme, acute issues described below.

Alerts will be given of the situation and consultation with the school district will occur prior to fees being applied. The school must approve any rate increase prior to the higher rate being applied.

Add On Fees:

1. Transportation to or from school done by our staff related to: Aggression, Safety Concerns, Truancy or lack of any other transportation. Fee: $40 per trip plus 48 cents per mile.

2. Level One Acuity: Acuity level that requires 1:1 staffing. This includes but is not limited to "In School Suspension". Districts will be given the opportunity to refuse this level and choose "Out of School Suspension" or alternative placement. "In School Suspension" and 1:1 Staffing Fee: Additional $90 per day.

3. Level Two Acuity: Acuity level that requires 1:1 staffing 50% of the school day over a 10 or more day period. This will be measured by 50% or more time out of the classroom or disruption to the classroom and school environment that requires on going 1:1 attention for more than 50% of the school day. Fee: Additional $45 per day. This fee will only be imposed after a pattern of two or more weeks and only after consultation with the school district.

All of the above are based on availability of staff.

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
607 SOUTH DRIVE
HARRISBURG, PA 17120
www.education.pa.gov

Sponsor-to-Sponsor Agreement

Between

Agency for Community Empowerment of Nepa

300-35-650-0

(Purchaser)

and

Mid Valley School District

119-35-550-3

(Seller)

October 1, 2026 through September 30, 2027

Any Child Nutrition Program (CNP) Sponsor selecting to purchase meals from another CNP Sponsor must prepare an agreement utilizing this document which may not be re-typed or changed in any way.

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Agreement Page

The Pennsylvania Department of Education (PDE) provides this Sponsor-to-Sponsor Agreement; hereafter referred to as the Agreement, as a service to sponsors, therefore the PDE shall not be named as a party to this Agreement. The Sponsors are the responsible authorities, without recourse to the PDE and/or the United States Department of Agriculture (USDA) regarding the settlement and satisfaction of all issues arising under this Agreement. This includes, but is not limited to disputes, claims, protests of award or source evaluation.

This Agreement is made between the Sponsor purchasing meals, hereafter referred to as the Purchaser, and the Sponsor selling the meals, hereafter referred to as the Seller. A Sponsor is defined as a sponsor in any of the Child Nutrition Programs (CNPs), such as the National School Lunch Program (NSLP), Child and Adult Care Food Program (CACFP), and Summer Food Service Program (SFSP). This Agreement shall not be used between a Sponsor and a Food Service Management Company (FSMC).

All parties certify that he/she shall operate in accordance with all applicable Federal and State regulations governing the CNPs.

This Agreement shall be in effect from October 1, 2026 through September 30, 2027 This Agreement may only be for a one-year period and cannot contain guaranteed renewal clauses.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed by their duly authorized representative on the date signed.

Agency for community Empowerment of NEPA	Mid Valley School District
Purchaser	Seller
Signed by: Angela Walker 5E8187481340447...	Signed by: Mr. Patrick Sheehan 41679971E36E4E2...
Purchaser's Authorized Representative Signature	Seller's Authorized Representative Signature
Angela Walker	Patrick Sheehan
Purchaser's Authorized Representative Name	Seller's Authorized Representative Name
Associate Director	Superintendent
Purchaser's Authorized Representative Title	Seller's Authorized Representative Title

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Terms and Conditions

A. General Information

1. This Agreement is entered into for the purpose of purchasing meals for the operation of a nonprofit food service program for Agency for community Empowerment of NEPA which will be supplied by Mid Valley School District according to the terms of this Agreement.
2. This is an inter-entity agreement authorized by Title 2 CFR 200.318(e). The Purchaser ensures the prices agreed upon are competitive.
3. This Agreement is used for the Seller that prepares, cooks, and packages unitized or bulk-form meals, with or without milk, at the Seller's own facilities. Seller delivers meals ready-to-eat or heat to the site(s) determined by the Purchaser or the Purchaser picks meals up from the Seller. The Seller shall not provide the Purchaser with on-site staff or provide assistance with other administrative aspects of the CNPs.
4. If the Seller contracts with a FSMC, the Purchaser and the Purchaser's sites must have been included in the Request for Proposal (RFP). If added after the RFP was awarded (initial year contract), the Bureau of Food and Nutrition (BFN) must evaluate if adding the Purchaser/site will constitute a material change to the contract between the FSMC and the Seller. The Seller's FSMC shall not provide the Purchaser with on-site staff or provide assistance with other administrative aspects of the CNPs.
5. The Seller shall procure all products and services used to prepare meals in accordance with all applicable Federal and State regulations.
6. It is agreed by the parties hereto that there are no other considerations, favors, promises, or interests passing between the parties other than what is expressly stated in this Agreement.
7. All parties certify that all terms and conditions within this Agreement shall be considered a part of the Agreement as is incorporated therein.

B. Meal Requirements

1. The Seller will provide meals/snacks, inclusive or exclusive of milk, in accordance with this Agreement and the Federal regulations and policies applicable to the USDA CNPs.
2. It is agreed that the Purchaser and the Seller will utilize the same meal pattern in accordance with the applicable CNPs.
3. The meals/snacks, inclusive or exclusive of milk, will conform to the meal pattern or milk in accordance with the requirements for the following CNPs (check all that apply):
   - ☐ School Breakfast Program (SBP) (Title 7 CFR Part 220)
   - ☐ National School Lunch Program (NSLP) (Title 7 CFR Part 210)
   - ☐ Afterschool Snack Program (ASP) (Title 7 CFR Part 210)
   - ☐ Special Milk Program (SMP) (Title 7 CFR Part 215)
   - ☒ Child and Adult Care Food Program (CACFP) (Title 7 CFR Part 226)
   - ☐ Summer Food Service Program (SFSP) (Title 7 CFR Part 225)
4. Meals will be Inclusive of milk.
5. Meals will be provided to the Purchaser in the following manner: (check all that apply)
   - ☒ Unitized (individual) meals.
   - ☐ In bulk quantities. Seller to provide written instructions listing the planned portion size to be served of each food component to meet the meal pattern requirements and any food safety/ Hazard Analysis Critical Control Point (HACCP) procedures, including but not limited to, heating or cooling instructions.

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6. Seller will provide (check all that apply):

- [x] Trays
- [x] Serving utensils, i.e. spoons, tongs, ladles
- [x] Eating utensils
- [x] Condiments
- [x] Disposable paper supplies, including but not limited to paper plates, napkins, and cups
- [x] Safe transportation containers
- [x] Cleaning of safe transportation containers
- [x] Cooler(s)
- [x] Cleaning of cooler(s)
- [ ] Other:

7. Meals must be delivered in food-grade containers approved by the state or local health departments that maintain the proper temperatures of food.

8. Seller will provide Purchaser with menus at a minimum of 2 weeks in advance of the first date listed on the menu. The menus must meet requirements established in Title 7 CFR Part 210, 215, 220, 225, and 226, as appropriate. Purchaser reserves the right to periodically suggest menu changes within the Seller's suggested food cost range throughout the agreement period.

9. Meals/snacks will be delivered or made available daily or other mutually agreed upon period in accordance with the appropriate menu cycle (21-day menus for NSLP, SBP, and ASP; 11-day menu for SFSP). Menu changes may be made only when agreed upon by both parties. When an emergency situation exists, which might prevent the Seller from delivering or offering a specified meal/snack component, the Seller shall notify the Purchaser immediately so substitutions can be agreed upon.

10. No payment will be made to the Seller for meals that are spoiled or unwholesome at the time of delivery or pick up, do not meet detailed specifications as developed by the Purchaser for each food component in the meal pattern, or do not otherwise meet the requirements of this Agreement.

11. The Seller shall not deliver nor bill for incomplete, damaged, or spoiled meals/snacks. The Seller will provide adequate refrigeration or heating to ensure the wholesomeness of food in accordance with state and/or local health codes. Upon delivery or pick up it is the Purchaser's responsibility to maintain adequate refrigeration or heating.

12. The Seller shall deliver the meals/snack(s) to site(s) at the specified site location(s) at the delivery time(s) listed on Attachment A, Site Information, unless there is a schedule change agreed to by both parties. If the Purchaser is picking up, then the meals/snack(s) shall be ready at the time specified on Attachment A, unless there is a schedule change agreed to by both parties.

13. The Seller shall provide a delivery slip with the date and number of meals/snack(s) delivered or picked up. The Purchaser's authorized representative or designee must sign the delivery slip and verify the condition of the meals. The Seller shall only bill the Purchaser for these meals/snacks. The name and address of the Seller and Purchaser must be clearly identified on each delivery slip and each invoice. Payment shall be to the Seller and not to any other party.

14. The Purchaser shall notify the Seller of any modifications and substitutions in meals for students/children whose disabilities restrict their diet. Meal modifications and substitutions shall be made on a case-by-case basis and must be supported by a medical statement with the required information when the modification or substitution cannot be made within the Program meal pattern. Meal substitutions or modifications may result in a different price, to which both parties must agree. There will be no additional charge to the student/child for such substitutions or modifications.

15. The Purchaser will order meals/snacks inclusive or exclusive of milk on a weekly basis notifying the Seller 0 days preceding the week of delivery or pick up. Orders will include totals for each site and each type of meal/snack inclusive or exclusive of milk.

16. The Purchaser reserves the right to increase or decrease the number of meals/snacks ordered with a minimum notice of 2 hours of delivery or pick up time.

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17. The Purchaser reserves the right to add or delete sites and provide one (1) week's written notice to the Seller. If a site is added, the Seller would need to agree to the change. Either party reserves the right to cancel the Agreement and provide 30 days notice.
18. The Purchaser may request changes in delivery and packaging in cases of an emergency. Emergencies may include, but are not limited to, wars, acts of public enemies, strikes, work stoppages, natural disasters, acts of God, civil disorders, public health crisis, freight embargos, or loss or malfunctions of utilities, respectively, and which by exercise of due diligence there were unable to prevent. Any price adjustment resulting from the emergency, must be agreed upon by both parties in writing. Additionally, the length of the emergency period should be estimated and agreed to by both parties in writing.
19. The Seller agrees to supply meals/snacks, inclusive or exclusive of milk, to the Purchaser for the prices as described in Attachment B, Price Per Meal Rates.
20. Any costs incurred under this Agreement that does not meet the requirement of regulations are unallowable costs.

C. Certifications

1. If the Purchaser is a sponsor of the NSLP the Seller shall comply with the Buy American provision for agreements involving the purchase of food, Title 7 CFR §210.21 (d). The Seller shall purchase, to the maximum extent practicable, domestic commodities or products which are either an agricultural commodity produced in the United States (U.S.) or a food product processed in the U.S. substantially using agricultural commodities produced in the U.S. The Seller shall certify the percentage of U.S. content in the products supplied to the Purchaser. The Purchaser reserves the right to review Seller purchase records to ensure compliance with the Buy American provision. The seller must make available purchase records and documentation identifying non-domestic commercial food program purchases per food item and unit cost of each non-domestic program purchase, as well as total commercial food program purchases made during a given school year. This information must be provided to the purchaser no less than annually at the end of the school year or more frequently as requested by the purchaser. In addition, the seller must provide the purchaser with a report that aggregates total non-domestic commercial food program purchases, domestic commercial food program purchases and total commercial food program purchases in a format that is requested by the State Agency and/or USDA no less than annually at the end of the school year or more frequently as requested by the purchaser.
2. The Seller shall comply with the mandatory standards and policies relating to energy efficiency contained in the State Energy Conservation Plan in compliance with the Energy Policy and Conservation Act (P.L. 94-163).
3. The Seller shall comply with Executive Order 11246, entitled “Equal Employment Opportunity,” as amended by Executive Order 11375, and as supplemented in Department of Labor regulations, Title 41 CFR Part 60.
4. For agreements in excess of $100,000, the Seller shall comply with Sections 3702 of the Contract Work Hours and Safety Standards Act (Act), 40 U.S.C. §3701-3708, as supplemented by the Department of Labor Regulations, Title 29 CFR Part 5. Under Section 3702 of the Act, the Seller shall be required to compute the wages of every laborer on the basis of a standard workweek of 40 hours. Work in excess of the standard workweek is permissible, provided that the worker is compensated at a rate of not less than 1 ½ times the basic rate of pay for all hours worked in excess of forty hours in any work week.
5. The Seller agrees that state and/or local health and sanitation requirements will be met at all times. All food will be properly stored, prepared, packaged, and transported free of contamination and at appropriate temperatures following HACCP guidelines.
6. The Seller shall maintain state and/or local health certifications for any facility in which it prepares meals and shall maintain their health certification for the duration of the Agreement.
7. The Purchaser shall be legally and financially responsible for the conduct of the food service and shall ensure compliance with the rules and regulations of BFN and the USDA regarding CNPs.

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D. Records

1. The Seller will maintain full and accurate records pursuant to the provisions of Federal regulations the Purchaser is required to meet. Recording responsibilities shall be on a calendar month basis supported by invoices, receipts, or other records. The Seller shall promptly submit itemized monthly invoices and daily delivery receipts to the Purchaser. These records are to be kept at the Purchaser's site.
2. The Seller shall provide meal allergen information and standardized recipes upon request by the Purchaser.
3. The Seller shall maintain and provide to the Purchaser production records for the School Nutrition Programs (SNP). The records must show how the meals provided contribute to the required food components in order to be creditable. Records and supporting documentation (recipes, manufacturer formulation statement, Child Nutrition label, etc.) shall be provided to the Purchaser. The Purchaser must maintain records for a period of three (3) years after the end of the fiscal year to which they pertain (or longer if an audit is in progress). The Seller may maintain this information for the Purchaser, under the Purchaser's name, in the PrimeroEdge Menu Planning system.
4. Upon request, the Seller shall make available all accounts and records pertaining to the program to representatives of PDE, USDA, the Office of Inspector General, and/or the General Accounting Office for audit and/or administrative review purposes.
5. This Agreement shall be construed under the laws of the Commonwealth of Pennsylvania. Any action or proceeding arising out of this Agreement shall be heard in the appropriate courts of the Commonwealth of Pennsylvania.
6. No waiver of any default shall be construed to be or constitute a waiver of any subsequent claim.
7. The Seller and Purchaser shall regard any silence, absence, or omission from Agreement specifications concerning any point as meaning that only the best commercial practices prevail. The Seller shall use materials (i.e., food, supplies, etc.) and workmanship of a quality normally specified by the Purchaser.
8. In the event of the Seller's nonperformance under this Agreement and/or the violation or breach of the Agreement terms, the Purchaser shall have the right to pursue administrative, contractual, and legal remedies against the Seller and shall have the right to seek appropriate sanctions and penalties.

E. Term and Termination

1. The Purchaser or the Seller may terminate the agreement for cause or for convenience by giving 60 days written notice.
2. At any time, because of circumstances beyond the control of the Purchaser or the Seller, either party may terminate the agreement by giving 10 days written notice to the other party.
3. Force Majeure. Neither the Seller nor the Purchaser shall be responsible to the other for losses should the fulfillment of the terms of the Agreement be delayed or prevented by causes beyond its control and without the fault or negligence of either party. Causes beyond a party's control may include, but are not limited to, wars, acts of public enemies, strikes, work stoppages, natural disasters, acts of God, civil disorders, public health crises, freight embargos, or loss or malfunctions of utilities, respectively, and which by the exercise of due diligence the Seller or Purchaser were unable to prevent.
4. The Purchaser is protected under the Commonwealth of Pennsylvania's Tort Claims Act (act), and as such, cannot and shall not be held responsible or other otherwise liable for those actions or inactions specifically enumerated under the Act. Based on the foregoing, each party agrees to protect, indemnify, and hold harmless the other party and its agents, employees, directions, officers, affiliates, consultants, and/or contractors from and against any and all damages, injuries (including bodily injury, dismemberment, and/or death), claims, liabilities, and costs (including reasonable attorneys' fees), which arise or may be suffered or incurred in whole or in part as a result of the acts or omissions of the indemnifying party, its agents, employees, directors, officers, affiliates, consultants, and/or contractors, and whether arising under this Agreement, to the extent permitted by law.

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F. Additional Information

The Sponsor may add any additional items that need to be covered in the Agreement.

If the agreement is to begin after the start of the school year (July 1) or the start of the program year (October 1) and the beginning Agreement term date is later than July 1 or October 1, respectively, enter the beginning Agreement term date under this section. The ending Agreement term date will always be June 30 or September 30, respectively.

Do not repeat any items/specifications outlined above.

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Sponsor-to-Sponsor Agreement

Site Information

Purchaser Name: Agency for Community Empowerment of NEPA

Seller Name: Mid Valley School District

Site Name	Complete Site Address	Site Contact Name	Site Contact Phone Number	Meal Service Specifications				
				Meal Type	*Meal Service Time*	*Number of Daily Servings*	*Availablily Time*	*Availability Method*
Mid Valley Head Start	50 Underwood Rd Throop, Pa 18512	alesha Buchleitner	(570) 570-3073					
				PM Snack	11:30am	30	10:30am	Delivered

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Sponsor-to-Sponsor Agreement

Site Information

Purchaser Name: Agency for Community Empowerment of NEPA

Seller Name: Mid Valley School District

Site Name	Complete Site Address	Site Contact Name	Site Contact Phone Number	Meal Service Specifications				
				Meal Type	*Meal Service Time*	*Number of Daily Servings*	*Availablily Time*	*Availability Method*

Docusign Envelope ID: 37EEE408-793A-877C-8229-00323942A7CE

Sponsor-to-Sponsor Agreement

Price Per Meal Rates

Purchaser Name: Agency for Community Empowerment of NEPA

Seller Name: Mid Valley School District

Indicate whether Seller will provide meals/snacks *inclusive* or *exclusive* of milk to the Purchaser: Inclusive

The Seller agrees to supply meals/snacks to the Purchaser for the prices listed below:

Meal Type	Unitized or Bulk Form	Estimated Daily Servings	Estimated Serving Days Per Year	Unit Price	Estimated Total
Breakfast	Choose One				$ 0.00
AM Snack	Choose One				$ 0.00
Lunch	Choose One				$ 0.00
PM Snack	Unitized	30	160	$ 1.25	$ 6,000.00
Supper	Choose One				$ 0.00
PM Snack	Choose One				$ 0.00
	Choose One				$ 0.00
	Choose One				$ 0.00
	Choose One				$ 0.00
	Choose One				$ 0.00
	Choose One				$ 0.00
	Choose One				$ 0.00
	Choose One				$ 0.00
	Choose One				$ 0.00
	Choose One				$ 0.00
	Choose One				$ 0.00
	Choose One				$ 0.00
	Choose One				$ 0.00
				Grand Total of Agreement	$ 6,000.00

Mid Valley Secondary Center

2026 - 2027 Program of Studies Grades 9-12

Mr. Patrick Sheehan, Superintendent
Mr. Brian Kelly, Director of Curriculum
Ms. Rachael Laboranti, Principal 7-9
Dr. Cassandra Stout, Principal 10-12

Mid Valley School District Board of School Directors
Steven Vituszynski, President
Anthony Barrett, Vice President
Gerald Luchansky, Secretary
Rebecca Alunni
Glenn Cashuric
Robert Doughton
Frank Galli
Tina Golumbeski
Gabrielle Shimkus

Superintendent of Schools
Patrick J. Sheehan

Director of Curriculum
Brian Kelly

Supervisor of Special Education Services
Lisa Havran

Principal of Special Education Services
Carlos Lopez

Supervisor of Student Services
Chad Vinansky, Ed.D.

Mid Valley Secondary Center Administration
Cassandra Stout. Ed.D, Principal 10-12
Rachael Laboranti, Principal 7-9

Director of Information Technology
James Depoti

Athletic Director
Thomas M. Nowakowski Jr.

School Counseling Department
Bryan Boyd
Sandra Liparulo
Zachary Watters

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VISION STATEMENT
EDUCATE . . . INSPIRE . . . EMPOWER . . . *This is Mid Valley.*

MISSION STATEMENT
The mission of the Mid Valley School District is to teach, challenge, and encourage all students to become responsible citizens and continue a life of learning in an ever-changing global society.

INTRODUCTION TO THE COURSE SELECTION PROCESS
This course selection guide is intended to assist students in grades 8 – 11 select high school courses (grades 9 – 12). The proposed process and schedule are tentative and subject to change. Every attempt will be made to accommodate course requests when students meet all eligibility criteria. However, some courses, class periods, schedule options, or suggested class size limitations may not be available based upon scheduling, number of students, staffing limitations, and other considerations. Parents may contact or conference with teachers or counselors throughout the process.

GRADUATION REQUIREMENTS

MINIMUM GRADUATION CREDIT REQUIREMENTS* (Non-CTC Students)	
Credits	**Subject**
4	English
4	Mathematics (depending on pathway)
4	Science (depending on pathway)
3.5	Social Studies (depending on pathway)
2	Practical Arts and/or Humanities
1.5	Health and Physical Education
6.5	Additional Credits
25.5 Total	

*Specific core course requirements may vary according to Pathway.

MINIMUM GRADUATION CREDIT REQUIREMENTS* (CTC Students)	
Credits	**Subject**
4	English
3	Mathematics
3	Science
3	Social Studies
1	Practical Arts and/or Humanities
1.5	Health and Physical Education
8	Additional Credits (may be fulfilled through CTC credits)**
23.5 Total	

*Specific core course requirements may vary according to Pathway.
**Students participating in the Career and Technical Center (CTC) program must satisfy all CTC hourly and other requirements in order to earn their certification.

In addition to meeting Mid Valley School District's local graduation requirements, Pennsylvania students must also satisfy the statewide graduation requirements established under Act 158. Students are required to complete all locally established course requirements and demonstrate postsecondary readiness by meeting one of Pennsylvania's approved graduation pathways, which may include Keystone Exam performance or an alternate pathway based on academic achievement, career readiness, or other approved measures. The Keystone Exams in Algebra I, Literature, and Biology remain a required state assessment, but students have multiple pathways available to fulfill the statewide graduation requirement.

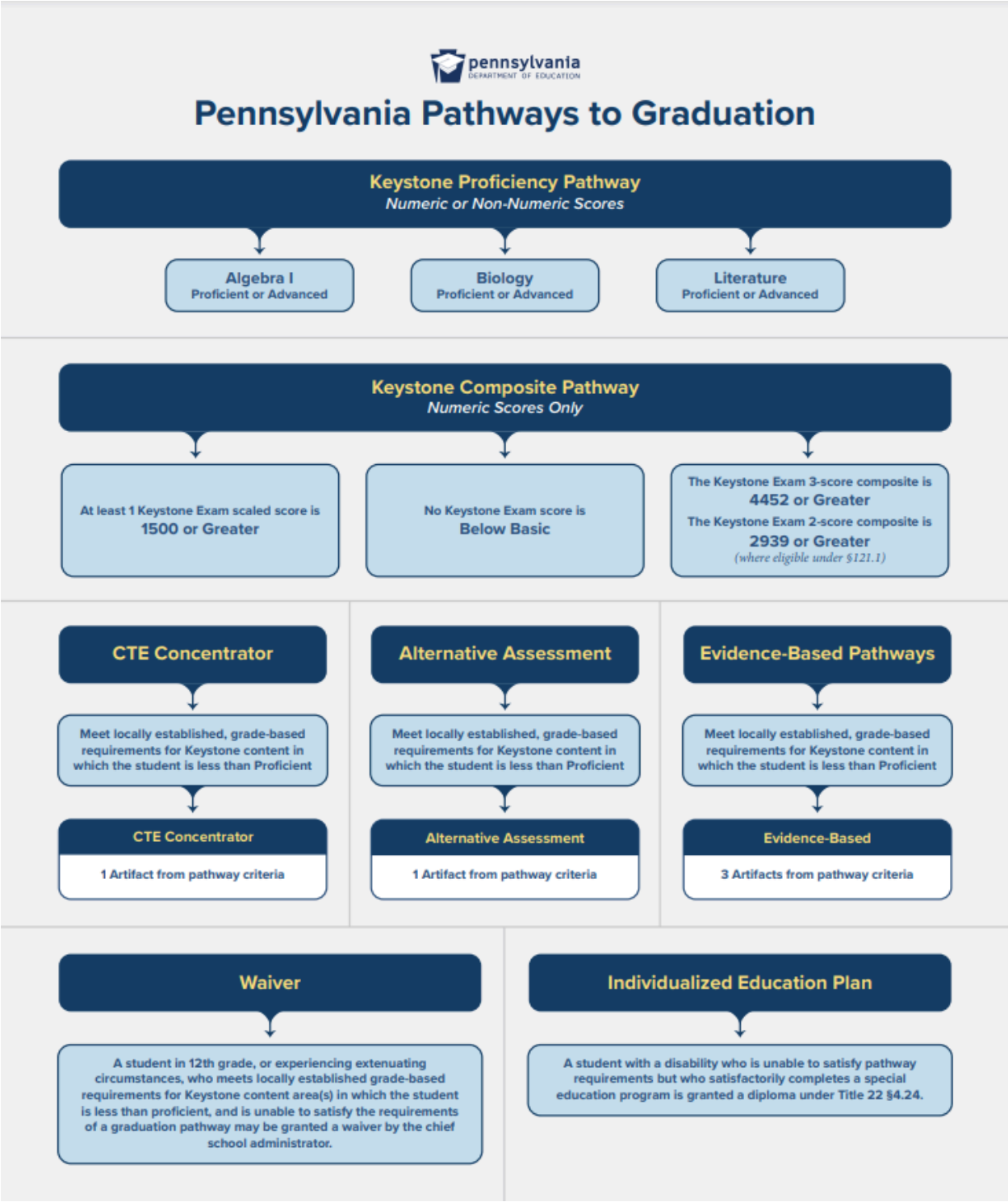
PENNSYLVANIA GRADUATION REQUIREMENTS

Act 158 of 2018 (Act 158) and Act 6 of 2017 (Act 6) amended §121 of the Pennsylvania Public School Code, establishing five different pathways by which students may meet the statewide graduation requirements under Title 22 Chapter 4. The Keystone Proficiency and Keystone Composite Pathways rely on student performance in three academic areas (Algebra I, Biology, and Literature), proven to be predictive of postsecondary success; whereas the Career & Technical Education (CTE) Concentrator, Alternative Assessment, and Evidence-Based Pathways were designed to more fully illustrate students' college, career, and community readiness through other student artifacts and experiences.

In response to the pandemic, Act 136 of 2020 (Act 136) further amended §121 to delay implementation of Act 158 by one year, making statewide graduation requirements first effective with the graduating class of 2023.

All students 21 years of age or younger legally entitled to attend a commonwealth public school and enrolled in school entities as defined are subject to Pennsylvania graduation requirements. Special considerations are provided for students in specific situations; however, no students are exempted.

Graduation Requirements and Keystone Exams (summary)



Additional information and resources are available at https://www.pdesas.org/Page/Viewer/ViewPage/56/.

MVSC Graduation Requirement Checklist*

	1	2	3	4
English 4 credits				
Mathematics 4 credits				
Science 4 credits				
Social Studies 3.5 credits				
Practical Arts and/or Humanities 2 credits				
Health and Physical Education 1.5 credits				
Additional Credits 6.5 - 8 credits				

*Students may complete more than the minimum number of credits required for graduation by the time they complete their senior year.

COMMENCEMENT

Only students who have satisfactorily completed all graduation requirements may participate in the graduation ceremony on stage. Violation(s) of the school's discipline code may exclude a student from participating in the graduation ceremony. Seniors will be informed of regulations pertaining to the graduation ceremony. Attendance at all Commencement practices is mandatory for those participating in Commencement.

FINAL EXAM EXEMPTIONS

Beginning with the Class of 2029 - Seniors who obtain a numerical average of 93 or higher in any class each quarter and have no more than 12 unexcused absences throughout the school year are exempt from that respective class' final examination.

PROMOTION REQUIREMENTS (MINIMUM)

GRADE 10	A student who has completed at least 5 credits in grade 9.
GRADE 11	A student who has completed at least 11 credits in grades 9 and 10.
GRADE 12	A student who has completed at least 17 credits in grades 9, 10, and 11.

SEQUENCE OF COURSES

In recommending a sequence of courses, it's difficult to arrive at a recommendation which will best serve the needs of all students. Variation to the sequence of courses can be arranged through consultation with your teacher and counselor. These suggested guidelines refer only to the minimum requirements for graduation. Your counselor has more detailed information regarding recommended courses depending on your post-secondary plans.

LEVEL RECOMMENDATION GUIDELINES

Advanced Placement
This level is for academically talented college-preparatory students whose abilities, interests, and demonstrated levels of performance show they can complete rigorous college-level work in high school. Advanced Placement classes assume students already have strong foundations in the specific subject area of the course and are seriously interested in preparing to take the subject area AP test.

Honors
This level is for high achieving students who are capable of higher levels of thinking and demonstrate the ability to perform academically in a highly competent manner. This level requires the student to be responsible, mature, and have well-developed study skills which enable the student to pursue independent learning.

Academic
This level is for students who are preparing for post-secondary college and career opportunities. This level requires the student to be responsible, mature, and have well-developed study skills which enable the student to pursue their academic and career goals.

General
This level is for students who are preparing for post-secondary career and training opportunities. This level requires the student to be responsible, mature, and have well-developed study skills which enable the student to pursue appropriate career goals.

GRADING SYSTEM

The grading system as described in this section is to be used by all teachers in all subject areas. Students are graded on a GPA system according to the following letter grades:

NUMERIC EQUIVALENT	LETTER GRADE	GRADE POINT AVERAGE (G.P.A.)
95-99	A	4.0
93-94	A-	3.667
91-92	B+	3.333
87-90	B	3.0
85-86	B-	2.667
83-84	C+	2.333
79-82	C	2.0
77-78	C-	1.667
75-76	D+	1.333
72-74	D	1.0
70-71	D-	.667
BELOW 70	F	0.0

PURPOSE
The Board acknowledges the necessity for a system of computing grade point averages and class rank for secondary school students to inform students, parents/guardians and others of their relative academic placement among their peers.

AUTHORITY
The Board authorizes a system of class rank, by grade point average, for students in grades 9-12. All students shall be ranked together.

GUIDELINES
Class rank shall be computed by the final grade in all subjects for which credit is awarded. Any two (2) or more students whose computed grade point averages are identical shall be given the same rank. The rank of the student who immediately follows a tied position will be determined by the number of students preceding and not by the rank of the proceeding person.

A student's grade point average and rank in class shall be entered on the student's record and transcripts and shall be subject to Board policy on release of student records. A student's class rank or class standing is determined at the end of June, starting in ninth grade and continuing through the final exams of their senior year. Class Rank is cumulative.

WEIGHTED GRADES
In recognition of the heavier burden of certain work, grade point averages shall be weighted by awarding extra credit for each designated honors course and each designated advanced placement course.

This system may affect your son/daughter's class rank and honor roll eligibility. Because of this it is important that you have a basic knowledge of its operation. In its simplest form, weighting of grades is a system that adds extra points to a student's grade according to the degree of difficulty of the course. Courses that are considered more challenging academically, such as AP Courses and Honors Courses are given more weight than those considered less taxing. These weighted points will count for class rank and honor roll.

Courses that will receive weighted grades are as follows:
- AP ENGLISH, AP CALCULUS, AP BIOLOGY, AP US HISTORY, AP CHEMISTRY
- HONORS PHYSICS
- HONORS CALCULUS, HONORS TRIG/PRE-CALCULUS
- HONORS ALGEBRA II, HONORS ALGEBRA I, HONORS GEOMETRY
- HONORS ENGLISH (9, 10, 11, 12)
- SPANISH III/IV
- ANATOMY & PHYSIOLOGY

AP Courses: The grade will be weighted by adding five (5) points to the grade received.
Honors Courses: The grade will be weighted by adding two (2) points to the grade received.

HONOR ROLL
An honor roll is posted each quarter. In order to qualify for **high honors**, the student must have a numerical average of **95** or higher and no grade lower than an **87** in any class. In order to qualify for **honors**, the student must have a numerical average of **91** or higher and no grade lower than an **83** in any class. Students who earn an incomplete in any course at the end of each quarter will not be eligible for honor roll. Also, in order to qualify for either honor designation, students must not have more than four (4) unexcused absences per quarter.

CAREER TECHNOLOGY CENTER OF LACKAWANNA COUNTY (CTC)
Students in grades 10 – 12 may be eligible to participate in various programs offered through the Career Technology Center of Lackawanna County (CTC). Students can participate in morning or afternoon programs that are coordinated within their existing Mid Valley academic course schedule. There are dozens of available programs ranging from Automotive to Welding. Interested students should speak with their school counselor and can also go to the CTC website: https://www.ctclc.edu/

DUAL ENROLLMENT
Students in grades 11th and 12th may qualify and earn college and high school credit concurrently through dual enrollment in Mid Valley School District. Dual enrollment is offered for the fall and spring semesters. Dual enrollment is an effort by the Commonwealth of Pennsylvania to encourage a broader range of students to experience postsecondary coursework and its increased academic rigor while still in the supportive environment of their local high school. The program helps introduce more students to the advantages of postsecondary education and is for the capable, not just the exceptional student.

Students in the district who are homeschooled or attend private schools may be eligible to participate in this program through the Mid Valley School District. All students in the district must follow the same guidelines to be admitted into the program and must have a grade point average (G.P.A.) of at least 3.2 in order to be eligible. Students will be asked to provide academic information to verify eligibility. Dual enrollment courses may not replace a core class at MVSC.

Dual enrollment allows students the opportunity to take a college course either at Lackawanna College, Marywood University, Penn State University Scranton Campus, Johnson College, or the University of Scranton, where college credit may be earned and possibly transfer to the college/university they choose to attend. Students may choose from a wide range of dual enrollment courses at these institutions. They may also choose to enroll in one of the three courses currently offered for dual enrollment credit at the Mid Valley Secondary Center: Honors English 12, Psychology, and Honors Trigonometry/Pre-Calculus. Although there is a cost involved when taking dual enrollment courses (tuition, books, and fees), it would be advantageous to the student because tuition costs are given at a reduced rate**.** All costs must be paid in full at the time of registration by the student and/or parent/guardian. The Mid Valley School District will assist in offsetting costs by reimbursing a portion of the class. This number will be determined from the total number students participating in the dual enrollment program each year. If you would like to inquire more information about dual enrollment, please contact the guidance department.

LACKAWANNA COLLEGE "LEVEL UP" PROGRAM

The Mid Valley School District and Lackawanna College are collaboratively creating the "Level Up" Program that will offer students concrete pathways, reduce or eliminate barriers to higher education enrollment, retention, and completion, and link educational pipelines with actual, family-sustaining careers. These opportunities will target students starting as early as in 10th grade and will require students to complete coursework on their own time. These programs constitute additional educational opportunities that go beyond and are separate from the requirements and offerings of the Mid Valley School District, and they are based on voluntary participation. Students may participate in the program only if they meet specific criteria. Our partnership and educational model will potentially offer Mid Valley students some or all of the opportunities listed below. Additional details will be forthcoming.

- Earn an Associate of Science (A.S.) degree while still in high school through a combination of dual enrollment classes, on-campus classes at Lackawanna College, and online classes: Business, Human Services, Criminal Justice, and Accounting
- Dual Enrollment Courses
- Workforce Readiness Certificates: Business, Human Services, Healthcare, General Education, and Criminal Justice
- Academic Intervention for At-Risk Students

TRANSCRIPT

Upon written request, the guidance counselor will forward an official copy of a student's high school transcript to a post-high school institution or prospective employer. Parent permission is required for students who are currently enrolled at the Mid Valley Secondary Center. An unofficial transcript may be given to the individual student, but an official transcript must be mailed directly to the school or employer.

NCAA ELIGIBILITY

Please visit our Athletics Department webpage for information on NCAA Eligibility.
https://sites.google.com/mvsd.us/mid-valley-athletics/documents-links?authuser=0

PATHWAYS TO EXCELLENCE

What are Career Pathways?
Each Pathway is a broad grouping of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competencies. A chosen Pathway focuses a student's elective courses toward preparing for a specific goal area.

Why should I choose a career pathway?

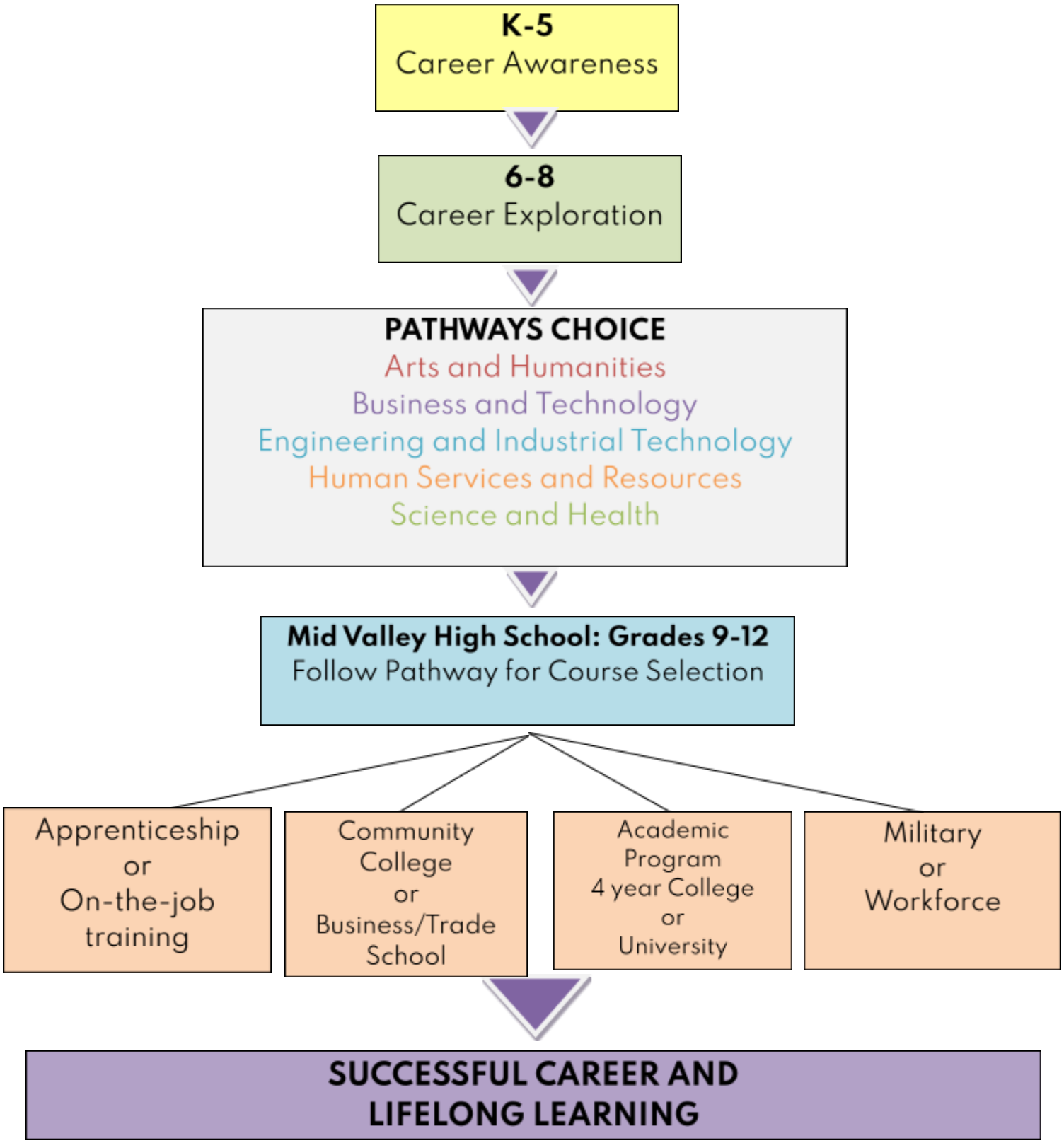
- To help focus on a career area that matches interests in high school
- To help set goals and discover classes necessary to achieve those goals
- To create career awareness and encourage planning for post-secondary education and opportunities
- To provide knowledge that relates your high school education to the world after graduation

How do I choose a career pathway?

- You will research various career fields in 8th grade and designated career development activities such as building a career portfolio in 9th grade.
- Your counselors, parents and teachers can assist you with this choice.
- You will complete the self-assessment in Xello.

Will there be any change in my major academic studies?
No, you will still take all required core courses at AP, Honors, or Academic level. You must meet all graduation requirements set forth by Mid Valley High School.

PATHWAYS TO EXCELLENCE



PATHWAY OPTIONS



ARTS AND HUMANITIES (AH)

Designed to cultivate students' awareness, interpretation, application and production of visual, verbal and written work

Focus Areas:

- Performing Arts (PA)
- Visual Arts (VA)
- Publishing Arts (PU)



BUSINESS AND INFORMATION TECHNOLOGY (BIT)

Designed to prepare students for careers in the areas of business management, finance and information services covering aspects of managing and processing digital information

Focus Areas:

- Business Management (BM)
- Marketing, and Sales (MS)
- Finance (F)
- Information Technology (IT)



ENGINEERING AND INDUSTRIAL TECHNOLOGY (EIT)

Designed to cultivate students' interests, awareness and application to areas related to technologies necessary to design, develop, install or maintain physical systems.

Focus Areas:

- Construction and Architecture (CA)
- Manufacturing (M)
- Engineering and Engineering Technology (ET)
- Transportation, Distribution and Logistics (TDL)



HUMAN SERVICES (HS)

Designed to cultivate students' interests, skills and experience for employment in careers related to family and human needs.

Focus Areas:

- Counseling and Personal Care (CPC)
- Hospitality and Tourism (HT)
- Education (E)
- Law, Public Safety & Government (LPG)



SCIENCE AND HEALTH (SH)

Designed to cultivate students' interests in the life, physical and behavioral sciences. In addition, the planning, managing and providing of therapeutic services, diagnostic services, health information, biochemistry and research and development.

Focus Areas:

- Health Science (HS)
- Agriculture, Food and Natural Resources (AFN)
- Science, Technology and Math (STM)

Course Selection by Pathway



ARTS AND HUMANITIES (AH)
Designed to cultivate students' awareness, interpretation, application and production of visual, verbal and written work.

Focus Areas:

- Performing Arts (PA)
- Visual Arts (VA)
- Publishing Arts (PU)

Core Courses			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
English 9/ Language Arts (academic or honors) Mathematics-Algebra I or Geometry (basic, academic or honors) History-American History Science-Earth and Space Science or Environmental Science Physical Education	English 10-World Literature, Grammar and Composition (academic or honors) Mathematics-Geometry or Algebra 2/Trig (Basic, Academic, Honors) History- World History Science-Biology (with or without lab SAT Prep (non-ctc or IEP students only) SAT Math (non-ctc or IEP students only) Physical Education	English 11 American Literature, Grammar, and Composition (Academic or Honors) Mathematics-Algebra 2, Algebra 2/ Trig, Trig/Pre Calculus (Basic, Academic, Honors) History-Civics and Government Science-Chemistry (with or without lab) Physical Education	English 12 Literature, Grammar and Composition (academic, honors, AP) Mathematics-Math applications, Algebra 2/trig, concepts of calculus, Calculus (Basic, Academic, Honors, Advance Placement) History- Economics Science-Physics (regular or honors) Personal Finance Physical Education

Electives			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
Spanish 1 French 1 Senior High Chorus 1 Senior High Band 1 Business Transition (IEP students only)	Spanish 1 or 2 French 1 or 2 Journalism Creative Writing Speech and Debate Film Literature Studio Broadcast Studio Art I, II Graphic Design 1 and 2 Sculpture Ceramics Child Development Senior High Chorus 1 or 2 Senior High Band 1 or 2	Spanish 1,2 or 3 French 1 or 2 Journalism Creative Writing Speech and Debate Film Literature Studio Broadcast Studio Art I, II, III Graphic Design 1 and 2 Sculpture Ceramics Child Development Contemporary Family Living 1 Cooking I and II	Spanish 1,2, 3 or 4 French 1 or 2 Journalism Creative Writing Speech and Debate Film Literature Studio Broadcast Studio Art I, II,III,IV Graphic Design 1 and 2 Sculpture Ceramics Ceramics 2 Child Development Contemporary Family Living 1

	Computer Science: Applications Fitness and Nutrition Transition (IEP students only) **CTC Electives**: Commercial & Advertising Design, Graphic Production, Digital Design Communications.	Senior High Chorus 1,2 or 3 Senior High Band1,2 or 3 Computer Science: Applications Psychology Fitness and Nutrition Advanced Physical Education Transition (IEP students only) **CTC Electives**: Commercial & Advertising Design, Graphic Production, Digital Design Communications.	Contemporary Family Living 2 Cooking I and II Senior High Chorus 1,2,3 or 4 Senior High Band 1,2,3 or 4 Computer Science: Applications Psychology Fitness and Nutrition Advanced Physical Education Transition (IEP students only)

Notes: It is recommended that college bound students take two years of the same foreign language.

- CTC Grade 10: Students will take English, math, and science at Mid Valley in the afternoon and their CTC elective in the morning at the CTC.
- CTC Grade 11: Students will take English, math and history at Mid Valley in the morning and their CTC elective in the afternoon at the CTC.
- CTC Grade 12: Students will take English, American History, Phys. Ed and Science at Mid Valley in the morning and their CTC elective in the afternoon at the CTC.



BUSINESS AND INFORMATION TECHNOLOGY (BIT)
Designed to prepare students for careers in the areas of business management, finance and information services covering aspects of managing and processing digital information

Focus Areas:

- Business Management (BM)
- Marketing, and Sales (MS)
- Finance (F)
- Information Technology (IT)

Core Courses			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
English 9/ Language Arts (academic or honors) Mathematics-Algebra I or Geometry (basic, academic or honors) History-American History Science-Earth and Space Science or Environmental Science Physical Education	English 10-World Literature, Grammar and Composition (academic or honors) Mathematics-Geometry or Algebra 2/Trig (Basic, Academic, Honors) History-World History Science-Biology (with or without lab) SAT Prep (non-ctc or IEP students only) SAT Math (non-ctc or IEP students only) Physical Education	English 11-American Literature, Grammar and Composition (academic or honors) Mathematics-Algebra 2, Algebra 2/Trig, Trig/Pre Calculus (Basic, Academic, Honors) History-Civics and Government Science-Chemistry (with or without lab) Physical Education	English 12-Literature, Grammar and Composition (academic, honors, AP) Mathematics-Math applications, Algebra 2/trig, concepts of calculus, Calculus (Honors, Advance Placement) History- Economics, Personal Finance Science-Physics (regular or honors) Physical Education

Electives			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
Spanish 1 French 1 Studio Art I Senior High Chorus 1 Senior High Band 1 Business Transition (IEP students only)	Spanish 1 or 2 French 1 or 2 Robotics Introduction to Engineering and Design Environmental Science Senior High Chorus 1 or 2 Senior High Band 1 or 2 Computer Applications Business Accounting 1 Accounting 2 Transition (IEP students only) CTC Electives: Automotive, Building Mechanics, Collision Repair, Carpentry,	Spanish 1, 2 or 3 French 1 or 2 Robotics Introduction to Engineering and Design Principles of Engineering Journalism 1, 2 or 3 Creative Writing Speech and Debate Studio Broadcast Studio Art I, II, III Graphic Design 1 and 2 Sculpture Ceramics 1 or 2 Senior High Chorus 1, 2 or 3 Senior High Band 1, 2 or 3 Computer Applications Business Accounting 1 Accounting 2	Spanish 1,2, 3 or 4 French 1 or 2 Advanced Robotics Introduction to Engineering and Design Principles of Engineering Journalism Creative Writing Speech and Debate Studio Broadcast Studio Art I, II,III,IV Graphic Design 1 and 2 Sculpture Ceramics Ceramics 2 Senior High Chorus 1, 2, 3, or 4 Senior High Band 1, 2, 3, or 4

	Electrical Construction, Masonry, Plumbing & Heating/HVACR Pathway, Service Occupations, Welding	Statistics Psychology/Sociology Street Law AP US History Transition (IEP students only)	Computer Applications Business Accounting 1 Accounting 2 Statistics Psychology/Sociology Street Law AP US History Transition (IEP students only) CTC Electives: Computer Systems

Notes: It is recommended that college bound students take two years of the same foreign language.

- CTC Grade 10: Students will take English, math and science at Mid Valley in the afternoon and their CTC elective in the morning at the career technology center.
- CTC Grade 11: Students will take English, math and history at Mid Valley in the morning and their CTC elective in the afternoon at the CTC. Students in cosmetology or health occupations should take chemistry their junior year instead of history.
- CTC Grade 12: Students will take English, American History, Phys Ed and Science at Mid Valley in the morning and their CTC elective in the afternoon at the career technology center. Students in cosmetology or health occupations should take English, American History, and Civics at Mid Valley.



ENGINEERING AND INDUSTRIAL TECHNOLOGY (EIT)
Designed to cultivate students' interests, awareness and application to areas related to technologies necessary to design, develop, install or maintain physical systems.

Focus Areas:

- Construction and Architecture (CA)
- Manufacturing (M)
- Engineering and Engineering Technology (ET)
- Transportation, Distribution and Logistics (TDL)

Core Courses			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
English 9- Language Arts (academic or honors) Mathematics-Algebra I or Geometry (basic, academic or honors) History-American History Science-Earth and Space Science or Environmental Science Physical Education	English 10-World Literature, Grammar and Composition (academic or honors) Mathematics-Geometry or Algebra 2/Trig (Basic, Academic, Honors) History- World History Science-Biology (with or without lab) SAT Prep (non-ctc or IEP students only) SAT Math (non-ctc or IEP students only) Physical Education	English 11- American Literature, Grammar, and Composition (Academic or Honors) Mathematics-Algebra 2, Algebra 2/ Trig, Trig/Pre Calculus , Academic, Honors) History-Civics and Government Science-Chemistry (with or without lab) Physical Education	English 12 - Literature, Grammar and Composition (academic, honors, AP) Mathematics - Math applications, Algebra 2/trig, concepts of calculus, Calculus (Basic, Academic, Honors, Advance Placement) History - Economics Science - Physics (regular or honors) Physical Education

Electives			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
Spanish 1 French 1 Senior High Chorus 1 Senior High Band 1 Business Transition (IEP students only)	Spanish 1 or 2 French 1 or 2 Robotics Introduction to Engineering and Design Environmental Science Senior High Chorus 1 or 2 Senior High Band 1 or 2 Computer Science: Applications Business Accounting 1 Accounting 2	Spanish 1,2 or 3 French 1 or 2 Robotics Introduction to Engineering and Design Principles of Engineering Environmental Science AP Biology Senior High Chorus 1,2 or 3 Senior High Band 1,2or 3 Computer Science: Applications	Spanish 1,2, 3 or 4 French 1 or 2 Advanced Robotics Introduction to Engineering and Design Principles of Engineering Environmental Science AP Biology Anatomy and Physiology Advanced Chemistry Senior High Chorus1,2,3 or 4 Senior High Band 1,2,3

	Fitness and Nutrition Transition (IEP students only) CTC Electives: Automotive, Collision Repair, Carpentry, Electrical Construction, Building Mechanics, Welding, Plumbing & Heating/HVACR Pathway, Masonry, Service Occupations.	Business Accounting 1 Accounting 2 Statistics Psychology Fitness and Nutrition Advanced Physical Education Transition (IEP students only) CTC Electives: Automotive, Collision Repair, Carpentry, Electrical Construction, Building Mechanics, Welding, Plumbing & Heating/HVACR Pathway, Masonry, Service Occupations.	or 4 Computer Science: Applications Business Personal Finance Accounting 1 Accounting 2 Statistics Psychology Advanced Physical Education Fitness and Nutrition Advanced Physical Education Transition (IEP students only) CTC Electives: Automotive, Collision Repair, Carpentry, Electrical Construction, Building Mechanics, Welding, Plumbing & Heating/HVACR Pathway, Masonry, Service Occupations.

Notes: *It is recommended that college bound students take two years of the same foreign language.

- CTC Grade 10: Students will take English, math and science at Mid Valley in the afternoon and their CTC elective in the morning at the career technology center.
- CTC Grade 11: Students will take English, math and history at Mid Valley in the morning and their CTC elective in the afternoon at the career technology center.
- CTC Grade 12: Students will take English, American History, Phys Ed and Science at Mid Valley in the morning and their CTC elective in the afternoon at the career technology center.



HUMAN SERVICES (HS)
Designed to cultivate students' interests, skills and experience for employment in careers related to family and human needs.

Focus Areas:

- Counseling and Personal Care (CPC)
- Hospitality and Tourism (HT)
- Education (E)
- Law, Public Safety & Government (LPG)

Core Courses			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
English 9- Language Arts (academic or honors) Mathematics-Algebra I or Geometry (basic, academic or honors) History-World History Science-Earth and Space Science or Environmental Science Physical Education	English 10-World Literature, Grammar and Composition (academic or honors) Mathematics-Geometry or Algebra 2/Trig (Basic, Academic, Honors) History- American History Science-Biology (principles or academic) SAT Prep (non-ctc or IEP students only) SAT Math (non-ctc or IEP students only) Physical Education	English 11-American Literature, Grammar, and Composition (Academic or Honors) Mathematics-Algebra 2, Algebra 2/ Trig, Trig/Pre Calculus (Basic,Academic, Honors) History-Civics and Government Science-Chemistry (principles or academic) Physical Education	English 12-Literature, Grammar and Composition (academic, honors, AP) Mathematics-Math applications, Algebra 2/trig, concepts of calculus, Calculus (Basic, Academic, Honors, Advance Placement) History- Economics Science-Physics (regular or honors) Physical Education

Electives			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
Spanish 1 French 1 Studio Art I Senior High Chorus1 Senior High Band 1 Business Transition (IEP students only)	Spanish 1 or 2 French 1 or 2 Robotics Introduction to Engineering and Design Journalism Creative Writing Speech and Debate Film Literature Environmental Science Studio Broadcast Studio Art I, II Graphic Design 1 and 2	Spanish 1,2 or 3 French 1 or 2 Robotics Introduction to Engineering and Design Principles of Engineering Journalism Creative Writing Speech and Debate Film Literature Environmental Science AP Biology	Spanish 1,2, 3 or 4 French 1 or 2 Robotics Introduction to Engineering and Design Principles of Engineering Journalism Creative Writing Speech and Debate Film Literature Environmental Science

	Sculpture Ceramics Child Development Senior High Chorus 1 or 2 Senior High Band 1 or 2 Computer Science: Applications Business Accounting 1 Accounting 2 Fitness and Nutrition Transition (IEP students only) CTC Electives: Protective Services or Cosmetology	Anatomy and Physiology Studio Broadcast Studio Art I, II, III Graphic Design 1 and 2 Sculpture Ceramics Child Development Contemporary Family Living 1 Cooking I and II Senior High Chorus 1,2 or 3 Senior High Band 1,2 or 3 Computer Science: Applications Business Accounting 1 Accounting 2 Statistics Psychology Sports Psychology Street Law AP US History Fitness and Nutrition Advanced Physical Education Transition (IEP students only) CTC Electives: Protective Services or Cosmetology	AP Biology Anatomy and Physiology AP Chemistry Studio Broadcast Studio Art I, II,III,IV Graphic Design 1 and 2 Sculpture Ceramics Ceramics 2 Child Development Contemporary Family Living 1 Contemporary Family Living 2 Cooking I and II Senior High Chorus 1,2,3 or 4 Senior High Band 1,2,3 or 4 Computer Science: Applications Business Personal Finance Accounting 1 Accounting 2 Statistics Psychology Sports Psychology Street Law AP US History Fitness and Nutrition Advanced Physical Education Transition (IEP students only) CTC Electives: Protective Services or Cosmetology

Notes: It is recommended that college bound students take two years of the same foreign language.

- CTC Grade 10: students will take English, math and science at Mid Valley in the afternoon and their CTC elective in the morning at the career technology center.
- CTC Grade 11: Students will take English, math and history at Mid Valley in the morning and their CTC elective in the afternoon at the career technology center. Students in cosmetology or health occupations should take chemistry their junior year instead of history.
- CTC Grade 12: Students will take English, American History, Phys Ed and Science at Mid Valley in the morning and their CTC elective in the afternoon at the career technology center. Students in cosmetology or health occupations should take English, American History, and Civics at Mid Valley.



SCIENCE AND HEALTH (SH)
Designed to cultivate students' interests in the life, physical and behavioral sciences. In addition, the planning, managing and providing of therapeutic services, diagnostic services, health information, biochemistry and research and development.

Focus Areas:

- Health Science (HS)
- Agriculture, Food and Natural Resources (AFN)
- Science, Technology and Math (STM)

Core Courses			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
English 9/-Language Arts (academic or honors) Mathematics-Algebra I or Geometry (basic, academic or honors) History-American History Science-Earth and Space Science or Environmental Science Physical Education	English 10-World Literature, Grammar and Composition (academic or honors) Mathematics-Geometry or Algebra 2/Trig (Basic, Academic, Honors) History- World History Science-Biology (with or without lab) SAT Prep (non-ctc or IEP students only) SAT Math (non-ctc or IEP students only) Physical Education	English 11-American Literature, Grammar, and Composition (Academic or Honors) Mathematics-Algebra 2, Algebra 2/ Trig, Trig/Pre Calculus (Basic,Academic, Honors) History-Civics and Government Science-Chemistry (with or without lab) Physical Education	English 12-Literature, Grammar and Composition (academic, honors, AP) Mathematics-Math applications, Algebra 2/trig, Academic Trig/Pre Calc, Honors Calculus, AP Calculus History- Economics Personal Finance Science-Physics (regular or honors) Physical Education

Electives			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
Spanish 1 French 1 Senior High Chorus 1 Senior High Band 1 Business Transition (IEP students only)	Spanish 1 or 2 French 1 or 2 Robotics Introduction to Engineering and Design Creative Writing Speech and Debate Environmental Science Child Development Senior High Chorus 1 or 2 Senior High Band 1 or 2 Computer Applications Business	Spanish 1,2 or 3 French 1 or 2 Robotics Introduction to Engineering and Design Principles of Engineering Speech and Debate Environmental Science AP Biology Anatomy and Physiology Child Development Senior High Chorus 1,	Spanish 1,2, 3 or 4 French 1 or 2 Robotics Introduction to Engineering and Design Principles of Engineering Speech and Debate Environmental Science AP Biology Anatomy and Physiology AP Chemistry Child Development

	Fitness & Nutrition Transition (IEP students only) CTC Electives: Health Occupations	2, or 3 Senior High Band 1, 2, or 3 Computer Applications Business Statistics Psychology/Sociology Sports Psychology Advanced Physical Education Fitness and Nutrition Transition (IEP students only) CTC Electives: Health Occupations	Senior High Chorus 1, 2, 3 or 4 Senior High Band 1, 2, 3 or 4 Computer Applications Business Statistics Psychology/Sociology Sports Psychology Fitness and Nutrition Advanced Physical Education Transition (IEP students only) CTC Electives: Health Occupations

Notes: It is recommended that college bound students take two years of the same foreign language.

- CTC Grade 10: Students will take English, math and science at Mid Valley in the afternoon and their CTC elective in the morning at the career technology center.
- CTC Grade 11: Students in cosmetology or health occupations should take chemistry their junior year instead of history.
- CTC Grade 12: Students in cosmetology or health occupations should take English, American History, and Civics at Mid Valley.

Course List

The following is a list of all the courses offered and corresponding credit value and credit level. All non-required courses will be offered based on student interest, enrollment, and viability of scheduling.

Course Name	Credit Value
ART	
Studio Art I	1.00
Studio Art II	1.00
Studio Art III	1.00
Studio Art IV	1.00
Ceramics	0.50
Ceramics II	0.50
CeramicsIII	0.50
Ceramics IV	0.50
Sculpture	0.50
Sculpture II	0.50
Studio Broadcast	0.50
Graphic Design I	0.50
Graphic Design II	0.50
Yearbook	0.50
BUSINESS	
Introduction to Business	1.00
Accounting I	1.00
Accounting II	1.00
Personal Finance	0.50
ENGLISH LANGUAGE ARTS	
English 9 Language Arts	1.00
Honors English 9 Language Arts	1.00
Literacy, Writing, and Research	1.00
English 10 World Literature, Grammar, and Composition	1.00
Honors English 10 World Literature, Grammar, and Composition	1.00
English 11 American Literature, Grammar, and Composition	1.00
Honors English 11 American Literature, Grammar, and Composition	1.00
English 12 Literature, Grammar, and Composition	1.00
Honors English 12 Literature, Grammar, and Composition	1.00
Advanced Placement English Literature and Composition	1.00
Literature and Film	0.50
Creative Writing	0.50
Journalism	0.50
Speech and Debate	0.50
SAT/ACT English Prep	0.50

FAMILY AND CONSUMER SCIENCE

9th Grade Sewing and Food Cycle	0.50
Child Development	0.50
Contemporary and Family Living I	1.00
Contemporary and Family Living II	1.00
Cooking I	0.50
Cooking II	0.50
Clothing Construction and Fabric Craft	0.50
Independent Study	0.50/1.00
Internships	1.00

MATHEMATICS

Honors Algebra I	1.00
Academic Algebra I	1.00
Algebra I	1.00
Honors Geometry	1.00
Academic Geometry	1.00
Geometry	1.00
SAT Math Preparation	0.50
Honors Algebra II	1.00
Academic Algebra II	1.00
Algebra II	1.00
Honors PreCalculus/Trigonometry	1.00
Academic Trigonometry	1.00
Honors Concepts of Calculus	1.00
Advanced Placement Calculus	1.00
Probability and Statistics	1.00
Math Applications	1.00

MUSIC

High School Chorus	0.50/1.00
High School Band	0.50/1.00
Music Theory & Class Piano	1.00

PHYSICAL EDUCATION AND HEALTH

9th Grade Health & Physical Education	1.00
Physical Education 10- 12	0.20
Nutrition and Wellness Elective	0.50
Advanced Physical Education Elective	0.50

SCIENCE

Chemistry	1.00
Chemistry with Lab	1.50
Honors Chemistry with Lab	1.50
Advanced Placement Chemistry	1.50
Anatomy and Physiology	1.00
Honors Biology with Lab	1.50
Biology with Lab	1.50
Biology	1.00
Advanced Placement Biology	1.50
Earth and Space Science	1.00

Environmental Science	1.00
Physics	1.00
Honors Physics with Lab	1.50

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

ENGINEERING

9th Grade Cycle- Engineering Essentials	0.50
Robotics	0.50
Introduction to Engineering Design (IED)	1.00
Principles of Engineering	1.00

BIOMEDICAL SCIENCES

Principles of Biomedical Science	1.00
Human Body Systems	1.00
Medical Interventions	1.00
Biomedical Innovation	1.00

SOCIAL STUDIES

American History II	1.00
World History - 10th Grade	1.00
Civics - 11th Grade	1.00
Economics - 12th Grade	0.50
Sports and Exercise Psychology Elective	0.50
Street Law Elective	1.00
Psychology/Sociology Elective	1.00
Advanced Placement US History	1.00

WORLD LANGUAGES

Spanish I	1.00
Spanish II	1.00
Spanish III	1.00
Spanish IV	1.00
French I	1.00
French II	1.00

Course Descriptions

ART

Art courses are taken as electives. Evaluation of the student's performance in art will be based on the completion of course assignments as required, the degree of craftsmanship displayed, originality, good design, citizenship and the level of participation shown during the course.

STUDIO ART I **Credit 1.00**
This course is capped at 22 students per section.
Studio Art I will develop student's perceptual and creative skills in drawing from observation. Students will be learning and using a variety of drawing and painting techniques. Stimulating subject matter will be chosen by teacher and students. Students will be required to create a sketchbook and fill every page. An understanding and use of design elements and principles will be emphasized. All students will be required to keep a portfolio of their work.

STUDIO ART II **Credit 1.00**
Prerequisite: Studio Art I
Studio Art II is recommended for students who have successfully completed Studio Art I. This course will concentrate on refining drawing and painting skills as well as improving the students' sense of design and composition. A variety of materials will be used. Emphasis will be placed on good design principles, creativity and craftsmanship. Studio Art II students will be encouraged to keep a portfolio of their work for future college preparation.

STUDIO ART III **Credit 1.00**
Prerequisite: Studio Art I, II and teacher recommendation
Studio Art III is recommended for juniors who have successfully completed Art I and II and who have exhibited both talent and serious interest in art. The course is an independent study due to the small number of students who can take the course. Students have to be self-motivated and have an interest in pursuing art after high school. Similar to advanced placement art, students will choose a theme and create work in different media based on that theme.

STUDIO ART IV **Credit 1.00**
Prerequisite: Studio Art I, II, III and teacher recommendation
Studio Art IV is an elective art course for the advanced art student. The course combines art theory and practice while exploring individual styles. Students will pursue projects that focus on the development of skills in drawing, painting, and two and three dimensional design. Emphasis is placed on creating a portfolio for college acceptance and beginning to formulate a personal art style.

CERAMICS **Credit 0.50**
This course is capped at 20 students per section.
This course will begin by learning hand-building skills in clay. Students will design, execute and complete pinch pots, coil pots and slab built vessels. The assignments will challenge the student by gradually raising the level of creativity and difficulty. Hand painting and glazing techniques in ceramics will be emphasized. If time permits students will also get an introduction to wheel throwing.

CERAMICS II **Credit 0.50**
Prerequisite: Ceramics I.
This course is capped at 20 students per section.
This course will begin by reviewing hand-building skills previously acquired in Ceramics I. Students will create a variety of original ceramic vessels, both functional and sculptural. Students will be introduced to the pottery wheel. The assignments will challenge the student by raising the level of creativity and technique difficulty. Emphasis will be placed on craftsmanship, design, originality and proper use of materials and equipment. Students will discover the importance of pre-planning and research. Historical references to past and present ceramic

artists will be made whenever possible. Students will experience proper use and application of glazes, colored slips, and under-glazes.

CERAMICS III **Credit 0.50**
Prerequisite: Ceramics I and II.
This course is capped at 8 students per section.
This class may be combined with Ceramics I or II.
This course focuses on advancing skills in wheel throwing and exploring various glaze techniques. Students will spend a significant amount of class time practicing on the potter's wheel, creating both functional and artistic pieces. The course also provides opportunities for experimenting with different glaze applications to enhance the surface finish of ceramic creations. Emphasis will be placed on craftsmanship, design, originality and proper use of materials and equipment. Students will discover the importance of pre-planning and research. Historical references to past and present ceramic artists will be made whenever possible.

CERAMICS IV **Credit 0.50**
Prerequisite: Ceramics I, II, and III.
This course is capped at 8 students per section.
This class may be combined with Ceramics I or II.
Elevate your ceramics expertise in this Level 4 course, where the focus lies on mastering advanced wheel throwing skills and delving into sophisticated glaze techniques. Through intensive hands-on sessions, students will refine their proficiency on the potter's wheel, exploring intricate forms and pushing the boundaries of their creative capabilities. The course places a premium on honing advanced glazing methods, allowing students to experiment with nuanced surface treatments and develop a distinctive aesthetic in their ceramic creations. Emphasis will be placed on craftsmanship, design, originality and proper use of materials and equipment. Students will discover the importance of pre-planning and research. Historical references to past and present ceramic artists will be made whenever possible.

SCULPTURE **Credit 0.50**
This course is capped at 20 students per section.
This course is a creative exploration of sculpture, designed for students eager to delve into new 3D experiences. This course invites participants to investigate diverse approaches to sculpture, utilizing materials such as plaster, paper mache, clay, metal, glass, paper, and reusable found objects. Emphasizing creative problem-solving in design and construction, students will navigate the process of bringing imaginative concepts to life. Evaluation will consider innovative approaches, encouraging students to push the boundaries of traditional sculpture. Join us for a dynamic exploration of three-dimensional artistry and discover the endless possibilities that Sculpture 1 has to offer.

SCULPTURE II **Credit 0.50**
Prerequisite: Sculpture 1
This course is capped at 20 students per section.
Students will take their creative thinking to the next level in Sculpture 2, a course tailored for those seeking advanced 3D experiences. Building on the foundation of Sculpture 1, this course delves deeper into sculptural techniques and approaches. Students will further investigate a variety of materials, including but not limited to 3D printing, plaster, paper mache, clay, metal, glass, paper, and unconventional found objects. Creative problem-solving remains at the forefront as students engage in more complex design and construction challenges. The course places a heightened emphasis on pushing creative boundaries, encouraging students to experiment with innovative techniques and materials. Evaluation will consider not only technical skill but also the depth of conceptual exploration and creative vision.

STUDIO BROADCAST [trimester length elective for grades 10 – 12] **Credit 0.50**
This course is capped at 10 students per section.
Broadcasting is a course consisting of a variety of topics in communication used to present MV's Spartan News Network (SNN). Some of the topics we will be covering in this class are: electronic media, the history of media, video production and editing, sound and image

production, script writing, presentation skills, and public speaking strategies. Whether it be radio or television, broadcasting is a form of communicating to the public for purposes such as entertainment, news, commercial or non-commercial messages or just to promote oneself.

GRAPHIC DESIGN I **Credit 0.50**

This class is capped at 15 students per section.

Graphic Design 1 focuses on several areas of technology directly involved with communication. Through the use of numerous hands-on projects, experience will be gained in computer, graphics, design, and photography. In addition students will also be exposed to artistic photography and internet usage. This is an excellent introduction for any student pursuing a career, or who has an interest in graphic design or photography. Programs used will be Photopea.

GRAPHIC DESIGN II **Credit 0.50**

Prerequisite: Graphic Design I

This class is capped at 15 students per section.

This course is a continuation of advertising and editing work from Graphic Design 1. Students will explore print production, and delve deeper into printmaking and screen printing (making t-shirts and graphics for clothing). Students will do full production design projects. (example: create fully functioning board games and packaging for the game).

YEARBOOK **Credit 0.50**

12th grade elective

This elective is designed to give Yearbook Staff members the opportunity and time to delve deeper in their creation of the yearbook. In this hands-on elective, students will explore the art of storytelling through visual and written content, culminating in more professional creation of the school's yearbook. Participants will learn skills in photography, graphic design, layout, and journalism, while tapping into their own passion and creativity as they collaborate to capture memorable moments and highlight the achievements of their peers. Additionally, students will develop business skills such as budgeting, marketing, and project management. Emphasis will be placed on teamwork, creativity, and effective communication.

BUSINESS

The business program at Mid Valley is designed to meet the needs of all students. Courses are available on an elective basis for any student who may wish to develop a particular business skill or gain knowledge in a given area of business.

INTRODUCTION TO BUSINESS **Credit 1.00**

Introduction Business is an introductory course designed to provide a basic understanding of how business functions in today's society. This course presents the commonplace functions of business experienced by everyone in their personal life. It consists of four phases to strengthen the students' understanding and behavior as economic citizens. These phases are: (a) the economic setting of business, (b) the services of business, (c) the relationships of business to government, labor and internal trade, and (d) the individual in our economy.

ACCOUNTING I **Credit 1.00**

Accounting I is designed for any student who wishes to become acquainted with accounting for business functions. It includes the elementary principles needed to record the transaction for both a service and merchandising business. The accounting cycle is introduced in its simplest form using a service business. The student proceeds from recording the opening entry in a two-column general journal to more complex transactions using a five-column cash journal. A work project and tax preparation project covering all procedures studied is used to reinforce the knowledge gained through the study of this course.

ACCOUNTING II **Credit 1.00**

Prerequisite: Accounting I

Accounting II is an advanced accounting course. It deals with departmental and payroll accounting, updating accounts with adjustments such as: bad debts, depreciation, depletion and accruals. Corporation accounting is covered including problems dealing with control systems, taxes, notes, and drafts. A business simulation on a corporation is completed at the end of the second semester.

PERSONAL FINANCE **Credit 0.50**

This elective course introduces the federal tax system, types of taxes, investments, assets, stocks, and retirement programs. Credit cards, savings, and personal financial responsibility are addressed.

ENGLISH LANGUAGE ARTS DEPARTMENT

English Language Arts courses in grades 9 through 12 are aligned with the Pennsylvania Core English Language Arts Standards, the Keystone Assessment Anchors and Eligible Content in Literature and Composition, and/or the Standards and Curriculum Alignment Service's College Board Standards for College Success.

The Mid Valley Secondary Center Honors courses and the accelerated Advanced Placement course are designed to meet the academic needs of those students who have pushed themselves to excel in the most challenging courses. To earn a place in an honors class, students are ranked according to GPA, performance in prerequisite English classes, standardized placement tests, reading and writing benchmarks, and teacher recommendations. Placement grids are on file in the guidance office.

Dual Enrollment is the opportunity for high school students to earn college credit while still in high school. Planned Course Outlines include rigorous content that is aligned with college course work through partnerships with Lackawanna College. Upon completion of the course, students may earn both high school credit as well as college credit reflected in a transcript from the post-secondary institution.

Advanced Placement (AP) is a program created by the College Board which offers college-level studies and rigorous exams to high school students. Students who take the AP exam may earn credit and/or advanced placement for college. AP instructors and syllabi are certified by the College Board via the AP Audit requirements. Letters of certification are on file with the ELA Chair.

ENGLISH 9 LANGUAGE ARTS — Credit 1.00

English 9 is a foundational course in literature, vocabulary, grammar, mechanics, and composition. Students complete diagnostic tests that set the pace for instruction. During the course of study, students will read, analyze, and respond to the short story, informational text, drama, novels, and poetry. Standard-based instruction and assessment in reading, vocabulary, grammar, critical thinking, speaking, listening, and literary response skills, as well as an introduction to academic research, media literacy, and the evaluation of sources, will give students the ability to structure academic response to a variety of prompts. Academic language and vocabulary is embedded in the instruction and formative assessments. The course will prepare freshmen for advanced coursework and college/career readiness. All of these tenets help to prepare the students for the Keystone Examination, the SAT, the ACT, and their future English classes.

HONORS ENGLISH 9 LANGUAGE ARTS — Credit 1.00

To earn a place in an honors class, students are ranked according to GPA, performance in prerequisite English classes, standardized placement tests, reading and writing benchmarks, and teacher recommendations.

Honors English 9 is a foundational course in literature, vocabulary, grammar, mechanics, and composition. Students complete diagnostic tests and writing benchmarks that set the pace for instruction. During the course of study, students read, analyze, and respond to the short story, informational text, drama, novels, and poetry. Standard-based instruction and assessment in reading, vocabulary, grammar, critical thinking, speaking, listening, and literary response skills, as well as an introduction to academic research, media literacy, and the evaluation of sources, give students the ability to structure academic response to a variety of prompts. Academic language and vocabulary is embedded in the instruction and formative assessments. The course prepares freshmen for advanced coursework and college/career readiness. Honor students complete additional independent reading and follow a faster pace. All of these tenets help to prepare the students for the Keystone Examination, the SAT, and their future English classes.

ENGLISH 10 WORLD LITERATURE, GRAMMAR, AND COMPOSITION **Credit 1.00**

English 10 World Literature, Grammar, and Composition is a reinforcement course in grammar, usage, mechanics, writing, vocabulary and literature that builds upon the skills taught in English 9. Students respond to the short story, informational texts, the drama, the novel, and poetry. The composition unit places emphasis on the writing process, the three modes of writing, and the five characteristics of effective writing. Students increase their competency with academic research, in order to support claims and craft a higher-level response in different genres. Academic language is embedded in instruction and formative assessments. Summative assessments are based on the ability to apply knowledge. Students will be expected to achieve proficiency levels in grade 10 reading and writing standards. All of these tenets help to prepare the students for the Keystone Examination, the SAT, the ACT, and their future English classes.

HONORS ENGLISH 10 WORLD LITERATURE, GRAMMAR, AND COMPOSITION **Credit 1.00**
(Writing Intensive Designation)
To earn a place in an honors class, students are ranked according to GPA, performance in prerequisite English classes, standardized placement tests, reading and writing benchmarks, and teacher recommendations.
Prerequisite: English 9

English 10 Honors World Literature, Grammar, and Composition is a reinforcement course in grammar, usage, mechanics, writing, vocabulary and literature that builds upon the skills taught in English 9. Students respond to the short story, informational texts, the drama, the novel, and poetry. The composition unit places emphasis on the writing process, the three modes of writing, and the five characteristics of effective writing. Students increase their competency with academic research, in order to support claims and craft a higher-level response in different written genres. Academic language is embedded in instruction and formative assessments. Summative assessments are based on the ability to apply knowledge. The course introduces AP concepts and strategies. Students will be expected to achieve proficiency levels in grade 10 reading and writing standards. Honor students complete additional independent reading and follow a faster pace. All of these tenets help to prepare the students for the Keystone Examination, the SAT, the ACT, and their future English classes.

ENGLISH 11 AMERICAN LITERATURE, GRAMMAR, AND COMPOSITION **Credit 1.00**

English 11 American Literature, Grammar, and Composition is a master course in grammar, usage, mechanics, writing, vocabulary and literature which asks students to evaluate how literature reflects both positive and negative aspects of American life over the last 400 years. Diagnostic testing in reading and writing is used to set the pace of the course. Students read, analyze, and reflect on short stories, drama, novels, and poetry. English 11 will offer students the opportunity to write for a variety of audiences and purposes, including, but not limited to, comparison-contrast essays, reflective analytical essays, personal narratives, creative fiction and nonfiction, and an MLA research paper focusing on argumentative writing. Throughout the academic year vocabulary lessons are incorporated for enrichment and preparation purposes. All of these tenets help to prepare the students for the SAT, the ACT, and their future English classes.

HONORS ENGLISH 11 AMERICAN LITERATURE, GRAMMAR, AND COMPOSITION **Credit 1.00**
(Writing Intensive Designation)
Prerequisite: English 10
To earn a place in an honors class, students are ranked according to GPA, performance in prerequisite English classes, standardized placement tests, reading and writing benchmarks, and teacher recommendations

English 11 Honors American Literature, Grammar, and Composition requires students to demonstrate understanding of eighteenth, nineteenth, and early twentieth-century foundational works of American literature. Diagnostic testing in reading and writing is used to set the pace of the course. Building on analysis, critical thinking, speaking, listening, and writing skills, students continue to make evidence-based claims while comparing multiple pieces of literary, informational, and historical texts. Argumentative, expository, and research writing are key components that will prepare students for college-level writing assignments. Students will be expected to achieve proficiency levels in grade 11 reading and writing standards.

Students master grammar, usage, mechanics, writing, and vocabulary. Academic language and vocabulary is embedded in instruction and formative assessments. Honor students complete additional independent reading and follow a faster pace that includes speeches and debate. All of these tenets help to prepare the students for the SAT, the ACT, the AP examination, and their future English classes.

ENGLISH 12 LITERATURE, GRAMMAR, AND COMPOSITION **Credit 1.00**

English 12 is aimed primarily at developing language, communication, writing, research, logic, media, and literature skills for college and the workforce. Students complete diagnostic testing and writing benchmarks that set the pace for individualized instruction with the intent of helping the students master their skills before graduation. Through the close reading of selected high school and college-level texts, students will deepen their understanding of the ways authors use language to provide meaning and pleasure for their readers. Students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres, cultures, and periods, concentrating on recognized works of literary merit which invite and gratify rereading. In conjunction with their reading, students concentrate on mastering college-level vocabulary, grammar, and writing skills for college and workforce. Students relate, evaluate, analyze, interpret, and apply complex themes of the literature, and they complete college application essays, letter of application, resumes, and work-related functional documents. Lastly, the course continues to prepare the students to meet the proficiency requirements on standardized tests: SAT, ACT, and ASVAB.

HONORS ENGLISH 12: LITERATURE, GRAMMAR, AND COMPOSITION **Credit 1.00**
(Writing Intensive Designation, Dual Enrollment Credits)
To earn a place in an honors class, students are ranked according to GPA, performance in prerequisite English classes, standardized placement tests, reading and writing benchmarks, and teacher recommendations.

The Honors English course in grade 12 will be a teacher-led, student-centered classroom. The literature gets students excited to read and respond through conversations and writing. The teacher models concepts for the class, then students collaborate in smaller groups on specific tasks. Next, students complete independent work and come back and share their learning. This framework supports and challenges students to become collaborative and self-directed learners. Students will also complete essay writing, which includes a research paper, personal narrative, satire narrative, etc. Modules in this course examine British literature beginning in the early 1600's and progressing to the present. Students will study non-fiction, poetry, short stories, novels, and drama. We will explore different essential questions, such as:

- "When can the way we look at things lead to growth- and when can it hold us back?"
- "What does it mean to find or lose oneself?"
- "In what ways is home both a place and a state of mind"?

ADVANCED PLACEMENT SEMINAR **Credit 1.00**
Prerequisite: 10th grade students must have earned a 95% or higher in their English 9 course
11th grade students must have earned a 95% or higher in their English 10 course

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

The AP Seminar assessment consists of three parts: two performance tasks submitted through the AP Digital Portfolio and the end-of-course AP Exam. The end-of-course exam is a fully digital exam in the Bluebook testing app and all student responses are automatically submitted at the end of the exam. All parts measure student achievement of the course learning objectives.

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION **Credit 1.00**

Prerequisite: English 10 Honors World Literature, Grammar, and Composition
AP English Language and Composition focuses on the analysis of nonfiction texts and the development of effective writing, argumentation, and rhetorical skills. This course supports college readiness across all disciplines. AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION **Credit 1.00**
Prerequisite: English 11 Honors American Literature
The AP English and Honors courses in grade 12 engage students in the careful reading and close critical analysis of college-level literature. Diagnostic testing in reading and writing is used to determine AP readiness and to set the pace for the course. Through the close reading of college-level texts recommended by AP Central, students deepen their understanding of the ways authors use language to provide meaning and pleasure for their readers. Students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The writing intensive courses include study of representative works from various genres, cultures, and periods, concentrating on recognized works of literary merit which invite and gratify rereading. In conjunction with their reading, students concentrate on mastering their college writing and grammar-usage skills. Assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis comprises the bulk of student writing for the course, well-constructed creative writing assignments help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase the student's ability to explain clearly, cogently, and even elegantly what they understand about literary works and why they interpret them as they do. Students will be required to submit multiple research-based papers per grading period. AP and Honor students complete additional independent reading. Students start college with an advanced proficiency in all modes of the college essay. College-level vocabulary and focused grammar-reinforcement will complement the reading and writing. All of these tenets help to prepare the students for the AP English Literature and Composition examination and their future college English classes. Students in the honors section have the option for dual enrollment credits via Lackawanna College. Students in the AP section have the option to earn Advanced Placement credits based on standardized testing results and their college of choice.

LITERATURE AND FILM **Credit 0.50**
Literature and Film will introduce students to the film industry, history of cinema, and film as literature through the use of text and the study of classic and contemporary films, documentaries, hybrids, and animated films. Emphasis will be placed on exposing the class to a wide variety of styles and genres as well as formulating and justifying criticisms of the works. Hands-on projects, written analyses, and participation in class discussions will be requirements for successful completion of the course. Students will learn about Mise en Scene, cinematography, editing, and sound. The components of a film will be paralleled with the components of literature, thus reinforcing the story elements and literary devices.

CREATIVE WRITING **Credit 0.50**
Creative Writing will introduce the students to skills, concepts, and tools needed to be a creative writer. Students will explore the reading and writing of three different genres: poetry, fiction, and creative non-fiction. Instruction in literary techniques will direct the students' writing. In addition to working within literary conventions to produce manuscripts, students will be exposed to texts by selected authors so they may learn by example.

JOURNALISM **Credit 0.50**
Students in Journalism I will learn to recognize the role of journalism in contemporary society and in their personal lives, recognize and explore ways in which print and electronic media create and present a message; recognize and create the various forms, conventions, and style of professional journalistic writing, recognize the attributes of quality journalism and the legal,

ethical, and moral issues which confront the free press, and develop the speaking, writing, listening, viewing, and representing skills needed to create various print and electronic publications. The successful students follow a course schedule that alternates between text and production. Applications such as Microsoft Word and Adobe PageMaker will be taught and applied. Students will apply the mechanics rules of the Associated Press. Newspapers such as The New York Times, the Wall Street Journal, and the Scranton Times will be used.

SPEECH AND DEBATE **Credit 0.50**

Speech and Debate explores fundamental verbal, non-verbal, and written communications. Students who successfully complete the course will be able to deliver articulate, organized speeches. They will be able to plan presentations or speak extemporaneously on any given topic. In addition to speeches, students will also gain extra practice analyzing and writing argument papers.

SAT/ACT READING AND WRITING PREPARATION **Credit 0.50**

The SAT/ACT Reading and Writing Preparation Course is a course tailored to the needs of students in an effort to better prepare them for the SAT entrance exam. The course will cover topics from the Reading and Writing portion of the SAT. These topics include: Vocabulary, Core Analytical Reading Skills, Advanced Reading Techniques, Writing and Language Grammar and Usage Rules, Strengthening Sentences and Overall Writing Skills.
The course curriculum, instruction, and assessment are aligned with the Pennsylvania Academic Standards for English Language Arts.

FAMILY AND CONSUMER SCIENCES

The focus of the Academic Standards for Family and Consumer Sciences Education is the individual, the family and the community. The economic, social and political well-being of our state depends on the well-being of Pennsylvania's families. The family is responsible for nurturing its members. Family experiences, to a great extent, determine who a person is and what a person becomes. Family and Consumer Sciences, working with Pennsylvania's families, supports the development of the knowledge and skills that students need as family members both now and in the future. The 21st Century requires students to develop the ability to transform information into knowledge by using standards to certify that this information is meaningful, categorizing it to a purpose and then transforming their knowledge into wisdom by applying it to real life.

9TH GRADE SEWING AND FOOD CYCLE **Credit 0.50**
This is a 30 day cycle course to future Family and Consumer Science classes. It is a sampling of consumer education, goal setting, decision making, cooking, nutrition and sewing lessons. Students will develop skills through hands-on work in the classroom.

CHILD DEVELOPMENT (10-12TH GRADE) **Credit 0.50**
This course will examine the effects on physical, cognitive, emotional and social growth from birth through age six. Students will also investigate factors affecting personality development and individual differences. Family planning, pregnancy, brain research and current issues in child development will be discussed. Students will plan and demonstrate appropriate activities that could be used with children of various ages from birth through four years. Students will participate in the play school program. Assessment will be based on written assignments, class work, and class participation.

CONTEMPORARY AND FAMILY LIVING I (10 - 12th GRADE) **Credit 1.00**
This course will cover all four areas of the PA standards for Family and Consumer Science, consumer skills, interior design, nutrition, cooking skills, sewing and child development. Contemporary Family Living is a dynamic and relevant course designed to equip students with essential life skills and knowledge to thrive in the modern family setting. This course provides a comprehensive exploration of contemporary family dynamics, relationships, and practical strategies for managing the challenges and opportunities that families face in today's ever-changing world. The students will participate in the playschool program by planning and working with the children.

CONTEMPORARY AND FAMILY LIVING II (11 – 12th GRADES) **Credit 1.00**
Prerequisite: Contemporary Living I or teacher recommendation
This course will cover advanced level consumer skills which include a buying project of a big ticket item, interior design, nutrition, cooking skills, sewing and child development. Contemporary Family Living 2 is the advanced continuation of our comprehensive exploration of the ever-evolving dynamics of family life in the modern world. Building upon the foundational knowledge gained in Contemporary Family Living, this course further explores complex issues and provides students with advanced tools and strategies to navigate the challenges and complexities of contemporary family life. The students will participate in the playschool program, planning and working with the children.

COOKING 1 (10-12TH GRADE) **Credit 0.50**
Prerequisite: passing grade in previous F.C.S. classes
The intention of this course is to introduce the student to skills that are associated with food preparation, emphasis on foreign countries. The following areas are covered in the Family Consumer Science subject: Nutritional Needs, Kitchen Skills, and Eating Habits via MyPlate. The course also explores a variety of foreign countries. Students will learn how geographic location, culture, climate, population and customs all reflect the food choices of these countries. Food preparation will include complete meals as well as specialty dishes from each country. Cooking labs will include recipes developed from demonstrations as well as competitions such as, Food trucks and Cupcake Wars. Assessment will be based on written assignments, class work, and class participation (labs).

COOKING 2 (11-12TH GRADE) **Credit 0.50**

Prerequisite: passing grade in Cooking 1

This course is intended to help students develop their creativity by working on original dishes, taking inspiration from their experiences in the course, and experimenting with new flavors and cooking methods. Also, students will gain insight into the operational aspects of a professional kitchen, including time management, kitchen organization, and teamwork. Students in Cooking 2 will explore their knowledge needed for a successful career in the culinary industry through hands-on exploration and practical application.

CLOTHING CONSTRUCTION AND FABRIC CRAFT (10- 12TH GRADE) **Credit 0.50**

This class is an in depth study of clothing construction and fabric craft. Students will complete main projects that include a repurposed project, a "Big" project that requires using a pattern, is a multi-step project, and includes construction applications such as zippers, facings, buttons and hems. Lastly, students will complete a fabric craft project that can include knitting, crocheting, needlepoint or a stuffed animal. Assessment will be based on worksheets, samples, preparation, daily work and projects.

INDEPENDENT STUDY **Credit 0.50/1.00**

Teachers interested in offering an independent study course option should make a formal request to the Supervisor of Curriculum and Instruction by February 20th using the Independent Study Proposal Form. If the request is approved, the building administration will review staffing levels and scheduling limitations to assess the viability of the independent study option.

INTERNSHIPS **Credit 1.00**

Students interested in internship opportunities should speak with their counselor. The counselor will make recommendations to the building principals for review and approval consideration.

MATHEMATICS

Education in mathematics is an integrated development of the abilities and skills of individual students, providing them with a mathematical background to deal with the problems of life. An education must provide for individual differences and for individual needs by presenting a varied and complete program. Individual students must feel confident that, equipped with mathematical knowledge, mathematical insight, and a mathematical method of thinking, they are prepared to challenge their own limitations. **Each year the teachers of mathematics use a placement test and rubric to recommend in writing to the department head and guidance personnel what course or courses in mathematics their students should pursue the following year based on their present level of achievement in mathematics and their future plans in life. If questions do arise as to what a student should pursue in the area of mathematics for the next school term, the student and his or her parents should consult with the mathematics teachers and guidance personnel.**

HONORS ALGEBRA I **Credit 1.00**

Prerequisites: Prerequisite: 88% Math 8 Honors; 90% Math 8; PVAAS Projection; Teacher Recommendation, Department Chair Review of PSSA Scores

The course involves: the study of variables; expressions and formulas; signed numbers; rational and irrational numbers; polynomials and operations; first degree equations; word problem applications; factoring; monomial and polynomial operations; solution of quadratic equations; algebraic fractions; linear equations in two variables; the Cartesian Coordinate System; linear equations and systems; powers, roots and radicals; and inequalities. Lessons, activities and assignments in Honors Algebra I are structured to challenge above average ability students. Scientific calculators and computer aides are incorporated using Pennsylvania Keystone Algebra I standards. Above average ability in mathematics as determined by recommendation of the seventh and/or eighth grade mathematics teacher and guidance data required for admission. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the Algebra I Keystone Exam Standards as outlined in the PA Academics Standards for Mathematics.

ACADEMIC ALGEBRA I **Credit 1.00**

The course involves: the study of variables; expressions and formulas; signed numbers; rational and irrational numbers; polynomials and operations; first degree equations; word problem applications; factoring; monomial and polynomial operations; solution of quadratic equations; algebraic fractions; linear equations in two variables; the Cartesian Coordinate System; linear equations and systems; powers, roots and radicals; and inequalities. Lessons, activities and assignments in Academic Algebra I are structured toward average ability students. Scientific calculators and computer aides are incorporated using Pennsylvania Keystone Algebra I standards. Average ability in mathematics as determined by recommendation of the seventh and/or eighth grade mathematics teacher and guidance data required for admission.

ALGEBRA I **Credit 1.00**

The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the Algebra I Keystone Exam Standards as outlined in the PA Academics Standards for Mathematics. The course contains the following mathematical topics: connections to algebra - variables, expressions and formulas; real numbers - signed numbers, rational and irrational numbers; solving and graphing linear equations, inequalities and functions; writing linear equations; solving systems of linear equations, and inequalities; polynomial operations and factoring; rational expressions and equations; radicals; exponents and exponentials; quadratic equations; and word problem applications. Lessons, activities and assignments are structured toward basic ability students and aimed at success in algebra. Scientific calculators and computer aides are incorporated using Pennsylvania Keystone Algebra I standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's

Objectives, Content, and Activities prepare students to meet the Algebra I Keystone Exam Standards as outlined in the PA Academics Standards for Mathematics.

HONORS GEOMETRY 9 **Credit 1.00**
Grade 9 Course
Prerequisite: Algebra I; Proficient on Keystone Algebra I and/or Department Chair Review of Keystone Scores
The course involves: the concepts of point, line and plane; angles and triangles; postulates and theorems; parallel lines and planes; quadrilaterals; logical statements; congruence and similarity; Pythagorean Theorem; right triangles and trigonometric ratios; angles and lines related to circles; perimeters, areas and volumes including similar figures; and circumferences, arc lengths and area of sectors. The traditional theorem/proof approach to geometry is enhanced using numerical and algebraic applications. Lessons, activities and assignments are structured to challenge above average ability students. Scientific calculators are incorporated using Pennsylvania Geometry standards. Above average ability in mathematics as determined by recommendation of the Honors Algebra I mathematics teacher and guidance data required for admission. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 10th Grade Benchmarks and for their SAT/ACT exams.

HONORS GEOMETRY **Credit 1.00**
Grade 10-12 Course
Prerequisites: Students must earn a final Algebra I course average of 93 or above, score at least 1546 (Advanced) on the Algebra I Keystone, and have a teacher recommendation.
The course involves: the concepts of point, line and plane; angles and triangles; postulates and theorems; parallel lines and planes; quadrilaterals; logical statements; congruence and similarity; Pythagorean Theorem; right triangles and trigonometric ratios; angles and lines related to circles; perimeters, areas and volumes including similar figures; and circumferences, arc lengths and area of sectors. The traditional theorem/proof approach to geometry is enhanced using numerical and algebraic applications. Lessons, activities and assignments are structured to challenge above average ability students. Scientific calculators are incorporated using Pennsylvania Geometry standards. Above average ability in mathematics as determined by recommendation of the Honors Algebra I mathematics teacher and guidance data required for admission. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 10th Grade Benchmarks and for their SAT/ACT exams.

ACADEMIC GEOMETRY **Credit 1.00**
The course involves: the concepts of point, line and plane; angles and triangles; postulates and theorems; parallel lines and planes; quadrilaterals; logical statements; congruence and similarity; Pythagorean Theorem; right triangles and trigonometric ratios; angles and lines related to circles; perimeters, areas and volumes including similar figures; and circumferences, arc lengths and area of sectors. The traditional theorem/proof approach to geometry is enhanced using numerical and algebraic applications. Lessons, activities and assignments are structured toward average ability students. Scientific calculators are incorporated using Pennsylvania Geometry standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 10th Grade Benchmarks for their SAT/ACT exams.

GEOMETRY **Credit 1.00**
The course covers the basics of geometry by using arithmetic calculations and simple geometric formulas. Lessons, activities and assignments are designed for success in geometry. Course topics include: the concepts of point, line and plane; angles and triangles; postulates and theorems; parallel lines; quadrilaterals, parallelograms, and polygons; congruence and similarity; Pythagorean Theorem; circles and angles and lines; perimeters, areas and volumes

including similar figures; circumferences, arc lengths and areas of sectors; right triangles; and coordinate geometry. Scientific calculators are incorporated using Pennsylvania Geometry standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet 10th grade benchmarks and for their SAT/ACT exams.

SAT MATH PREPARATION COURSE **Credit 0.50**

The SAT Math Preparation Course is a course tailored to the needs of students in an effort to better prepare them for the SAT entrance exam. The course will cover topics from the four sections of the Mathematics portion of the SAT – Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math, and Additional Topics in Math. Lessons, activities and assignments in SAT Math are geared towards the individual needs of students. Scientific calculators and computer aides are incorporated using PA and NCTM standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the SAT Topical Outline as provided by the College Board.

HONORS ALGEBRA II **Credit 1.00**

Prerequisite: Algebra I; Geometry Honors; Proficient on Keystone Algebra and/or Department Chair Review of Keystone Scores

The course involves number and set theory; polynomial operations; rational expressions; writing verbal expressions and equations; strategies for word problem solutions; coordinate geometry; solutions and graphs of linear and quadratic equations, polynomial functions, inequalities and absolute value; analytic geometry and conic sections; graphing using standard forms; solving systems of linear and conic equations; functions, domains, ranges and graphing; compositions and inverses; expressions as a function of a single variable; and exponential and logarithmic expressions and equations. Lessons, activities and assignments are structured to challenge above average ability students. Above average ability in mathematics as determined by recommendation of the Honors Geometry mathematics teacher and guidance data required for admission. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 11th Grade Benchmarks and Algebra II standards as outlined in the PA Academics Standards for Mathematics.

ACADEMIC ALGEBRA II **Credit 1.00**

The course involves: properties of real numbers; linear expressions; first degree equations; word problem applications; systems of linear equations; inequalities and absolute value; factoring; quadratic solutions and graphs; polynomial equations; functions and compositions; and high-degree equations; rational expressions and equations; radical expressions and equations; irrational and complex numbers; exponential expressions and equations; logarithmic expressions; and statistical analysis. Further study includes probability, sequences. Lessons, activities and assignments are structured to promote mathematical growth in average ability students. Scientific calculators and computer aides are incorporated using PA and NCTM standards. Average ability in mathematics as determined by recommendation of the Academic Geometry or Geometry mathematics teacher and guidance data required for admission. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 11th Grade Benchmarks and as outlined in the PA Academics Standards for Mathematics.

ALGEBRA II **Credit 1.00**

The course involves: properties of real numbers; linear expressions; first degree equations; word problem applications; systems of linear equations; inequalities and absolute value; factoring; quadratic solutions and graphs; polynomial equations; functions and compositions; high-degree equations; rational expressions and equations; radical expressions and equations; irrational and complex numbers; exponential expressions and equations; logarithmic expressions; statistical analysis; probability. Lessons, activities and assignments are structured toward average ability students. Scientific calculators and computer aides are incorporated using PA and NCTM standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 11th Grade Benchmarks as outlined in the PA Academics Standards for Mathematics.

HONORS PRECALCULUS/TRIGONOMETRY **Credit 1.00**

The course involves: number and set theory; coordinate geometry; solutions and graphs of linear and quadratic equations, polynomial functions, inequalities and absolute value; analytic geometry and conic sections; graphing using standard forms; functions, domains, ranges and graphing; compositions and inverses; and exponential and logarithmic expressions and equations. Trigonometry includes: radian measure; arc length and area of sector; right triangle ratios and reciprocals; trigonometric graphs; identities; polar coordinates; triangle area, and Laws of Sines and Cosines; and word problem applications. Lessons, activities and assignments are structured toward average ability students. Graphing and scientific calculators and computer aides are incorporated using PA and NCTM standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 11th Grade Benchmarks as outlined in the PA Academics Standards for Mathematics.

ADVANCED PLACEMENT PRE-CALCULUS **Credit 1.00**

Prerequisite - Honors Algebra II

AP Pre-Calculus prepares students for success in calculus by strengthening their understanding of functions, trigonometry, and mathematical modeling. This course supports students pursuing STEM-related college majors. AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

ACADEMIC TRIGANOMETRY **Credit 1.00**

The course involves: radian measure; arc length and area of sector; right triangle ratios and reciprocals; trigonometric graphs; identities; polar coordinates; triangle area, and Laws of Sines and Cosines; and word problem applications. Lessons, activities and assignments are structured toward average ability students. Graphing and scientific calculators and computer aides are incorporated using PA and NCTM standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 11th Grade Benchmarks as outlined in the PA Academics Standards for Mathematics.

HONORS CONCEPTS OF CALCULUS **Credit 1.00**

The course begins with a review of precalculus concepts. Functions and their graphs, identifying functions, transformations of functions, graphing with calculators, and real numbers and the real number line are the introductory concepts covered. The concepts of limits are covered in detail before starting differentiation and the application of derivatives. The course then proceeds to integration and the application of definite integrals. The last topic to be covered is transcendental functions, which includes the derivatives and integrals of inverse functions and their graphs, exponential and logarithmic functions, inverse trigonometric

functions, and it concludes with first order differential equations and slope fields. Students will be issued graphing calculators for the school year and are instructed how to graph equations with an arbitrary viewing window, find the zeros of functions, numerically calculate the derivative of a function, and numerically calculate the value of a definite integral. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students for success in an entry level Calculus class in the early stages of college.

ADVANCED PLACEMENT CALCULUS **Credit 1.00**

The course begins with a review of precalculus concepts. Functions and their graphs, identifying functions, transformations of functions, graphing with calculators, exponential and logarithmic functions, and finding and graphing inverse functions are the introductory concepts covered. The concepts of limits are covered in detail before starting differentiation and the application of derivatives. The course then proceeds to integration and the application of definite integrals. The course material concludes with slope fields and more advanced integration techniques. A few weeks before the advanced placement exam, an explanation of the test format and review of concepts will take place. Students will complete sample AP exam multiple choice and free response questions as part of the course, but they will be covered exclusively after all material is covered. Students will be issued graphing calculators for the school year and are instructed how to graph equations with an arbitrary viewing window, find the zeros of functions, numerically calculate the derivative of a function, and numerically calculate the value of a definite integral. The course meets its AP requirements because students are instructed about the Rule of 4 and how to use it with each concept. The Rule of 4 tests students on their abilities to work with functions numerically, graphically, analytically, and verbally throughout the course. Students will be exposed to all the material they may see on the AP exam taken at the end of the course. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students for the administering of the AP Calculus examination given by the College Board every year.

PROBABILITY AND STATISTICS **Credit 1.00**

Probability and Statistics is a full year course designed for students in grades 11 and 12 who have experienced above-average success in Algebra I, Geometry, and Algebra II (85% average and above). An Introduction to Statistics is necessary for students who plan to enter such fields as economics, business, psychology, sociology, biology, medicine, or mathematics. This course will help prepare a student for future advanced courses in probability and statistics. Students enrolled in this course need to have strong skills in mathematics. Students will be required to complete projects based on their collection of data outside the classroom.

MATH APPLICATIONS **Credit 1.00**

The Math Applications course integrates mathematics into daily life by connecting theory with application. Lessons, activities, and assignments are designed for success in daily life after high school. Students will understand how to calculate various types of income and net pay, as well as how to calculate taxes and complete a tax return. Mathematics applied will also include comparing budgets and actual spending, working with various banking accounts and electronic banking, and the mathematics involved with shopping. The students will learn about credit cards, car loans, and mortgages and how to calculate interest. Students will evaluate how this is necessary in their lives and have detailed in-class discussions on the effect of this math in their future. The math reviewed in Math Applications will prepare students to use math now and in the future in their everyday lives.

MUSIC

HIGH SCHOOL CHORUS **Credit 0.50/1.00**

This course is designed for students in grades 9-12 who wish to develop their vocal abilities and explore a wide range of choral music. High School Chorus emphasizes the fundamentals of vocal technique, sight-reading, music theory, and ensemble performance. Students will learn to sing in multiple parts (Soprano, Alto, Tenor, Bass) and perform diverse styles, including classical, contemporary, pop, jazz, and world music. Throughout the year, students will engage in rehearsals that build individual vocal skills, blend, and harmony. The course also focuses on musical expression, dynamics, and interpretation, encouraging students to connect with the emotional aspects of performance. Students will have opportunities to perform in school concerts, community events, and regional choral festivals. Advanced students may be eligible to audition for select ensembles and honor choirs such as PMEA District, Regional Chorus, State, All-Eastern, and All-National Choirs.

In this course students will develop and refine vocal technique, breath support, and tone quality; improve music literacy, including note reading, rhythm, and sight-singing skills; cultivate ensemble skills, including blend, balance, and tuning within a group setting; explore diverse musical genres and cultures through choral repertoire; foster performance confidence and stage presence; encourage teamwork, discipline, and a commitment to high standards of musical excellence

Students are expected to participate actively in rehearsals, practice independently, attend performances, and demonstrate respect and collaboration within the ensemble. Regular attendance and commitment to growth are essential for success in this course.

HIGH SCHOOL BAND **Credit 0.50/1.00**

Prerequisite: Approval of the instructor

Students who participated in band in Middle School are strongly encouraged to continue their experience in High School. This class is designed for those students who have an interest in instrumental music and have a basic understanding of written music. We will spend the majority of the time in rehearsal learning a wide variety of band compositions, and will also devote time to understanding what appears on the printed page in the language that we call music. Participation in two concerts each year is a basic requirement.

MUSIC THEORY & CLASS PIANO

Grade Levels: 11-12

Course Duration: Full Year

Prerequisites: Prior experience in music or instrumental study is required.

This advanced-level course in Music Theory and Class Piano is designed for students in grades 11 and 12 who wish to deepen their understanding of music theory concepts and develop foundational skills in piano performance. Students will explore the structure and language of music, including scales, chords, harmony, melody, rhythm, and form, alongside ear training, sight-singing, and analytical listening.

In the piano component, students will gain hands-on experience with keyboard technique, note reading, fingering, and basic repertoire, progressing from fundamental exercises to more complex pieces. Students will learn solo and ensemble pieces and practice accompanying skills. By the end of the course, students will be able to demonstrate practical application of music theory through piano performance.

In this course students will develop an understanding of music notation, scales, intervals, chords, and key signatures; analyze musical compositions and understand the elements of form and harmony, build foundational piano skills, progressing in technical ability and expression; practice ear training and sight-singing for improved musicianship; create and perform original compositions using music theory concepts.

PHYSICAL EDUCATION AND HEALTH

9th GRADE HEALTH & PHYSICAL EDUCATION CYCLE **Credit1.00**

Physical Education is required of all students. Students will correctly demonstrate sports and physical activities as they relate to: muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition. Good sportsmanship and teamwork will be emphasized. The focus is on cooperative participation in group and individual physical activities. Students are evaluated on effort, knowledge, and attitude through a daily point system. This class provides all students with the skills and knowledge to promote responsible lifetime decisions. This course teaches students the necessary skills to develop behaviors that promote healthful living. Students will be encouraged to assess their behavior patterns and to understand the impact their life choices have on their community and their own well being. Alcohol awareness, anti vaping/smoking, and healthy relationships will be the focus in 9th grade health.

PHYSICAL EDUCATION
GRADES 10-12 **Credit 0.50**

Physical Education is required of all students grades 10 to 12 as per graduation. To meet essential learning requirements this class consists of activities designed to improve and maintain the five health related components of fitness. Students will correctly demonstrate sports and physical activities as they relate to: muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition. Good sportsmanship and teamwork will be emphasized. The focus is on cooperative participation in group and individual physical activities. Students are evaluated on effort, knowledge, and attitude on a daily basis. Students must have four credits of Physical Education from each year in grades 10 to 12. Any failure must be made up in order to graduate.

NUTRITION AND WELLNESS ELECTIVE **Credit 0.50**

Prerequisite: Students must have an 85 or higher in any past physical education and health classes.

Keeping our physical bodies healthy and happy is just one of the various challenges we face as human beings, and yet, many of us don't know how to best achieve it. Positive decisions on diet and food preparation are key to this process, and you will find the essential skills needed to pursue a healthy, informed lifestyle in Nutrition and Wellness.

The combined material from this course is designed to expose students to different activities in sport, fitness, and exercise in correlation with a healthy and fit lifestyle. Students will be introduced to the rules, regulations and guidelines within each unit of our curriculum as it relates to the National Standards for Health and Physical Education. The focus will be to render students relative life skills that they may benefit at the present time as well as their adult life. Students will focus on nutrition lessons twice a week in the classroom and fitness three days a week in the gym.

ADVANCED PHYSICAL EDUCATION ELECTIVE **Credit 0.50**

Prerequisite: Students must have an 85 or higher in any past physical education and health classes.

This course will provide students with a deeper dive into the skills, knowledge and understanding within different areas of concentration but not limited to physical fitness, sport and exercise. This course will utilize a progressive framework of concepts, information and motor skills that are developmentally age appropriate built on prior knowledge acquired in preceding courses of study. Students who participate will get a higher level of learning within an all inclusive, comprehensive, and standards based approach. An emphasis on sportsmanship, gamesmanship, rules and regulations will be the focus within this course of study.

SCIENCE

CHEMISTRY **Credit 1.00**

The Chemistry course is designed to give students a general background in chemistry. Topics of study in this course include: classification of matter, atomic structure, quantum mechanics, the Periodic Table, chemical formulas, chemical reactions, periodic trends, bonding, molecular structure, Stoichiometry, the kinetic theory, chemical equilibrium, and thermodynamics and organic compound. Some math knowledge is required. This course is generally taken in the junior year. This course does not meet the prerequisite requirements for AP Chemistry. Students wishing to take AP Chemistry must take Chemistry with Lab.

CHEMISTRY WITH LAB **Credit 1.50**

The Academic Chemistry course is designed to give students an excellent background in preparation for college chemistry. Topics of study in this course include: classification of matter, atomic structure, quantum mechanics, the Periodic Table, chemical formulas, chemical reactions, periodic trends, bonding, molecular structure, Stoichiometry, the kinetic theory, chemical equilibrium, and thermodynamics. A strong math background is recommended. This course is generally taken the junior year.

HONORS CHEMISTRY WITH LAB **Credit 1.50**

This course is a prerequisite for Advanced Placement Chemistry, beginning with the Class of 2027

Prerequisite: Proficient on Keystone Algebra I and/or Department Chair Review of Keystone Scores, Teacher Recommendation

This course provides a rigorous introduction to the fundamentals of chemistry with an emphasis on principles and concepts. Topics of study in this course include: classification of matter, atomic structure, quantum mechanics, the periodic table, chemical formulas, chemical reactions, periodic trends, bonding, molecular structure, stoichiometry, the kinetic theory, chemical equilibrium, and thermodynamics. Laboratory work and mathematical exercises are included. This course will include a more advanced and rigorous study of chemistry than the non-honors section. A good foundation in algebraic problem solving is required.

ADVANCED PLACEMENT CHEMISTRY **Credit 1.50**

Prerequisite: Chemistry with Lab with a grade of 95% or higher; Proficient on Keystone Algebra I and/or Department Chair Review of Keystone Scores, Teacher Recommendation.

Advanced Placement (AP) Chemistry is a continuation of Chemistry and is meant for the upper level chemistry student. The content of AP Chemistry is the same as the first two semesters of a college level General Chemistry course. This course is intended to provide additional coursework for students who plan to major in biology, chemistry, engineering, environmental studies or related fields in college. Students who take AP Chemistry will take the AP exam in May of that academic year. Preparation for this exam occurs throughout the year, but becomes the primary focus after all content has been covered. A strong math background is highly recommended. This course is taken as an elective. Class size is limited and acceptance into the course is competitive.

ANATOMY AND PHYSIOLOGY **Credit 1.00**

Prerequisite: Biology with a grade of 85% or higher; Proficient on Keystone Biology and/or Department Chair Review of Keystone Scores

The Anatomy and Physiology elective course is an advanced academic elective offered to junior and senior students. This course is designed to prepare students for college level science coursework. Through direct instruction, laboratory assignments, inquiry projects, and group assignments, students will investigate the human body and explore its structure and function. Students will study in depth, anatomical terminology, histology and various systems of the human body**.**

HONORS BIOLOGY WITH LAB 9 **Credit 1.50**

This course is designated for 9th grade students who meet the following criteria: proficient or advanced on the 8th Grade ELA PSSA and proficient or advanced on the 8th grade Science PSSA
This course is a required prerequisite for AP Biology.
Students will investigate the role of biology in society and study fundamental biological concepts. Through a combination of direct instruction, laboratory activities, and group projects, students will develop a deeper understanding of the following biological principles: Chemical Basis of Life, Structure and Function of Cells, Bioenergetics, Cell Growth and Reproduction, Theory of Evolution, Genetics, and Ecology. Students will complete the Keystone Biology Exam at the conclusion of this course

HONORS BIOLOGY WITH LAB **Credit 1.50**
This course is a required prerequisite for AP Biology.
Students will investigate the role of biology in society and study fundamental biological concepts. Through a combination of direct instruction, laboratory activities, and group projects, students will develop a deeper understanding of the following biological principles: Chemical Basis of Life, Structure and Function of Cells, Bioenergetics, Cell Growth and Reproduction, Theory of Evolution, Genetics, and Ecology. Students will complete the Keystone Biology Exam at the conclusion of this course.

BIOLOGY WITH LAB **Credit 1.00**
Laboratory work and math will be at a reduced level compared to Biology. Students who take this course will not be eligible for the AP Biology course.
Students will investigate the role of biology in society and study fundamental biological concepts. Through a combination of direct instruction, laboratory activities, and group projects, students will develop a basic understanding of the following biological principles: Chemical Basis of Life, Structure and Function of Cells, Bioenergetics, Cell Growth and Reproduction, Theory of Evolution, Genetics, and Ecology. Students will complete the Keystone Biology Exam at the conclusion of this course.

ADVANCED PLACEMENT BIOLOGY **Credit 1.50**
Prerequisites: 95% or higher in Biology. A proficient or advanced score on the Keystone Biology Exam is required.
The Advanced Placement Biology course is designed to build off the concepts learned in Biology and prepare students for a college level science major. Concepts covered include ecology, cytology, genetics, molecular biology, zoology, etc. Emphasis is placed on laboratory and field experiments. Class size is limited to 15 students and acceptance into the course is competitive. At the end of the course students will have the opportunity to take the AP Biology Exam. A passing score of 3 or higher on the exam may earn college credit.

EARTH AND SPACE SCIENCE
Earth and Space Science is a course intended to make the student more aware of the physical nature of the Earth on which we live and its place in the universe. It covers the disciplines of Astronomy, Hydrology, Geology, and Meteorology with a special emphasis on natural resources and the study of the change in species over geologic time. This course is generally taken the freshman year of high school. This course will use the branches of Biology, Chemistry and Physics within the Earth and Space disciplines.

ENVIRONMENTAL SCIENCE **Credit 1.00**
Environmental Science is designed to enhance the student's interest and understanding of the interdependence between man and his environment. The course begins with an overview of ecology and then describes how the actions of man have upset the delicate balance of nature. The topics covered include ecology, populations, watersheds, global warming, the greenhouse effect, agriculture, pest management and the wise use of the Earth's limited natural resources.

PHYSICS **Credit 1.00**

The Physics course is designed to teach students how components of the physical world interact with one another, and how those interactions affect students' lives and the world around them. Topics such as motion, forces, and electricity will be studied to help students make real-world connections to understand its impact on daily life.
Topics of study in this course include: an introduction to what physics is and the necessary mathematics needed to be successful in this course, a study of kinematics and two-dimensional motion and the forces responsible for these two types of motion, momentum, static electricity, and current electricity including series and parallel circuits.
The prospective student should have prerequisite math skills that include: solving algebraic equations, using the Pythagorean Theorem, and analyzing basic graph problems.

HONORS PHYSICS WITH LAB **Credit 1.50**

The Honors Physics course is designed to give students an excellent background preparation for college physics. The Physics course is designed to teach students how components of the physical world interact with one another, and how those interactions affect students' lives and the world around them. Students will explore complex scientific concepts and make real-world connections to understand its impact on daily life.
Topics of study in this course include: an introduction to what physics is and the necessary mathematics needed to be successful in this course, a study of kinematics and two-dimensional motion and the forces responsible for these two types of motion, an in-depth study of vector problems, momentum, work, power, energy, static electricity, and current electricity including series and parallel circuits. This course is generally taken in the senior year.
The prospective student must have passed Algebra 1 and 2 with an 85 or better. It is recommended that prospective students are competent in completing problems that involve the following: solving algebraic equations, using the Pythagorean Theorem, solving problems using sine, cosine and tangent, and analyzing graph problems.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

9TH GRADE: ENGINEERING ESSENTIALS **Credit 0.50**

Engineering Essentials is a full-year course designed to be a high school student's first exposure to the PLTW Engineering program and is appropriate for students in grades 9-12. In Engineering Essentials, students explore the work of engineers and their role in the design and development of solutions to real-world problems.
The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing.
Using PLTW's activity-, project-, problem-based (APB) instructional approach, students advance from completing structured activities to solving open-ended projects and problems that provide opportunities to develop planning and technical documentation skills, as well as in-demand, transportable skills, such as problem solving, critical and creative thinking, collaboration, communication, and ethical reasoning. The last is particularly important as the course encourages students to consider the impacts of engineering decisions

ROBOTICS **Credit 0.50**

This semester-long course focuses on advanced automation and robotics using VEX Robotics Kits and ROBOTC software. Students will study drivetrain design, lifting mechanisms, systems integration, power, torque, and autonomous vs. driver control. Students will acquire knowledge and skills in problem solving, collaboration and innovation.

INTRODUCTION TO ENGINEERING DESIGN (IED) **Credit 1.00**

Prerequisites: Engineering Essentials and students must have passed the Algebra I Keystone exam (proficient or advanced); Students must have maintained strong mathematics grades of 85% or higher in Algebra I and Geometry courses at the academic or honors level.
This course is appropriate for students who are interested in design and engineering. The major focus of IED is to expose students to research and analysis, teamwork, communication methods, engineering standards, technical documentation and the engineering design process. This course assumes no previous knowledge, but students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of design problems.
Course of study includes the engineering design process, modeling, sketching, measurement, statistics, applied geometry, CAD solid modeling, reverse engineering, graphic design, presentation design and delivery, consumer product design innovation and engineering drawing standards.

PRINCIPLES OF BIOMEDICAL SCIENCE (PBS) **Credit 1.00**
[FULL-YEAR COURSE]
From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career. Principles of Biomedical Science (PBS) is a full-year high school course in the PLTW Biomedical Science Program. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real world situations, cases, and problems. Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Students will develop skill in technical documentation to represent and communicate experimental findings and solutions to problems. In addition, students will explore how connections to other disciplines such as computer science and engineering shape the future of medicine and practice collaboration techniques that will help them connect with professionals across any field.

PRINCIPLES OF ENGINEERING (POE) **Credit 1.00**
Prerequisite: Passing grade in Introduction to Engineering Design.
Principles of Engineering is a full-year course designed to be a high school student's second exposure to the PLTW Engineering program and is appropriate for students in grades 9-12. In Principles of Engineering, students explore a broad range of engineering disciplines, careers, and design and solve real-world engineering problems.
This course introduces students to engineering concepts that are applicable to a variety of engineering disciplines and empowers them to develop technical skills through the use of engineering tools such as 3-D modeling software, hands-on prototyping equipment, programming software, and robotics hardware to bring their solutions to life. Students apply the engineering design process to solve real-world problems across a breadth of engineering fields such as mechanical, robotics, infrastructure, environmental sustainability, and product design and development.
Using PLTW's activity-, project-, problem-based (APB) instructional approach, students advance from completing structured activities to solving open-ended projects and problems that provide opportunities to develop planning and technical documentation skills, as well as in-demand, transportable skills such as problem solving, critical thinking, collaboration, communication, and ethical reasoning. The last is particularly important as the course encourages students to consider the impacts of engineering decisions.

SOCIAL STUDIES

AMERICAN HISTORY II **Credit 1.00**

This course examines the U.S. from the Industrial Revolution up until present day, and looks at its role in world affairs. It explores America's social, political, and cultural aspects in hopes of offering students a better understanding of the human experience. Through five units we will explore American history: Unit I: Into the Modern Age! is a study of how the U.S. modernized and moved onto the world stage by World War I. Unit II: Prosperity and Depression takes a look at the highs and lows of the 1920s and 30s, while Unit III: The Rise of a Superpower examines U.S. involvement in WWII, the Cold War, and explores 1950s culture. Next is Unit IV: The Tumultuous 60s which covers a number of topics including Civil Rights, Vietnam, JFK, and the Counterculture Movement. Finally, the course ends with Unit V: America Today: How Did We Get Here? In which we will discuss where America stands at the end of the 20th Century and at the beginning of the 21st Century.

WORLD HISTORY, 10TH GRADE **Credit 1.00**

This course will focus on the idea that World History continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today. The course begins with the end of the Dark Ages and will include but not be limited to: the Renaissance, the rise of Europe, absolute monarchies, the Enlightenment and American Revolution, the French Revolution and Napoleon, the Industrial Age, growth of modern democracies, and World War I. This study of mankind from a global perspective will help students develop historical insight and sharpen their skills in processing and evaluating information.

CIVICS 11th GRADE **Credit 1.00**

Students will review the origins, concepts, organizations, and policies of the United States government and political system via the classroom textbook: https://www.civiced.org/we-the-people/textbooks/high-school and iCivics.org. This course is designed to provide students with a practical knowledge and understanding of the study of the American government, and its direct connection to its citizens. It's important for students to connect with the democratic process as citizens of the United States of America. Students will be able to apply knowledge of the U.S. Constitution and demonstrate their understanding of how the American system of government functions on the local, state, and national (federal) levels. This course will also demonstrate the impact of the government on individual citizens

ECONOMICS, 12TH GRADE **Credit 0.50**

This is one trimester course that invites students to develop their understanding of how economic concepts apply to their everyday lives. We focus on the macroeconomic view while exploring the United States' role in the global economy. Throughout the course, students hone and apply critical thinking skills while making economic choices. Active listening and discussion are important to this course as well. Students will master literacy through reading and writing activities. Students will also analyze, apply, evaluate, and create data that is based on scenarios, texts, activities, and examples. Students will write full-length informative, persuasive, and argumentative essays that explore both personal and global economic scenarios. At the end of the course, students will have a better understanding of how to make practical, personal financial decisions and how their decisions fit into the larger picture.

SPORT AND EXERCISE PSYCHOLOGY ELECTIVE **Credit 0.50**

The Sport and Exercise Psychology Elective offers the students a variety of opportunities to apply Psychology to Sport and Exercise performance. Students who are athletes will learn how important mental preparation is in combination with physical play. Students who are not athletes will be able to apply this course to everyday life situations outside the realm of sports and exercise. The class will focus on the principles of mental toughness, positive imagery, goal setting, principles of motivation; in conjunction with positive and negative reinforcement. The course will also offer insight into the importance of concentration, leadership skills and traits, along with the emotional aspects of sports and exercise.

STREET LAW ELECTIVE **Credit 1.00**

The Street Law Elective is a Social Studies course that allows students to further their historical knowledge. It is an opportunity for students to explore possible careers in politics and government, law, and the criminal justice fields. The class will teach students basic laws which can be applied in everyday life situations. Key concepts covered will be; lawmaking, citizen advocacy, settling disputes, the court systems, civil and criminal law, juvenile justice and the structure, function, and general operation of the legal system.

PSYCHOLOGY/SOCIOLOGY ELECTIVE **Credit 1.00**

The purpose of the Psychology elective is to introduce students to the world of Psychology prior to taking the course in college. Some students may wish to enroll in the Dual Enrollment program offered by Mid Valley to receive college credits for this course. The class itself will introduce topics such as: Personality, the role of consciousness, the process of memory and intelligence, mental health issues, and growth and human development. Students will learn foundational skills, such as a historical approach to psychology, early and modern theories of psychology, and key historical psychologists and their contributions to the field of psychology.

ADVANCED PLACEMENT U.S. HISTORY **Credit 1.00**

Prerequisite: Students must earn 95 or above in their current history course and receive a recommendation from their current English teacher regarding their writing ability.

Advanced Placement United States History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It will cover American history from the discovery of the American continents to the present day. In order to cover such ground, solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and analytical thinking skills, essay writing, and on interpretation of primary and secondary sources.

ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS **Credit 1.00**

Prerequisite: Students must earn 95 or above in their current history course and receive a recommendation from their current English teacher regarding their writing ability.

AP U.S. Government examines the structure, principles, and functioning of the American political system. Students analyze constitutional foundations, public policy, civil liberties, and civic engagement. AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

WORLD LANGUAGES

SPANISH I **Credit 1.00**

This beginning language course will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. The main objectives of this course are for students to acquire a basic understanding of Spanish culture, vocabulary, and grammatical concepts as well as to develop the ability to carry on a simple conversation.

SPANISH II **Credit 1.00**

Prerequisite: Spanish I

This course builds on the knowledge gained in Spanish I, focusing on enhancing skills in listening, speaking, reading, and writing. Students will explore engaging topics such as family relations, physical descriptions, home life and chores, shopping, and dining out, while expanding their grammar knowledge to include topics including comparisons, commands, and the past tense. Cultural exploration will feature vibrant celebrations like quinceañeras, Día de los Muertos, and Christmas traditions in the Spanish-Speaking world. Students explore their own cultural interests through independent research projects on a Spanish-speaking country of their choice for an immersive experience. By the end of this course, students will confidently hold conversations and write proficiently using the vocabulary themes and grammar structures they have learned, all while deepening their appreciation for the rich diversity of Spanish culture.

SPANISH III **Credit 1.00**

Prerequisite: Spanish I and II

This course is designed for students who wish to strengthen their conversation and writing skills while deepening their understanding of the Spanish language and culture. Listening and reading skills are targeted through an increased use of the target language during instruction and weekly silent sustained reading activities among other activities. Students will choose a Spanish-speaking country to explore throughout the year, focusing on various topics. Vocabulary themes include school activities, preparations for special occasions, childhood experiences, cooking, and vacationing. Additionally, students will expand their vocabulary to include more sophisticated terms and advanced language expressions related to these themes. They will master more complex grammar topics such as reflexive verbs, the imperfect tense, and the present subjunctive. By the end of this course, students will confidently engage in conversations and produce written work that reflects their enhanced language proficiency and cultural insights.

SPANISH IV **Credit 1.00**

Prerequisite: Spanish I, II, and III

This course is designed to meet the needs of students who are interested in further developing their Spanish proficiency. It provides students with the opportunity to improve and refine their listening, speaking, reading, and writing skills. Throughout the year, students will learn more complex grammar features, with an emphasis on conversational skills and enhanced reading and writing in the target language. Students will explore vocabulary themes such as extracurricular activities, getting around town, weather elements and natural disasters, and planning vacations. They will also master new grammar topics, including giving directions, the present perfect tense, and the future tense. Additionally, students will write a book report in Spanish and continue to research a Spanish-speaking country throughout the year. Emphasizing the importance of conversation in the classroom, students will engage in meaningful discussions that promote critical thinking and cultural insights. By the end of this course, students will confidently articulate their thoughts in Spanish and deepen their appreciation for the diverse cultural perspectives within the Spanish-speaking world.

FRENCH I **Credit 1.00**

French I is a beginning language course which stresses comprehension and speaking skills through basic grammatical structures and vocabulary building. Cultural material is integrated into the learning process so that students attain an awareness of French culture as they read dialogues; translate stories, do oral activities and initiate conversation in the target language.

FRENCH II **Credit 1.00**

Prerequisite: French I

In the second year of study, French, as a means of oral communication, is again stressed. This includes daily conversational activities, vocabulary building (professions, food, clothing, etc.) and more. Emphasis is also placed on advanced grammatical structures. The cultural material presented in French through historical, geographic, and social readings will allow students to acquire an awareness of daily life, history, and traditions of French speaking countries.

Mid Valley Secondary Center



2025-2026 Program of Studies Grades 7-8

Mr. Patrick Sheehan, Superintendent
Mr. Brian Kelly, Director of Curriculum and Federal Programs
Ms. Rachael Laboranti, Principal 7-9
Dr. Cassandra Stout, Principal 10-12

The elementary school counselors and principals make placement and scheduling recommendations for incoming 7th grade students based on the students' academic performance, learning needs, and a variety of additional criteria.

Middle School Course Descriptions
Grades 7 and 8

ART

Art courses are taken as electives. Evaluation of the student's performance in art will be based on the completion of course assignments as required, the degree of craftsmanship displayed, originality, good design, citizenship and the level of participation shown during the course.

7th GRADE ART

Explore the intersection of art and communication in this 30-day entry-level 7th-grade Art Humanities course. Through a blend of self-exploration, exposure to artists utilizing diverse communication avenues, and hands-on experiences with various media and techniques, students will unravel the power of art as a means of expression and connection.

8TH GRADE ART

In the 8th grade art cycle we will be learning cross-curricular based lessons. Throughout the cycle, we will cover three topics: writing and comic book art, geometry and color theory, and photoshop and editing digital artwork. This course allows students to see the connections art has to their other courses throughout high school.

ENGLISH LANGUAGE ARTS DEPARTMENT

English Language Arts courses in grades 7 and 8 are aligned with the Pennsylvania Core English Language Arts Standards, the Keystone Assessment Anchors and Eligible Content in Literature and Composition, and/or the Standards and Curriculum Alignment Service's College Board Standards for College Success.

GRADE 7 READING

Reading 7, a six-module theme-based course, focuses on teaching students the strategies that help them to become highly effective readers. Students complete diagnostic tests and that set the pace for instruction. During the course of study, students activate prior knowledge, make inferences, monitor and clarify comprehension, recognize story structure and genres, predict, question, search selections for evidence, summarize, visualize, decode vocabulary, and organize notes. The goal of the class is for the students to interact with and write about short fiction, informational texts, poetry, classical myths, fables, novels, and drama. The discussion-based course allows for a more interesting and relevant literary experience that deepens the child's comprehension, interpretation, and application of the texts. In addition to evidence-based written response, students are often required to express themselves through class discussions, speeches, and class presentations. All of these tenets help to prepare the students for the PSSAs as well as their future English classes.

GRADE 7 ENGLISH: GRAMMAR, VOCABULARY, and WRITING

English 7, a theme-based course, covers writing, grammar, speaking and listening, and college-prep vocabulary, preparing students for the rigors of future academics and careers. Students complete diagnostic tests, grammar and writing benchmarks that set the pace for instruction. Specifically, students refine grammar and written composition skills. Special attention is paid to the writing process, paragraph formation, modes of development, word choice, spelling, organization, style, mechanics, and grammar. The students build their vocabulary by learning a variety of proven strategies. The students also apply MLA research techniques to gather, organize, and communicate information correctly.

GRADE 8 ENGLISH LANGUAGE ARTS

English 8, a theme-based course, covers reading, writing, grammar, speaking and listening, and college-prep vocabulary, preparing them for the rigors of future academics and careers. Students complete diagnostic tests in grammar and writing benchmarks that set the pace for instruction. Specifically, students refine grammar and written composition skills. Special attention is paid to the paragraph formatting, writing process, and narrative, informational, and argument modes of development. Students display their knowledge of the five domains of writing: focus, content, style, organization, and mechanics/conventions. Students interact with and write about short fiction, informational texts, poetry, classical myths, fables, novels, and drama. Students reinforce the craft of using evidence to support their claims about the literature. The discussion-based course allows for a more interesting and relevant literary experience that deepens the child's comprehension, interpretation, and application of the texts.The students also apply MLA research techniques to gather, organize, and communicate information for a variety of audiences. Vocabulary lessons are designed to enhance their comprehension of assigned readings, and to develop the necessary skills for SAT testing. Students are also encouraged to present their work to the class to practice effective speaking skills. All the components of this course are designed to aid students in achieving success during their educational careers as well as in their respective careers.

FAMILY AND CONSUMER SCIENCES

The focus of the Academic Standards for Family and Consumer Sciences Education is the individual, the family and the community. The economic, social and political well-being of our state depends on the well-being of Pennsylvania's families. The family is responsible for nurturing its members. Family experiences, to a great extent, determine who a person is and what a person becomes. Family and Consumer Sciences, working with Pennsylvania's families, supports the development of the knowledge and skills that students need as family members both now and in the future. The 21st Century requires students to develop the ability to transform information into knowledge by using standards to certify that this information is meaningful, categorizing it to a purpose and then transforming their knowledge into wisdom by applying it to real life.

7TH GRADE FAMILY & CONSUMER SCIENCE

Family and Consumer Science class for 7th grade is a 30 day introductory course. It is a sampling of consumer education, goal setting, decision making, and family relationship lessons. Students will develop skills through hands-on work in the classroom.

MATHEMATICS

Education in mathematics is an integrated development of the abilities and skills of individual students, providing them with a mathematical background to deal with the problems of life. An education must provide for individual differences and for individual needs by presenting a varied and complete program. Individual students must feel confident that, equipped with mathematical knowledge, mathematical insight, and a mathematical method of thinking, they are prepared to challenge their own limitations. **Each year the teachers of mathematics use a placement test and rubric to recommend in writing to the department head and guidance personnel what course or courses in mathematics their students should pursue the following year based on their present level of achievement in mathematics and their future plans in life. If questions do arise as to what a student should pursue in the area of mathematics for the next school term, the student and his or her parents should consult with the mathematics teachers and guidance personnel.**

7TH GRADE MATHEMATICS

The course includes the arithmetic of whole numbers, fractions and mixed numbers, decimals, percentages, and ratios and proportions. Applications and word problems relate mathematical ideas to real life problem solving. Pre-algebra concepts of signed numbers, variables, expressions and equations are introduced. Included are geometric constructions, formulas and measurements involving lines, angles, triangles, polygons, circles, and solids. Methods of plotting and analyzing data using graphs and statistics explain many daily occurrences. Calculators and computer aides are incorporated as per the Common Core Standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Common Core Standards for Mathematics. The course's Objectives, Content, and Activities prepare students to meet the 7th Grade Common Core Standards.

HONORS 7TH GRADE MATHEMATICS

Prerequisite: Proficient on PSSA and/or Department Chair Review of Keystone Scores

The course includes the arithmetic of whole numbers, fractions and mixed numbers, decimals, percentages, and ratios and proportions. Applications and word problems relate mathematical ideas to real life problem solving. Pre-algebra concepts of signed numbers, variables, expressions and equations are introduced. Included are geometric constructions, formulas and measurements involving lines, angles, triangles, polygons, circles, and solids. Methods of plotting and analyzing data using graphs and statistics explain many daily occurrences. Calculators and computer aides are incorporated as per the Common Core Standards. Above average ability in mathematics as determined by recommendation of the sixth and/or seventh grade mathematics teacher and guidance data required for admission. The course curriculum, instruction and assessment are aligned with the Pennsylvania Common Core Standards for Mathematics. The course's Objectives, Content, and Activities prepare students to meet the 7th Grade Common Core Standards.

8TH GRADE MATHEMATICS/ALGEBRA

The course includes further study of the arithmetic of whole numbers, fractions and mixed numbers, decimals, percentages, and ratios and proportions. Applications and word problems relate mathematical ideas to real life problem solving. Pre-algebra concepts of signed numbers, variables, expressions and equations are introduced. Included are geometric constructions, formulas and measurements involving lines, angles, triangles, polygons, circles, and solids. Methods of plotting and analyzing data using graphs and statistics explain many daily occurrences. The course also involves: the study of variables; expressions and formulas; signed numbers; rational and irrational numbers; polynomials and operations; first degree equations; word problem applications; factoring; monomial and polynomial operations; solution of quadratic equations; algebraic fractions; linear equations in two variables; the Cartesian Coordinate System; linear equations and systems; powers, roots and radicals; and inequalities. Lessons, activities and assignments in Math 8/Algebra are structured toward average ability students. Scientific calculators and computer aides are incorporated. Average ability in mathematics is determined by recommendation of the seventh and/or eighth grade mathematics teacher and guidance data required for admission. The course's Objectives,

Content, and Activities prepare students to meet the PSSA Standards and Algebra I Keystone Exam Standards as outlined in the PA Academics Standards for Mathematics.

HONORS 8TH GRADE MATHEMATICS/ALGEBRA
Prerequisites: Student eligibility will be based on a placement score that considers grade averages, placement test score, homework/class grade, and PSSA exam achievement level.

Transition from 8th Grade to 9th Grade Mathematics Courses

- Only students who pass Math 8/Algebra and pass the Keystone Algebra I exam will earn high school credit in 8th grade.
- Students who fail Math 8/Algebra in 8th grade must retake a level of Algebra I in 9th grade.
- Students who pass the Math 8/Algebra course but fail to pass the Algebra I Keystone exam must take Algebra I again in 9th grade. However, instead of an elective, students may continue on to Honors/ Academic Geometry in 9th grade.

The course includes further study of the arithmetic of whole numbers, fractions and mixed numbers, decimals, percentages, and ratios and proportions. Applications and word problems relate mathematical ideas to real life problem solving. Pre-algebra concepts of signed numbers, variables, expressions and equations are introduced.
Included are geometric constructions, formulas and measurements involving lines, angles, triangles, polygons, circles, and solids. Methods of plotting and analyzing data using graphs and statistics explain many daily occurrences. Calculators and computer aides are incorporated as per the Common Core Standards. The course also involves: the study of variables; expressions and formulas; signed numbers; rational and irrational numbers; polynomials and operations; first degree equations; word problem applications; factoring; monomial and polynomial operations; solution of quadratic equations; algebraic fractions; linear equations in two variables; the Cartesian Coordinate System; linear equations and systems; powers, roots and radicals; and inequalities. Scientific calculators and computer aides are incorporated using Pennsylvania Keystone Algebra I standards. Above average ability in mathematics as determined by recommendation of the seventh and/or eighth grade mathematics teacher and guidance data required for admission. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the Algebra I Keystone Exam
Standards as outlined in the PA Academics Standards for Mathematics.

MUSIC

7th Grade General Music (cycle class): Music Theory & Ukulele
This engaging and hands-on course introduces 7th-grade students to playing the soprano ukulele within the context of general music education. Students will embark on a musical journey that combines theory, technique, and practical application through visual, aural, and kinesthetic learning styles. Students will become acquainted with the fundamental elements of music, including notation, rhythm, and melody all on the ukulele while playing with proper technique. By the end of the course, students will not only have acquired basic ukulele proficiency but will also have developed a broader understanding of music as a form of self-expression, cultural exploration, and collaborative artistry. The course aims to instill a lifelong love for music and equip students with the skills that extend beyond the classroom.

8th GRADE GENERAL MUSIC (CYCLE CLASS)
Welcome to **The Best** (8th Grade General Music). This class is designed to provide you with a better understanding and appreciation for music in your everyday life. We will explore "The Best" musicians and bands from the last 100 years, 1920-2020. To receive a grade, your understanding of the covered material will be evaluated on a regular basis through performance and/or written assignments.

MIDDLE SCHOOL BAND
Students who participated in band in 5th or 6th Grade are strongly encouraged to continue their experience in Middle School. This class is designed for those students who have an interest in instrumental music and have a basic understanding of written music. We will spend the majority of the time in rehearsal learning a wide variety of band compositions, and will also devote time to understanding what appears on the printed page in the language that we call music. Participation in two concerts each year is a basic requirement. Prerequisite: Approval of the instructor

PHYSICAL EDUCATION AND HEALTH

7TH GRADE PHYSICAL EDUCATION - CYCLE

This course is designed to encourage students to improve their quality of life through physical fitness. Participants will be encouraged to take responsibility for their personal fitness and well-being. Students will be expected to demonstrate physical activities in relation to the following areas of concentration: muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition. The course will allot opportunities for enjoyment, challenge, and teamwork throughout the cycle. Good sportsmanship and etiquette will be emphasized. Students are evaluated on effort, knowledge, and attitude.

8TH GRADE PHYSICAL EDUCATION - CYCLE

Physical Education is required of both boys and girls in grade 8. To meet essential learning for physical education, this class consists of activities designed to improve and maintain the five health related components of fitness. Students will correctly demonstrate sports and physical activities as they relate to: muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition. Good sportsmanship and teamwork will be emphasized. The focus is on cooperative participation in group and individual physical activities. Emphasis is placed on learning basic skills to improve upon in game situations. Students are evaluated on effort, knowledge, and attitude.

HEALTH EDUCATION- 7th GRADE- CYCLE CLASS

Health class will be utilizing the Everfi Learning module; Healthier me program. Students will be covering aspects of Character Education including but not limited to; self esteem/self control, mental health, bullying, teasing and taunting and personal grooming. Additionally, they will be learning how this content can relate to their mental, social, emotional and physical well-being. Students will be encouraged to make wise educated choices, meet challenges, avoid risky behaviors and develop positive behaviors that will enrich their lives in their present and future endeavors.

SCIENCE

7th GRADE LIFE SCIENCE

Life Science is a required course for all seventh grade students to provide knowledge and understanding of scientific inquiry, ecological, environmental and biological concepts as outlined in the Pennsylvania Department of Education Science Standards and Eligible content. Students will be observing, inferring, hypothesizing, researching, and experimenting in order to utilize and develop their critical thinking skills, improve their ability to study effectively, process information, think creatively and apply these skills to other content areas.

Students will investigate and understand the concept of the Scientific Method and logical thinking including conducting scientific investigations and labs utilizing scientific equipment including microscopes, triple beam balances, beakers, graduated cylinders, electronic scales. They will develop an understanding of cells and cell processes, cell structures and functions, as well as structures and functions of major systems that compose organisms. They will investigate essential life processes including cell processes and energy, cell division, genetics and heredity. They will begin to understand the differences between invertebrates and vertebrates as well as classifications of life. Students will begin to understand taxonomy, the Kingdoms of Life and its subcategories. They will investigate a broad view of interactions between living and nonliving components of an ecosystem and how energy is transferred within an ecosystem.Upon completion of this course, the students will have formed a strong foundation for their progression to higher-level science classes.

8TH GRADE PHYSICAL SCIENCE

The 8th Grade Physical Science course is intended to introduce several branches of science, such as physics, chemistry, and astronomy. Emphasis will be placed on studying the nature and properties of energy and nonliving matter. Problem-solving techniques are taught to make this process easier. The course continues with an in-depth study of energy and motion including speed, acceleration, momentum, thermal energy, mechanical energy and simple machines. The physics part then concludes with waves, light, sound, electricity and magnetism. The Chemistry part of the courses includes states of matter, atomic structure and the periodic table, chemical bonding and simple chemical reactions. Astronomy covers the topics of the formation of our universe, our solar system, and the objects located inside of it.

SOCIAL STUDIES

Early Ages
Grade 7 Early Ages students will learn about many aspects of early civilizations. Students will analyze the geographical, political, economic, and social structures of early civilizations. We will cover the ancient civilizations and societies that have influenced much of the modern world including Ancient Mesopotamia, Ancient Egypt, Ancient Israel, Ancient Greece; Ancient Rome; the rise of Christianity, Islamic civilization, Ancient India, Africa, China, and the Americas..

AMERICAN HISTORY I
American History I is a middle school history course that highlights historical events dating back to pre-exploration and continues to the Civil War / Reconstruction time frame. This class will place emphasis on narratives, maps/charts, as well as primary and secondary sources, to help make connections between government, citizenship, and current events. Daily focus will be on critical thinking, open-ended questions, as well as standardized questions. Information will be mainly presented through Google slide presentations, informational videos, handouts, critical thinking writing prompts, charts, graphs, classroom discussion, and use of political cartoons and historical memes.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

8th GRADE CYCLE: APP CREATORS

In this 8th grade computer cycle course students will learn Computer Science and Programming. They will be introduced to the foundations of computers, computational thinking, binary, and algorithms. They will also learn to program using Scratch. Scratch is a visual programming language that allows students to create their own interactive stories, games and animations. As students design Scratch projects, they learn to think creatively, reason systematically, and work collaboratively. Scratch promotes computational thinking and problem solving skills; creative teaching and learning; self-expression and collaboration; and equity in computing.

TECHNOLOGY EDUCATION

COMPUTER SCIENCE APPLICATIONS

This course mainly covers Microsoft Office MOUS Core Certification curriculum. Code.org: coding. WORD: text, paragraphs, and documents; managing files; tables; and pictures and charts. EXCEL: cells and files; formatting worksheets; page setup and printing; working with worksheets and workbooks; formulas and functions; and using charts and objects. POWER POINT: creating and modifying a presentation; text and visual elements; customizing a presentation; creating output; delivering a presentation; and managing files. Microsoft PUBLISHER: publishing projects; and image retrieval, scanning, manipulation and construction software. This course is offered as an elective.

WORLD LANGUAGES

INTRODUCTION TO FOREIGN LANGUAGES (cycle class)
This 30-day entry level course for 8th graders focuses on the primary elements of the Spanish and French language. Students will spend the first 15 days learning Spanish and the following 15 days learning French. This allows students to decide which language they are more interested in and decide to take for the next two years. Students will learn the fundamental basics of each language such as the alphabet, greetings, 0-20, colors, the countries of the languages and a cultural holiday pertaining to the time of year that the students are in the cycle.

Kelly Education

EXHIBIT A
PRICING FOR KELLY EDUCATION

This Pricing Exhibit A is incorporated and made part of the Agreement for Educational Staffing between Kelly Services, Inc. and Mid Valley School District ("Kelly Agreement"), dated June 30, 2016. The pricing in Exhibit A is confidential and proprietary to Kelly and is effective as of August 24, 2026.

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1. Types of Assignments; Pricing

The Assigned Employees will be assigned to the following positions and at the following rates:

Position	Pay Rate	Pay Type	Markup	Bill Rate
Substitute Teachers	$125.00	Daily	1.320	**$ 165.00**
Paraprofessional/Clerical	$13.00	Hourly	1.320	**$ 17.16**
Paraprofessional/Clerical (Longterm, District Discretion)	$14.00	Hourly	1.320	**$ 18.48**
Cleaner (Custodial)	$11.00	Hourly	1.320	**$ 14.52**

2. Pricing for Hiring a Kelly Assigned Employee

Customer agrees to pay a placement fee upon hiring the Kelly Assigned Employee to work in full- or part-time position of employment with the Customer. The placement fee is based on days worked. The fee schedule is set forth below.

1 – 30 days worked	$9,000
31– 60 days worked	$5,000
61 – 90 days worked	$3,500
90+ days worked	$1,000

Kelly will not charge Customer a placement fee for transition of Customer recruited or transitioned employees.

3. Pricing for Hiring a Direct Hire Candidate

If the Customer hires a candidate referred to it by Kelly for direct hire by Customer, the Customer agrees to pay a direct placement fee of $9,000. A Direct Hire is defined as a person who has not been in the employ of Kelly or the school/district prior to being hired by the school/district to fill a targeted open position.

4. Short Notice Cancellation.

If a Kelly Assigned Employee has shown up for a Customer assignment on time, and Customer cancels the assignment without timely notice, due to reasons not related to the employee's performance, if Kelly is required to pay such Assigned Employee "show up time", Kelly will invoice Customer for such time up to four (4) hours.

5. **Changes to Absence Management Provider**.

In the event that Customer changes its absence management provider during the term of this Agreement, Kelly will invoice Customer a conversion fee of ten thousand dollars ($10,000) to account for associated administrative and implementation costs.

KELLY SERVICES, INC.

By: _____

Name:_____

Title: _____

Date: _____

Mid Valley School District

By: _____

Name:_____

Title: _____

Date: _____

Brian T. Kelly, CPA
& Associates, LLC
32-34 N. Scott Street, Carbondale, PA 18407
Phone: 570-282-2800 Fax: 570-282-2827

July 31, 2026

Richard Walsh, Business Manager
Mid Valley School District
52 Underwood Road
Throop, PA 18512

We are pleased to confirm our understanding of the services we are to provide to the Mid Valley School District (District) for the year ended June 30, 2026.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, the business activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of the District as of and for the year ended June 30, 2026.

Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis, to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statement in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

- Management's Discussion and Analysis
- Schedule of Revenues, Expenditures and Change in Fund Balance - Budget and Actual – General Fund
- Schedule of the District's Proportionate Share of the PSERS Net Pension Liability
- Schedule of the District's PSERS Contributions
- Schedule of the District's Proportionate Share of the PSERS Net OPEB Liability
- Schedule of the District's PSERS OPEB Contributions
- Schedule of Changes in the Total OPEB Liability – District Plan

We have also been engaged to report on supplementary information other than RSI that accompanies the District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditors' report on the financial statements.

- Schedule of expenditures of federal awards

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditors' report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*

- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and *Title 2, U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance)

Auditors' Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws and governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We have identified the following significant risks of material misstatement as part of our audit planning:

- Management override of controls
- Revenue recognition

According to GAAS, significant risks include management override of controls, and GAAS presumes that revenue recognition is a significant risk. Accordingly, we have considered these as significant risks.

Our audit of the financial statements does not relieve you of your responsibilities.

Audit Procedures – Internal Control

We will obtain an understanding of the District and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of control may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuance to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses in internal control. Accordingly, we will express no such opinion. However, during the audit, we will communicate to you and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with the provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of our audit will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal control over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with GAAP; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us; for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for the 12 months after the financial statement date or shortly thereafter (for example, within an additional three months if currently known). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. If applicable, the summary schedule of prior audit findings should be available for our review when we begin our fieldwork.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendation resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendation, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Other Services

Nonaudit services that we will be providing are as follows:

- Assistance with the preparation of the financial statements, including footnotes
- Assistance with the preparation of the schedule of expenditures of federal awards, including footnotes
- Assistance with the preparation of RSI schedules
- Assistance with the conversion of the modified accrual fund financial statements to the full accrual government-wide financial statements
- Proposing correcting and adjusting journal entries, as applicable
- Assistance with the preparation of the Data Collection Form

These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the services noted above. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the above-noted services and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with the above services and that you have reviewed and approved the financial statements and schedule of expenditures of federal awards and related notes and accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarize our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the Federal Audit Clearinghouse, We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after the receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Brian T. Kelly, CPA & Associates, LLC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and applicable individuals will be made available to upon request and in a timely manner to federal and state oversight agencies, or their designees, for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of our Firm's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation will be maintained for a minimum of five years after the report release date or for any additional period requested by federal and state oversight agencies. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

William McGowan is the engagement principal and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee will be $34,000 and will be billed in five monthly installments of $6,800 beginning August 2026. Our fee assumes one major federal program will be tested. If more than one major program must be tested, we will discuss it with you and agree to a fee for the additional procedures and testing. It also does not include any procedures related to the adoption of new accounting standards such as GASB 103, *Financial Reporting Model Improvements*. Time incurred for such procedures will be billed at our standard hourly rates. In addition, our invoices may include out-of-pocket costs, such as electronic confirmation costs or similar costs, directly related to the engagement. Any such costs will be added to the monthly invoices discussed above.

The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter, and our fees will be adjusted accordingly.

Invoices are payable upon presentation. A charge of 1.5% per month shall be imposed on accounts not paid within thirty (30) days of receipt of our statement for services provided. In accordance with our firm policies, work may be suspended if your account becomes thirty (30) days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notice of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all expenditures through the date of termination. In the event that collection procedures are required, the District agrees to be responsible for all expenses of collection including related attorneys' fees.

In the event of a dispute related in any way to our services, our firm and you agree to discuss the dispute and, if necessary, to promptly mediate in a good faith effort to resolve it. We will agree on a mediator, but if we cannot, either of us may apply to a court having personal jurisdiction over the parties for appointment of a mediator. We will share the mediator’s fees and expenses equally but otherwise will bear our own attorney’s fees and mediation cost. Participation in such mediation shall be a condition to either of us initiating litigation. In order to allow time for the mediation, any applicable statute of limitations shall be tolled for a period not to exceed 120 days from the date either of us first requests in writing to mediate the dispute. The mediation shall be confidential in all respects, as allowed or required by law, except our final settlement positions at mediation shall be admissible in litigation to determine the prevailing party’s identity for awarding attorney’s fees.

We may be required to disclose confidential information to federal, state, and international regulatory bodies or a court in criminal or other civil litigation. In the event that we receive a request from a third party (including a subpoena, summons or discovery demand in litigation) calling for the production of information, we will promptly notify the District, unless otherwise prohibited. In the event we are requested by the District or required by government regulation, subpoena or other legal process to produce our engagement working papers or our personnel as witnesses with respect to services rendered to the District, so long as we are not a party to the proceeding in which the information is sought, we may seek reimbursement for our professional time and expenses, as well as the fees and legal expenses, incurred in responding to such a request.

We may be required to disclose confidential information with respect to complying with certain professional obligations, such as peer review programs. All participants in such peer review programs are bound by the same confidentiality requirements as our Firm and its employees. We will not be required to notify the District if disclosure of confidential information is necessary for peer review purposes.

Reporting

We will issue a written report upon completion of our audit of the District's financial statements. Our reports will be addressed to the School Board. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of that report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Very truly yours,

Brian T. Kelly, CPA & Associates, LLC



The services and terms set forth in the Engagement Letter are agreed to by:

_____
Business Administrator

_____
Date

_____
Board President

_____
Date

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GE - GENERAL FUND - PSBT **Payment Dates:** 06/23/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: **Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount	
0000018446	06/26/2026	TIMECLOCK PLUS	Annual License 6/28/26-6/27/27 (12)		(481.32)	
0000018462	06/30/2026	MEGHAN SEPROSKY	Idaho St EDUC5597P 25/26 3 of 9	Idaho St EDUC5598P-42832 25/26 6 of 9	(1,113.75)	
0000018465	07/03/2026	FRONTLINE TECHNOLOGIES GROUP LLC.	Analytics Solution Subscription		22,658.04	
0000018466	07/03/2026	NASSP	NJHS Membership	NHS Affiliation 26/27	770.00	
0000018467	07/03/2026	PATRICK HOULIHAN	Houlihan NASP Membership		240.00	
0000018468	07/03/2026	Pennsylvania School Boards Association	BUCS Comprehensive Admin Fee 7/1/26 -6/30/27		10,342.70	
0000018469	07/03/2026	WNUK MEDICAL	Calibrate Audio/Vision Testers & Scales		325.00	
0000018470	07/10/2026	PPL ELECTRIC UTILITIES	Secondary Electricity	Elementary Electricity	3,634.63	#
0000018471	07/10/2026	Quadient Finance USA, Inc	Postage		1,000.00	#
0000018472	07/10/2026	UGI UTILITIES INC.	Elementary Gas	Secondary Gas	4,322.56	#
0000018473	07/17/2026	AGParts Worldwide, Inc.	Enc Transfer from FY26 Chromebook Parts		1,942.07	#
0000018474	07/17/2026	HUDL	Subscription 7/15/26-7/14/27		13,500.00	
0000018475	07/17/2026	A Better Way Athletics	Annual Subscription 2/1/26-1/31/27		3,500.00	
0000018476	07/17/2026	CRITICAL RESPONSE GROUP	CRG Maintenance Plan 6/26-5/27		870.00	
0000018477	07/17/2026	CINTAS FIRE 636525	Fire Inspection Elementary	Fire Inspection Stadium	1,890.22	
0000018478	07/17/2026	CMC Neptune LLC	GameTime Subscription		1,800.00	
0000018479	07/17/2026	dePaul School in Northeastern PA	Tuition Feb 2026 AD & NS	Tuition Mar 2026 AD & NS	10,500.00	
0000018480	07/17/2026	EDMENTUM	Elementary Pathways		8,800.00	#
0000018481	07/17/2026	FASTENAL COMPANY	Maintenance Stock Both Schools		183.48	#
0000018482	07/17/2026	FIDELITY BANK	8/10/26 Bond Payment		16,424.91	
0000018483	07/17/2026	FRONTIER	7/6-8/5/26		1,401.82	

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

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0000018484	07/17/2026	FOX LEDGE INC	Water		144.45	#
0000018485	07/17/2026	HappyFox Inc	Helpdesk Renewal		2,998.80	
0000018486	07/17/2026	LISA M HAVRAN	Copay Reimbursement		100.00	#
0000018487	07/17/2026	LORA HARDY	U of Laverne EDUC 713G 25/26 3 of 9		420.00	#
0000018488	07/17/2026	INTEGRA ONE	Cisco Duo MFA Software	Support	3,988.63	
0000018489	07/17/2026	KELLY SERVICES INC.	Substitute Teachers Seco	Substitute Teachers Elem	11,635.00	#
0000018490	07/17/2026	Lori's Tutoring Center, LLC	AJ Tutoring		1,480.00	#
0000018491	07/17/2026	MEDCO SUPPLY COMPANY	Sports Medicine Supplies - Athletics		705.00	
0000018492	07/17/2026	DISA Global Solutions INC	Urine Testing (Employment)		34.00	#
0000018493	07/17/2026	Mascot Media	Athletics Website		4,944.00	
0000018494	07/17/2026	NORTHEASTERN PA. ALLIANCE	2026 Membership		295.00	#
0000018495	07/17/2026	Oil City Area School District	KZ 20 Days May 2026		5,124.40	#
0000018496	07/17/2026	PPL ELECTRIC UTILITIES	Maint BLDG	Flashing Light	90.46	
0000018497	07/17/2026	PAWC	Fire Hydrant Fee 6/2-7/1/26		82.95	#
0000018498	07/17/2026	KELLY L PERALES, LCSW	Kelly Perales Quarterly Invoice		2,500.00	
0000018499	07/17/2026	PSADA	Membership Renewal (Nowakowski)		150.00	
0000018500	07/17/2026	SCRANTON TIMES	June Advertising	May Advertising	2,110.02	#
0000018501	07/17/2026	THROOP BOROUGH	Graduation Police Coverage		840.00	#
0000018502	07/17/2026	TOPP BUSINESS SOLUTIONS	Copier Lease HS	Copier Lease Elem	4,747.09	
0000018503	07/17/2026	UGI ENERGY SERVICES INC.	Secondary Electricity	Elementary Electricity	49,078.08	
0000018504	07/17/2026	VISION BENEFITS OF AMERICA	June 2026		1,743.95	
0000018505	07/17/2026	VERIZON	Hot Spots July 26		306.42	

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0000018506	07/17/2026	WASTE REDUCTION AND RECYCLING	Waste Removal May 2026		1,483.15	#
0000018507	07/17/2026	WILMINGTON TRUST	22 SINK 1		780.00	#
0000018508	07/17/2026	ZLABS INC	GUIDANCE SUPPLIES	school counselor time tracker	1,318.50	
0000018509	07/20/2026	TIMECLOCK PLUS, LLC	Annual License 6/28/26-6/27/27 (12)		481.32	
0000018510	07/24/2026	MASSMUTUAL	7/14-8/10/26		2,533.16	
0000018511	07/24/2026	PAWC	Elementary Water	Secondary Water	1,324.35	
0000018512	07/24/2026	MEGHAN SEPROSKY	Idaho St EDUC5598P-42842 25/26 9 of 9	Idaho St EDUC5598P-42832 25/26 6 of 9	371.25	#
0000018513	07/24/2026	U.S. BANK EQUIPMENT FINANCE	Copier Lease HS	Copier Lease Elem	2,194.59	
0000018514	07/31/2026	CM REGENT LLC	6/22-7/21/26	5/22-6/21/26	531.00	
0000018515	07/31/2026	COMCAST	Internet 7/21-8/20/26		101.58	
0000018516	07/31/2026	HSLC	statewide research databases		250.00	
0000018517	07/31/2026	Interim Home HealthCare, Inc.	PCA JS 7/6-7/9/26		574.51	
0000018518	07/31/2026	Keystone Behavior Services	Additional Services DO Apr/May 2026		990.00	#
0000018519	07/31/2026	PROCARE THERAPY	Week Ending 7/17/26	Week Ending 6/12/26	1,795.50	
0000018520	07/31/2026	SCRANTON RENT ALL CORP.	Graduation Staging		2,502.50	#
0000018521	07/31/2026	SIGNATURE CHAMPIONSHIP RINGS	T&F State Championship Ring		664.00	#
0000018522	08/07/2026	CLASSLINK, INC.	ClassLink renewal		7,909.00	
0000018523	08/07/2026	GRANDJEAN & BRAVERMAN INC.	Software for Olyphant Tax Collector		450.00	
0000018524	08/07/2026	HOME DEPOT CREDIT SERVICES	Maintenance Supplies		167.86	
0000018525	08/07/2026	Interim Home HealthCare, Inc.	PCA JS 5/11-5/15/26	PCA JS 5/4-5/8/26	5,326.49	#
0000018526	08/07/2026	PNC Bank c/o ParentSquare Inc.	District Communication App		9,400.00	
0000018527	08/07/2026	QUADIENT LEASING	Copier Lease		1,006.56	

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0000018528	08/07/2026	UGI UTILITIES INC.	Maint BLDG Gas	Fieldhouse Gas	77.26	
0000018529	08/12/2026	Rubicon West LLC	k-12 curriculum mapping software		8,642.50	
0000018530	08/12/2026	AGParts Worldwide, Inc.	Enc Transfer from FY26 Chromebook Parts		69.23	#
0000018531	08/12/2026	McGraw Hill LLC	Achieve3000 Literacy Renewal 26-27		48,278.00	
0000018532	08/12/2026	AMPLIFY	1 Year Student Investigation Notebooks Grade 3-8	Amplify Science Coaching Session (1 Day Onsite)	25,289.14	
0000018533	08/12/2026	BalsaTron, Inc.	Montgomery 26/27 Year		882.00	
0000018534	08/12/2026	BIOZONE CORPORATION	AP Bio Workbooks		2,145.43	
0000018535	08/12/2026	BRIM Software, LLC	Annual License		800.00	
0000018536	08/12/2026	Macmillan Holdings LLC	Buza AP Bio Textbooks		3,660.43	
0000018537	08/12/2026	CARBONDALE AREA SCHOOL DISTRIC	DP 27 Days 4/7-5/12/26		6,346.08	#
0000018538	08/12/2026	OpenText Inc	Server Backup Renewal		839.99	
0000018539	08/12/2026	CTC OF LACKAWANNA COUNTY	Aug 2026 Membership Tuition		103,391.20	
0000018540	08/12/2026	CAROLINA BIOLOGICAL SUPPLY COMPANY	Buza Carolina 26-27	Bukousky Carolina 2026-2027	1,670.40	
0000018541	08/12/2026	CC CLEANING SERVICES LLC	Summer Cleaning July/Aug 2026		7,400.00	
0000018542	08/12/2026	C. C. YOUNG INSURANCE AGENCY	2026 Policy Renewal	Umbrella Liability Policy Renewal	190,753.00	
0000018543	08/12/2026	CENGAGE LEARNING	Enc Transfer from FY26 Title III Supplemental Materials		2,991.98	#
0000018544	08/12/2026	CINTAS	AED Agreement		1,914.06	
0000018545	08/12/2026	CINTAS FIRE 636525	Fire Inspection Secondary	Fire Inspection Vans	3,004.82	
0000018546	08/12/2026	CENTRAL DAUPHIN SCHOOL DISTRICT	Motors		2,827.72	#
0000018547	08/12/2026	COLLINS SPORTS MEDICINE	Sports Medicine Supplies - Athletics		1,221.37	

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Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount	
0000018548	08/12/2026	CXTEC	Call Manager Extended Warranty		125.00	
0000018549	08/12/2026	CHILDREN'S SERVICE CENTER	AP 20 Days May 2026	AP 7 Days June 2026	5,292.00	#
0000018550	08/12/2026	CCIU	Service Coordination KR May 26		39.29	#
0000018551	08/12/2026	CDW GOVERNMENT	Firewall Support Renewal		9,140.00	
0000018552	08/12/2026	COMMERCIAL PAINT SUPPLY LLC	Paint Secondary		117.50	
0000018553	08/12/2026	DICK BLICK COMPANY	Replacement display system		905.00	
0000018554	08/12/2026	MRL Transportation	Van Inspection/Oil Change		81.00	
0000018555	08/12/2026	DOLAN DONALD ATTORNEY	Services Rendered 7/7-7/30/26 (8.6 Hrs)	Services Rendered 6/10-6/30/26 (10.4 Hrs)	1,855.00	
0000018556	08/12/2026	DEMPSEY	Mats		996.28	#
0000018557	08/12/2026	EDMENTUM	EdOptions Academy (Overages)		11,960.00	#
0000018558	08/12/2026	FAIRMONT BEH HLTH SYS	AM 8 Days May 2026		480.00	#
0000018559	08/12/2026	FASTSIGNS	New Scoreboard Sponsor Overlay (MS Gym)		668.56	
0000018560	08/12/2026	FLINN SCIENTIFIC INC	Banik/Tinney Flinn Order 26-27	Bukousky Flinn 2026-2027	5,411.20	
0000018561	08/12/2026	FREDDY BATTAGLIA	Football Fill In Jerseys (25)	Baseballs	2,477.75	
0000018562	08/12/2026	FOX LEDGE INC	Water		67.50	
0000018563	08/12/2026	Grove City Area School District	BT 21 Days Mar 2026		4,242.00	
0000018564	08/12/2026	GOPHER	Elem.PE supplies		281.44	
0000018565	08/12/2026	GREAT MINDS PBC	Arts & Letters K-6 Year 1 Book Order		131,153.31	
0000018566	08/12/2026	Guyette Communications Industries	Erate LAN Upgrade: Form 471: #261015165	ERATE WAN fiber between Secondary & Elementary	7,548.80	
0000018567	08/12/2026	Greater Latrobe School District	DG 20 Days May 2026		4,078.41	#
0000018568	08/12/2026	Howies Athletic Tape	Sports Medicine Supplies - Athletics		1,466.43	

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Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000018569	08/12/2026	INTEGRA ONE	Erate Switches Funding Request #2699033668		240.25
0000018570	08/12/2026	INTERMEDIATE UNIT 13	Blocksi Renewal		14,162.50
0000018571	08/12/2026	JOYCE ELECTRICAL INC.	High School Service & Repairs	New Lighting In Secondary Hallways/Bathrooms	6,697.19
0000018572	08/12/2026	Johnson Lambe Company, Inc.	Athletic Supplies		1,508.00
0000018573	08/12/2026	SapphireK12, Inc.	Sapphire Renewal		41,785.00
0000018574	08/12/2026	KING SPRY HERMAN	KV Title IX Investigation June 26	Discipline MW May 26	13,079.50 #
0000018575	08/12/2026	KURTZ BROS.	Art Bid Order		3,103.86
0000018576	08/12/2026	LIAA	LIAA Dues 26-27		3,250.00
0000018577	08/12/2026	LEADERSHIP LACKAWANNA	TLT Program 26-27		460.00
0000018578	08/12/2026	Lori's Tutoring Center, LLC	AJ Tutoring July 26		945.00
0000018579	08/12/2026	Velocity EHS, Inc.	Chemical Management 7/1-6/30/27		3,000.00
0000018580	08/12/2026	MARSHALL CAVENDISH EDUCATION	Primary Math		65,584.20
0000018581	08/12/2026	MEDCO SUPPLY COMPANY	Sports Medicine Supplies - Athletics		1,139.46
0000018582	08/12/2026	JONATHAN MENGONI	PMEA Membership Renewal		150.00
0000018583	08/12/2026	DISA Global Solutions INC	Urine Testing (Employment x5)		170.00
0000018584	08/12/2026	MERAKEY PENNSYLVANIA	June 2026		4,785.20 #
0000018585	08/12/2026	MINGA SOLUTIONS, INC	MINGA FOR SCHOOL YEAR	Hall Pass Bundle	4,298.00
0000018586	08/12/2026	MUSIC IN MOTION	general music supplies		630.99
0000018587	08/12/2026	NORTH END ELECTRIC	Elementary School (Motors)	Belts	1,731.25
0000018588	08/12/2026	NINJIO, LLC	PRODIGY PLUS LICENSE		4,014.80
0000018589	08/12/2026	95% GROUP INC.	digital and student workbooks		11,137.80
0000018590	08/12/2026	Oil City Area School District	KZ 25 Days Mar/Apr 2026	KZ 3 Days June 2026	7,369.31

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GE - GENERAL FUND - PSBT **Payment Dates:** 06/23/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: **Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount	
0000018591	08/12/2026	PASCO SCIENTIFIC	Montgomery 26/27 Year		2,486.85	
0000018592	08/12/2026	NCS PEARSON INC.	Assessments/Speech Materials		107.40	
0000018593	08/12/2026	PENN PAPER & SUPPLY	Carpet Cleaner	Floor Shine Secondary	4,918.06	
0000018594	08/12/2026	PENNSYLVANIA AMBULANCE	Ambulance Graduation		550.00	#
0000018595	08/12/2026	PRO PEDIATRIC SERVICES	June 2026		4,056.00	#
0000018596	08/12/2026	PIAA	Annual Membership	Annual Membership JH	825.00	
0000018597	08/12/2026	Pottsville Area School District	JC 8 Days Apr 2026		220.00	#
0000018598	08/12/2026	POWELL'S RENTAL	2 Stroke Pre Mix (12)		156.00	#
0000018599	08/12/2026	PROJECT LEAD THE WAY	PLTW participation fee	PLTW Gateway Consumables	20,343.00	
0000018600	08/12/2026	Progress Learning, LLC	Bukousky Progress Learn 2026-2027		1,000.00	
0000018601	08/12/2026	PEST PRACTICE LLC	Monthly Pest Control Elementary & Fieldhouse (Sept)		274.00	
0000018602	08/12/2026	Pennsylvania One Call System, Inc	Mapped Rate 76-99%		16.24	#
0000018603	08/12/2026	PENNONI ASSOCIATES	AHERA & Lead Compliance Services		925.00	
0000018604	08/12/2026	RICHEY & SON INC.	Track Equipment		2,105.00	
0000018605	08/12/2026	SCHAEDLER YESCO	Light Bulbs Secondary	Light Bulbs & Wire	1,629.16	#
0000018606	08/12/2026	SCHOOL SPECIALTY/CLASSROOM DIRECT	Elementary Art Supplies		4,658.82	
0000018607	08/12/2026	SHRED-ALL COMPANY	2 Bins Elem	1 Bin HS	240.00	#
0000018608	08/12/2026	SOPRIS APPS LLC	SchoolBlocks Website Renewal		1,934.00	
0000018609	08/12/2026	SPECIALIZED EDUCATION OF PA INC	Graham Mayfield June 26 ESY	Graham Academy Mayfield June 2026 RSY	67,795.14	#
0000018610	08/12/2026	SCOIR INC	GUIDANCE SUPPLIES		1,565.20	
0000018611	08/12/2026	THE WESTERN PA SCHOOL FOR THE DEAF	KT ESY 2026		2,000.00	

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GE - GENERAL FUND - PSBT **Payment Dates:** 06/23/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: **Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount	
0000018612	08/12/2026	TEAM FITZ GRAPHICS LLC	Cheerleading Run-Through Banner		1,098.00	
0000018613	08/12/2026	TASCA FORD	Inspection (New Pickup Truck)		274.04	
0000018614	08/12/2026	VAN STRIEN CONSULTING LLC	Erate Consultant		3,965.16	#
0000018615	08/12/2026	VARSITY SPIRIT FASHIONS	Cheer Uniforms		2,386.90	
0000018616	08/12/2026	VERNIER	Banik Vernier Order 2026-2027		675.82	
0000018617	08/12/2026	Versare Solutions, LLC	Art Displays Elementary - J.Kov Budget		2,361.56	
0000018618	08/12/2026	WARD'S SCIENCE	Science Materials		482.84	
0000018619	08/12/2026	WASTE REDUCTION AND RECYCLING	Waste Removal June 2026	Waste Removal Mar 2026	4,310.83	#
0000018620	08/12/2026	Zaner-Bloser	Zaner-Bloser Handwriting 2nd+3rd		5,297.83	
* A091204732	07/22/2026	AMAZON.COM	26-27 Supplies		1,139.46	
* A093091928	07/08/2026	AMAZON.COM	6th Grade Supplies Sholtes	6th grade Supplies- Desmarais	562.92	
* A094509186	08/04/2026	AMAZON.COM	Doc Cameras	Supply Order 2026-27-2nd Grade	3,907.95	
* A097626632	07/29/2026	AMAZON.COM	Kindergarten Supplies		1,646.79	
* A099839918	07/14/2026	AMAZON.COM	6th Grade Supplies Barone	26-27 Supplies	676.31	
* AFLAC73126	07/31/2026	AFLAC	July Premiums		1,023.28	
* ARBI071520	07/15/2026	ARBITERSPORTS LLC	2026-2027 Annual Fee		0.00	
* CC07292026	07/29/2026	CARDMEMBER SERVICE	PSBA Solicitor Symposium	PASPA Membership	1,095.99	
* DENTAL0702	07/02/2026	UNITED CONCORDIA DENTAL	June Claims		16,009.46	#
* DENTAL0716	07/16/2026	UNITED CONCORDIA DENTAL	Dental Premiums		955.50	
* DENTAL0804	08/03/2026	UNITED CONCORDIA DENTAL	Claims		14,436.69	
* H007102026	07/01/2026	Highmark Blue Shield	July Health Insurance		471,730.48	
* LIFE070826	07/08/2026	MUTUAL OF OMAHA	Life Insurance Liability	LTD Liability	3,590.22	

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GE - GENERAL FUND - PSBT **Payment Dates:** 06/23/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: **Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
* LIFE080326	08/03/2026	MUTUAL OF OMAHA	LTD Liability	Life Insurance Liability	3,483.50
* S007082026	07/08/2026	WEX BANK (SUNOCO)	Fuel		79.43 #
* S008032026	08/03/2026	WEX BANK (SUNOCO)	Fuel		242.71
* WC07052026	07/05/2026	STATE AUTO	Workers Comp Insurance		5,219.26
* WC08032026	08/03/2026	STATE AUTO	Workers Comp Insurance		2,527.26

10 - GENERAL FUND	**1,695,002.38**
Grand Total All Funds	**1,695,002.38**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**(1,595.07)**
Grand Total Other Disbursement Non-negotiables	**528,327.21**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**1,168,270.24**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**1,695,002.38**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

Treasurer's Report

June 1, 2026 through June 30, 2026

Peoples Bank - General Fund Account

1-Jun-26			4,766,898.30
Receipts/Deposits:			
Berkheimer - Earned Income Tax			25,666.51
Berkheimer - LST			2,461.68
Commonwealth of PA - Retirement			633,409.35
Reach Cyber CS May 25-26			(5,376.34)
Achieve House CS May 25-26			(930.17)
CCA May 25-26			(135,022.49)
Fell CS APR-May 25-26			(3,949.88)
Howard Gardner May 25-26			(5,924.82)
Insight CS May 25-26			(3,618.33)
PA Cyber May 25-26			(930.16)
PA Dist Learn CS May 25-26			(930.17)
PA Virtual CS May 25-26			(1,860.32)
PRRI 2024-2025			(14,436.82)
Commonwealth of PA - Basic Education Funding			2,198,005.02
Achieve House CS Apr 25-26			(930.16)
PA Cyber CS APR 25-26			(930.17)
PA Virtual CS Apr 25-26			(1,860.33)
Pennwood Cyber CS Apr 25-26			(3,618.33)
Reach Cyber CS April 25-26			(5,376.35)
PA Dist Learn CS April 25-26			(930.16)
CCA April 25-26			(131,506.47)
Howard Gardner April 25-26			(5,924.83)
Insight PA Cyber Apr 25-26			(1,758.00)
APS rev SY 2021-2022			(1.83)
APS rev SY 2022-2023			(207.06)
APS Rev SY 2023-2024			252.17
APS rev Sy 2024-2025			(37,754.44)
IU Transp Recovery SY 24-25			(628,168.79)
Bond Intercept Act 85			(90,516.25)
Commonwealth of PA - Special Education Funding			330,289.10
Commonwealth of PA - SD Transportation			89,607.44
Commonwealth of PA - NP Transportation			17,325.00
Commonwealth of PA - Title I			44,389.43
Commonwealth of PA - Title II			5,676.14
Commonwealth of PA - Title IV			2,897.00
Commonwealth of PA - Section 1305 &1306			14,876.42
Commonwealth of PA - NSLP			262,369.15
Delinquent Taxes			53,427.23
COBRA Receipts			7,471.40
Special Olympics Stipend			1,500.00
REFUND	US Bank Equipment Finance		2,113.14
Athletic Fields Rentals	Carbondale Area	Lackawanna County	2,775.00
Facility Rental	Linn McDonald School	Of Dance	3,497.50
Head Start Rent			1,750.00
Miscellaneous Revenue			363.99
Class Action Settlement vs Cintas			251.54
Field Trip			160.00
Athletics Sponsorships		Cummings Insurance Agency	2,000.00
CS REFUND	Insight CS	Achievement House	532.43
Advocacy Alliance Refund			6,550.89
Food Service Fund	Cafeteria Cleaning		103,200.00
Real Estate Transfer Tax			11,836.47

Interest - June 2026	13,233.95	
		2,755,425.28
Disbursements:		
Ratify Transfers - June	3,095,601.82	
Disbursements - June	1,278,685.47	
		(4,374,287.29)
June 30, 2026 Ending Balance		**3,148,036.29**

Peoples Bank - FSA Account

1-Jun-26			36,845.93
Receipts/Deposits:			
	Refund		
	Interest - June 2026	84.80	
			84.80
Disbursements:			
	WageWorks FSA	3,655.53	
			(3,655.53)
June 30, 2026 Ending Balance			**33,275.20**

Peoples Bank - Special Education Litigation Account

1-Jun-26			36,295.72
Receipts/Deposits:			
	Settlement Funds		
	Interest - June 2026	88.01	
			88.01
Disbursements:			
	Payment of Funds Used		
			-
June 30, 2026 Ending Balance			**36,383.73**

Peoples Bank - Payroll Tax Account

1-Jun-26			224,029.03
Receipts/Deposits:			
	Transfers from General Fund	490,935.33	
	Interest - June 2026	567.53	
			491,502.86
Disbursements:			
	NET Federal CU Check # 1684-1685	220.00	
	Tax withholding Federal, State and Local	344,288.80	
	Quarterly Tax	49,945.92	
	PSERS	197,589.56	
	TSA OMNI/403B	21,336.70	
	MVEA	9,720.78	
	Support Union Transfer	57.00	
	PSEA Check # 1686	883.02	
	PennEast	4,738.30	
	VOYA	11,851.80	
	Trustmark	347.03	
			(640,978.91)
June 30, 2026 Ending Balance			**74,552.98**

Peoples Bank - Payroll Account

1-Jun-26				14,118.48
Receipts/Deposits:				
	Transfers from General Fund		854,862.92	
	Interest - June 2026		291.38	
				855,154.30
Disbursements:				
	6/12/2026 Checks		35,848.49	
	6/12/2026 Direct Deposits		397,313.29	
	6/26/2026 Checks		22,546.47	
	6/26/2026 Direct Deposits		399,154.67	
				(854,862.92)
June 30, 2026 Ending Balance				**14,409.86**

Peoples Bank - Cafeteria Account

1-Jun-26				797,657.23
Receipts/Deposits:				
	Subsidy		262,369.15	
	Deposits		2,785.66	
	Interest - June 2026		1,974.34	
				267,129.15
Disbursements:				
	Check # 583	NUTRITION GROUP	123,778.01	
	Check # 584	Clark Service Group	202.50	
	Check # Transfer	General Fund Cafteria Cleaning	103,200.00	
				(227,180.51)
June 30, 2026 Ending Balance				**837,605.87**

Peoples Bank - Athletic Account

1-Jun-26				594.01
Receipts/Deposits:				
	Void Check		300.00	
	Deposits			
	Interest - June 2026		2.15	
				302.15
Disbursements:				
	Check # 3390 Reissue	ABINGTON HEIGHTS HIGH SCHOOl	300.00	
	Check # ARBI060926	ARBITERSPORTS LLC	244.00	
				(544.00)
June 30, 2026 Ending Balance				**352.16**

People's Bank - Scholarship Account

1-Jun-26			4,000.00
Receipts/Deposits:			
	No Receipts	-	
			-
Disbursements:			
	Scholarship Check		
			-
June 30, 2026 Ending Balance			**4,000.00**

CAPITAL PROJECTS

PLGIT - Capital Projects Account - 2020 Bond Proceeds

1-Jun-26			15,184.72
Receipts/Deposits:			
	Interest Income	44.38	
			44.38
Disbursements:			
	Transfer to General Fund for payment of CM3		
			-
June 30, 2026 Ending Balance			**15,229.10**

People's Bank - Capital Projects Account

1-Jun-26			10,991.43
Receipts/Deposits:			
		26.65	
	Interest Income		
			26.65
Disbursements:			
	No disbursements	-	
			-
June 30, 2026 Ending Balance			**11,018.08**

June 2026 EFT Transfers to be Ratified

PAYROLL/TAX ACCOUNT	$	433,161.78
PAYROLL/TAX ACCOUNT	$	199,094.83
PAYROLL/TAX ACCOUNT	$	48,372.08
PAYROLL/TAX ACCOUNT	$	421,701.14
PAYROLL/TAX ACCOUNT	$	196,211.96
PAYROLL/TAX ACCOUNT	$	47,256.46
Transfer to Food Service Account	$	262,369.15
Amazon	$	649.95
DENTAL PREMIUMS	$	937.30
DENTAL CLAIMS	$	9,289.48
BENECON - HEALTH CARE	$	411,463.01
PSERS	$	1,056,766.04
Mutual of Omaha	$	3,474.84
Credit Card	$	4,853.80
	$	**3,095,601.82**

Treasurer's Report

July 1, 2026 through July 31, 2026

Peoples Bank - General Fund Account

1-Jul-26				3,148,036.29
Receipts/Deposits:				
	Berkheimer - Earned Income Tax		112,280.93	
	Berkheimer - LST		2,334.05	
	Commonwealth of PA - Special Education Funding		211,971.00	
	Commonwealth of PA - Title I		44,389.43	
	Commonwealth of PA - Title II		5,676.14	
	Commonwealth of PA - Title IV		2,897.00	
	Commonwealth of PA - NSLP		31,585.65	
	Delinquent Taxes		180,626.28	
	Delinquent Taxes - Portnoff Law		100.00	
	IDEA-B Pass Thru Funds		377,373.00	
	COBRA Receipts		4,741.02	
	PSHIC Spec Refund		341,903.29	
	PSHIC Surplus		63,330.13	
	Utica National	Atty Fee Reimbursment	20,000.00	
	Athletic Fields Rentals	PBR Baseball	4,200.00	
	Head Start Rent		1,750.00	
	Miscellaneous Revenue		857.95	
	Voided Checks		1,595.07	
	Transfer from Special Ed Litigation Account		1,480.00	
	Real Estate Transfer Tax		25,558.03	
	Interest - July 2026		7,902.33	
				1,442,551.30
Disbursements:				
	Ratify Transfers - July		1,621,676.96	
	Disbursements - July		215,519.09	
				(1,837,196.05)
July 31, 2026 Ending Balance				**2,753,391.54**

Peoples Bank - FSA Account			
1-Jul-26			33,275.20
Receipts/Deposits:			
	Interest - July 2026	82.72	
			82.72
Disbursements:			
	WageWorks FSA	4,837.38	
			(4,837.38)
July 31, 2026 Ending Balance			**28,520.54**
Peoples Bank - Special Education Litigation Account			
1-Jul-26			36,383.73
Receipts/Deposits:			
	Settlement Funds		
	Interest - July 2026	96.32	
			96.32
Disbursements:			
	Payment of Funds Used	1,480.00	
			(1,480.00)
July 31, 2026 Ending Balance			**35,000.05**
Peoples Bank - Payroll Tax Account			
1-Jul-26			74,552.98
Receipts/Deposits:			
	Transfers from General Fund	399,720.27	
	Interest - July 2026	385.54	
			400,105.81
Disbursements:			
	NET Federal CU Check # 1687-1688	220.00	
	Tax withholding Federal, State and Local	268,415.54	
	Quarterly Tax		
	PSERS	72,553.83	
	TSA OMNI/403B	21,232.70	
	MVEA	9,240.00	
	Support Union Transfer	56.00	
	PSEA Check # 1689	837.36	
	PennEast	4,180.00	
	VOYA	9,918.18	
	Trustmark	303.84	
			(386,957.45)
July 31, 2026 Ending Balance			**87,701.34**

Peoples Bank - Payroll Account

1-Jul-26				14,409.86
Receipts/Deposits:				
	Transfers from General Fund		685,656.94	
	Interest - July 2026		217.02	
				685,873.96
Disbursements:				
	7/10/2026 Checks		29,620.70	
	7/10/2026 Direct Deposits		315,539.15	
	7/24/2026 Checks		18,425.64	
	7/24/2026 Direct Deposits		322,071.45	
				(685,656.94)
July 31, 2026 Ending Balance				**14,626.88**

Peoples Bank - Cafeteria Account

1-Jul-26				837,605.87
Receipts/Deposits:				
	Subsidy		31,585.65	
	Deposits		1,211.25	
	Interest - July 2026		2,022.77	
				34,819.67
Disbursements:				
	Check # 585	CYBERSOFT TECHNOLOGIES	2,294.25	
	Check # 586	NUTRITION GROUP	139,373.00	
	Check # 587	CINTAS FIRE 636525	1,229.01	
	Check # 588	F.W. Webb Company	381.84	
	Check # 589	Clark Service Group	1,440.00	
				(144,718.10)
July 31, 2026 Ending Balance				**727,707.44**

Peoples Bank - Athletic Account

1-Jul-26				352.16
Receipts/Deposits:				
	Transfer From GF		985.00	
	Deposits		77.44	
	Interest - July 2026		1.56	
				1,064.00
Disbursements:				
	Check # ARBI060926	ARBITERSPORTS LLC	985.00	
				(985.00)
July 31, 2026 Ending Balance				**431.16**

People's Bank - Scholarship Account

1-Jul-26		4,000.00
Receipts/Deposits:		
No Receipts	-	
		-
Disbursements:		
Scholarship Check		
		-
July 31, 2026 Ending Balance		**4,000.00**

CAPITAL PROJECTS

PLGIT - Capital Projects Account - 2020 Bond Proceeds

1-Jul-26		15,229.10
Receipts/Deposits:		
Interest Income	46.17	
		46.17
Disbursements:		
No disbursements		
		-
July 31, 2026 Ending Balance		**15,275.27**

People's Bank - Capital Projects Account

1-Jul-26		11,018.08
Receipts/Deposits:		
Interest Income	29.39	
		29.39
Disbursements:		
No disbursements	-	
		-
July 31, 2026 Ending Balance		**11,047.47**

July 2026 EFT Transfers to be Ratified

PAYROLL/TAX ACCOUNT	$	345,159.85
PAYROLL/TAX ACCOUNT	$	162,586.67
PAYROLL/TAX ACCOUNT	$	38,828.70
PAYROLL/TAX ACCOUNT	$	340,497.09
PAYROLL/TAX ACCOUNT	$	160,028.53
PAYROLL/TAX ACCOUNT	$	38,276.37
Transfer to Food Service Account	$	31,585.65
Transfer to Athletic Account	$	985.00
Amazon	$	4,025.48
AFLAC	$	1,023.28
DENTAL PREMIUMS	$	955.50
DENTAL CLAIMS	$	16,009.46
BENECON - HEALTH CARE	$	471,730.48
State Auto (Workers Comp Ins)	$	5,219.26
Mutual of Omaha	$	3,590.22
Sunoco Cards	$	79.43
Credit Card	$	1,095.99
	$	**1,621,676.96**

RECEIPTS LEDGER

Bank Account: GE Funds: 10
Date: 06/30/2026 - 06/30/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN	Invoice #	Invoice Dt	Amount
RV2117200001	06302026COBRA	10-0462-281-000-00-000-000-000-0000				(3,867.76)
		Post Employment Insurance				
06/30/2026	COBRA Payment					
		REVENUE CONTROL # 06302026COBRA TOTALS			**Fund 10 Total**	**(3,867.76)**
					Total All Funds	**(3,867.76)**
RV2119100002	06302026EITCOMM	10-2330-310-000-00-000-000-000-0000	E756			561.25
		Tax Collector EIT				
06/30/2026	EIT Commission & Postage					
RV2119100001	06302026EITCOMM	10-6151-000-000-00-000-000-000-0000	R020			(561.25)
		Earned Income Tax				
06/30/2026	EIT Gross up					
		REVENUE CONTROL # 06302026EITCOMM TOTALS			**Fund 10 Total**	**0.00**
					Total All Funds	**0.00**
RV2118100001	06302026INR	10-6510-000-000-00-000-000-000-0000	R045			(13,233.95)
		Investments & Earnings				
06/30/2026	General Fund Int					
		REVENUE CONTROL # 06302026INR TOTALS			**Fund 10 Total**	**(13,233.95)**
					Total All Funds	**(13,233.95)**
RV2119000002	06302026LSTCOMM	10-2330-312-000-00-000-000-000-0000	E758			139.21

RECEIPTS LEDGER

Bank Account: GE Funds: 10
Date: 06/30/2026 - 06/30/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN	Invoice #	Invoice Dt	Amount
		OPT Tax Collection				
06/30/2026	LST Commission & Postage					
RV2119000001	06302026LSTCOMM	10-6143-000-000-00-000-000-000-0000	R011			(139.21)
		Occupation Tax				
06/30/2026	LST Gross Up					
		REVENUE CONTROL # 06302026LSTCOMM TOTALS			**Fund 10 Total**	**0.00**
					Total All Funds	**0.00**
RV2117300001	06302026REFUND	10-1110-562-000-00-000-000-000-0000				(267.56)
		REGULAR CHARTER CYBER				
06/30/2026	Achieve House CS Refund 24-25 SY					
		REVENUE CONTROL # 06302026REFUND TOTALS			**Fund 10 Total**	**(267.56)**
					Total All Funds	**(267.56)**
					Grand Total	**(17,369.27)**

RECEIPTS LEDGER

Bank Account: GE Funds: 10
Date: 07/01/2026 - 07/31/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN	Invoice #	Invoice Dt	Amount
RV2119700004	07012026EIT	10-6151-000-000-00-000-000-000-0000	R020			(791.52)
		Earned Income Tax				
07/01/2026	EIT					
		REVENUE CONTROL # 07012026EIT TOTALS			**Fund 10 Total**	**(791.52)**
					Total All Funds	**(791.52)**
RV2119700002	07022026EIT	10-6151-000-000-00-000-000-000-0000	R020			(3,038.95)
		Earned Income Tax				
07/02/2026	EIT					
		REVENUE CONTROL # 07022026EIT TOTALS			**Fund 10 Total**	**(3,038.95)**
					Total All Funds	**(3,038.95)**
RV2119700003	07022026LST	10-6143-000-000-00-000-000-000-0000	R011			(563.71)
		Occupation Tax				
07/02/2026	LST					
		REVENUE CONTROL # 07022026LST TOTALS			**Fund 10 Total**	**(563.71)**
					Total All Funds	**(563.71)**
RV2119700001	07062026EIT	10-6151-000-000-00-000-000-000-0000	R020			(9,383.93)
		Earned Income Tax				
07/06/2026	EIT					

RECEIPTS LEDGER
Bank Account: GE Funds: 10
Date: 07/01/2026 - 07/31/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN / Invoice #	Invoice Dt	Amount
		REVENUE CONTROL # 07062026EIT TOTALS		**Fund 10 Total**	**(9,383.93)**
				Total All Funds	**(9,383.93)**
RV2119700005	07082026EIT	10-6151-000-000-00-000-000-000-0000	R020		(881.35)
		Earned Income Tax			
07/08/2026	EIT				
		REVENUE CONTROL # 07082026EIT TOTALS		**Fund 10 Total**	**(881.35)**
				Total All Funds	**(881.35)**
RV2121700001	07092026EIT	10-6151-000-000-00-000-000-000-0000	R020		(2,308.43)
		Earned Income Tax			
07/09/2026	EIT				
		REVENUE CONTROL # 07092026EIT TOTALS		**Fund 10 Total**	**(2,308.43)**
				Total All Funds	**(2,308.43)**
RV2121800002	07092026FNSLP	10-0402-000-000-00-001-000-000-0000			(21,153.99)
		INTERFUND - FOOD SERVICE FUND			
07/09/2026	Lunch HI/Low June 2026				
RV2121800003	07092026FNSLP	10-0402-000-000-00-001-000-000-0000			(7,932.94)
		INTERFUND - FOOD SERVICE FUND			
07/09/2026	Reg/Ndy Breakfast June 2026				
		REVENUE CONTROL # 07092026FNSLP TOTALS		**Fund 10 Total**	**(29,086.93)**
				Total All Funds	**(29,086.93)**

RECEIPTS LEDGER
Bank Account: GE Funds: 10
Date: 07/01/2026 - 07/31/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN	Invoice #	Invoice Dt	Amount
RV2121900001	07092026JUUL	10-6999-000-000-00-000-000-000-0000				(848.95)
		MISCELLANEOUS REVENUE				
07/09/2026	JUUL Settlement					
		REVENUE CONTROL # 07092026JUUL TOTALS			**Fund 10 Total**	**(848.95)**
					Total All Funds	**(848.95)**
RV2124400001	07092026RENT	10-6910-000-000-00-000-000-000-0000				(1,750.00)
		Facility Usage				
07/09/2026	Head Start Rent					
		REVENUE CONTROL # 07092026RENT TOTALS			**Fund 10 Total**	**(1,750.00)**
					Total All Funds	**(1,750.00)**
RV2121800001	07092026SNSLP	10-0402-000-000-00-001-000-000-0000				(2,498.72)
		INTERFUND - FOOD SERVICE FUND				
07/09/2026	State Portion NSLP June					
		REVENUE CONTROL # 07092026SNSLP TOTALS			**Fund 10 Total**	**(2,498.72)**
					Total All Funds	**(2,498.72)**
RV2124500001	07102026EIT	10-6151-000-000-00-000-000-000-0000	R020			(567.64)
		Earned Income Tax				

RECEIPTS LEDGER
Bank Account: GE Funds: 10
Date: 07/01/2026 - 07/31/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN / Invoice #	Invoice Dt	Amount
07/10/2026	EIT				
		REVENUE CONTROL # 07102026EIT TOTALS		**Fund 10 Total**	**(567.64)**
				Total All Funds	**(567.64)**
RV2123500002	07102026TRANS	10-2330-311-000-00-000-000-000-0000	E757		521.59
		Tax Collector R.E. Trans Tax			
07/10/2026	Real Estate Transfer Tax Commission				
RV2123500001	07102026TRANS	10-6153-000-000-00-000-000-000-0000	R021		(26,079.62)
		Real Estate Transfer Tax			
07/10/2026	Real Estate Transfer Tax				
		REVENUE CONTROL # 07102026TRANS TOTALS		**Fund 10 Total**	**(25,558.03)**
				Total All Funds	**(25,558.03)**
RV2125700002	07132026DELQ	10-2330-314-000-00-000-000-000-0000			9,506.71
		Delinquent Tax Coll Comm			
07/13/2026	Delinquent Taxes Commission June 2026				
RV2125700001	07132026DELQ	10-6411-000-000-00-000-000-000-0000			(190,132.99)
		Delinquent Real Estate Taxes			
07/13/2026	Delinquent Taxes June 2026				
		REVENUE CONTROL # 07132026DELQ TOTALS		**Fund 10 Total**	**(180,626.28)**
				Total All Funds	**(180,626.28)**

RECEIPTS LEDGER
Bank Account: GE Funds: 10
Date: 07/01/2026 - 07/31/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN	Invoice #	Invoice Dt	Amount
RV2125600001	07132026PSHIC	10-6991-000-000-00-000-000-000-0000	R064			(341,903.29)
		Prior Year Revenue				
07/13/2026	PSHIC Surplus 25-26					
RV2125600002	07132026PSHIC	10-6991-000-000-00-000-000-000-0000	R064			(63,330.13)
		Prior Year Revenue				
07/13/2026	PSHIC Spec Share 25-26					
		REVENUE CONTROL # 07132026PSHIC TOTALS			**Fund 10 Total**	**(405,233.42)**
					Total All Funds	**(405,233.42)**
RV2125500001	07142026EIT	10-6151-000-000-00-000-000-000-0000	R020			(4,122.22)
		Earned Income Tax				
07/14/2026	EIT					
		REVENUE CONTROL # 07142026EIT TOTALS			**Fund 10 Total**	**(4,122.22)**
					Total All Funds	**(4,122.22)**
RV2127400001	07162026EIT	10-6151-000-000-00-000-000-000-0000	R020			(11,889.53)
		Earned Income Tax				
07/16/2026	EIT					
		REVENUE CONTROL # 07162026EIT TOTALS			**Fund 10 Total**	**(11,889.53)**
					Total All Funds	**(11,889.53)**

RECEIPTS LEDGER
Bank Account: GE Funds: 10
Date: 07/01/2026 - 07/31/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN	Invoice #	Invoice Dt	Amount
RV2131400001	07172026DELQ	10-6411-000-000-00-000-000-000-0000				(100.00)
		Delinquent Real Estate Taxes				
07/17/2026	Portnoff Law Delinquent Taxes					
		REVENUE CONTROL # 07172026DELQ TOTALS			**Fund 10 Total**	**(100.00)**
					Total All Funds	**(100.00)**
RV2130400001	07172026EIT	10-6151-000-000-00-000-000-000-0000	R020			(12,323.62)
		Earned Income Tax				
07/17/2026	EIT					
		REVENUE CONTROL # 07172026EIT TOTALS			**Fund 10 Total**	**(12,323.62)**
					Total All Funds	**(12,323.62)**
RV2130300001	07172026LST	10-6143-000-000-00-000-000-000-0000	R011			(517.25)
		Occupation Tax				
07/17/2026	LST					
		REVENUE CONTROL # 07172026LST TOTALS			**Fund 10 Total**	**(517.25)**
					Total All Funds	**(517.25)**
RV2130500001	07202026EIT	10-6151-000-000-00-000-000-000-0000	R020			(3,197.89)
		Earned Income Tax				
07/20/2026	EIT					

RECEIPTS LEDGER
Bank Account: GE Funds: 10
Date: 07/01/2026 - 07/31/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN / Invoice #	Invoice Dt	Amount
		REVENUE CONTROL # 07202026EIT TOTALS		**Fund 10 Total**	**(3,197.89)**
				Total All Funds	**(3,197.89)**
RV2131200001	07202026INS	10-2310-820-000-00-000-000-000-0000			(20,000.00)
		CLAIMS/JUDGEMENTS			
07/20/2026	Utica National Reimbursement				
		REVENUE CONTROL # 07202026INS TOTALS		**Fund 10 Total**	**(20,000.00)**
				Total All Funds	**(20,000.00)**
RV2130600001	07212026EIT	10-6151-000-000-00-000-000-000-0000	R020		(4,925.94)
		Earned Income Tax			
07/21/2026	EIT				
		REVENUE CONTROL # 07212026EIT TOTALS		**Fund 10 Total**	**(4,925.94)**
				Total All Funds	**(4,925.94)**
RV2130700001	07222026EIT	10-6151-000-000-00-000-000-000-0000	R020		(2,096.17)
		Earned Income Tax			
07/21/2026	EIT				
		REVENUE CONTROL # 07222026EIT TOTALS		**Fund 10 Total**	**(2,096.17)**
				Total All Funds	**(2,096.17)**
RV2131300001	07222026JURY	10-1241-111-000-30-000-000-000-0000			(9.00)
		Special Education Admin Salary - Secondary			

RECEIPTS LEDGER
Bank Account: GE Funds: 10
Date: 07/01/2026 - 07/31/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN	Invoice #	Invoice Dt	Amount
07/22/2026	Jury Duty					
		REVENUE CONTROL # 07222026JURY TOTALS			**Fund 10 Total**	**(9.00)**
					Total All Funds	**(9.00)**
RV2130800001	07232026EIT	10-6151-000-000-00-000-000-000-0000	R020			(4,312.23)
		Earned Income Tax				
07/23/2026	EIT					
		REVENUE CONTROL # 07232026EIT TOTALS			**Fund 10 Total**	**(4,312.23)**
					Total All Funds	**(4,312.23)**
RV2130900001	07242026EIT	10-6151-000-000-00-000-000-000-0000	R020			(3,649.81)
		Earned Income Tax				
07/24/2026	EIT					
		REVENUE CONTROL # 07242026EIT TOTALS			**Fund 10 Total**	**(3,649.81)**
					Total All Funds	**(3,649.81)**
RV2131500001	07242026TITLE	10-8514-000-410-00-000-000-000-0000				(44,389.43)
07/24/2026	Title I Improving Basic Programs 24-25					
RV2131500002	07242026TITLE	10-8515-000-420-00-000-000-000-0000				(5,676.14)
		Title II Rev				

RECEIPTS LEDGER
Bank Account: GE Funds: 10
Date: 07/01/2026 - 07/31/2026
Sort: Revenue Control #

Transaction #	Revenue Ctrl #	Account Code / Account Code Desc	ASN			Amount
Transaction Dt	Description	Customer		Invoice #	Invoice Dt	
07/24/2026	Title II Improving Teacher Quality					
RV2131500003	07242026TITLE	10-8517-000-431-00-000-000-000-0000				(2,897.00)
		TITLE IV				
07/24/2026	Title IV Student Support and Academic Enrichment					
		REVENUE CONTROL # 07242026TITLE TOTALS			**Fund 10 Total**	**(52,962.57)**
					Total All Funds	**(52,962.57)**
RV2132000001	07272026COBRA	10-0462-281-000-00-000-000-000-0000				(4,741.02)
		Post Employment Insurance				
07/27/2026	COBRA Payment					
		REVENUE CONTROL # 07272026COBRA TOTALS			**Fund 10 Total**	**(4,741.02)**
					Total All Funds	**(4,741.02)**
RV2131000001	07272026EIT	10-6151-000-000-00-000-000-000-0000	R020			(3,764.43)
		Earned Income Tax				
07/27/2026	EIT					
		REVENUE CONTROL # 07272026EIT TOTALS			**Fund 10 Total**	**(3,764.43)**
					Total All Funds	**(3,764.43)**
RV2131900001	07272026IDEA	10-6832-000-520-00-000-000-000-0000				(377,373.00)
		IDEA FUNDING				

RECEIPTS LEDGER
Bank Account: GE Funds: 10
Date: 07/01/2026 - 07/31/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN	Invoice #	Invoice Dt	Amount
07/27/2026	IDEA B Passthrough 25-26					
		REVENUE CONTROL # 07272026IDEA TOTALS			**Fund 10 Total**	**(377,373.00)**
					Total All Funds	**(377,373.00)**
RV2131100001	07282026EIT	10-6151-000-000-00-000-000-000-0000	R020			(8,808.10)
		Earned Income Tax				
07/28/2026	EIT					
		REVENUE CONTROL # 07282026EIT TOTALS			**Fund 10 Total**	**(8,808.10)**
					Total All Funds	**(8,808.10)**
RV2133100001	07292026EIT	10-6151-000-000-00-000-000-000-0000	R020			(3,914.00)
		Earned Income Tax				
07/29/2026	EIT					
		REVENUE CONTROL # 07292026EIT TOTALS			**Fund 10 Total**	**(3,914.00)**
					Total All Funds	**(3,914.00)**
RV2133400001	07292026RENTAL	10-6910-000-000-00-001-000-000-0000				(4,200.00)
		Athletics Facility Usage				
07/29/2026	PBR Baseball Rental					

RECEIPTS LEDGER
Bank Account: GE Funds: 10
Date: 07/01/2026 - 07/31/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN	Invoice #	Invoice Dt	Amount
		REVENUE CONTROL # 07292026RENTAL TOTALS			**Fund 10 Total**	**(4,200.00)**
					Total All Funds	**(4,200.00)**
RV2133600001	07302026EIT	10-6151-000-000-00-000-000-000-0000	R020			(10,559.13)
		Earned Income Tax				
07/30/2026	EIT					
		REVENUE CONTROL # 07302026EIT TOTALS			**Fund 10 Total**	**(10,559.13)**
					Total All Funds	**(10,559.13)**
RV2131700001	07302026SPED	10-7271-000-000-00-000-000-000-0000	R115			(211,971.00)
		Special Education				
07/30/2026	Special Education Funding					
		REVENUE CONTROL # 07302026SPED TOTALS			**Fund 10 Total**	**(211,971.00)**
					Total All Funds	**(211,971.00)**
RV2135300001	07312026EIT	10-6151-000-000-00-000-000-000-0000	R020			(21,746.04)
		Earned Income Tax				
07/31/2026	EIT					
		REVENUE CONTROL # 07312026EIT TOTALS			**Fund 10 Total**	**(21,746.04)**
					Total All Funds	**(21,746.04)**
RV2135500001	07312026INT	10-6510-000-000-00-000-000-000-0000	R045			(7,902.33)
		Investments & Earnings				

RECEIPTS LEDGER
Bank Account: GE Funds: 10
Date: 07/01/2026 - 07/31/2026
Sort: Revenue Control #

Transaction # / Transaction Dt	Revenue Ctrl # / Description	Account Code / Account Code Desc / Customer	ASN	Invoice #	Invoice Dt	Amount
07/31/2026	General Fund Int					
		REVENUE CONTROL # 07312026INT TOTALS			**Fund 10 Total**	**(7,902.33)**
					Total All Funds	**(7,902.33)**
RV2135200001	07312026LST	10-6143-000-000-00-000-000-000-0000	R011			(1,253.09)
		Occupation Tax				
07/31/2026	LST					
		REVENUE CONTROL # 07312026LST TOTALS			**Fund 10 Total**	**(1,253.09)**
					Total All Funds	**(1,253.09)**
					Grand Total	**(1,439,476.23)**

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 6/1/2026 through 6/30/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
9000 Mid Valley Activity Fund	103,722.22	17,310.79	26,170.00		94,863.01
Total Cash Accounts	103,722.22	17,310.79	26,170.00	0.00	94,863.01
Other Accounts					
2045 History Club	132.60				132.60
2060 Secondary Student Fund	2,267.87				2,267.87
2070 Mid Valley SD Dress Down	438.08				438.08
2071 MV Gay-Straight Alliance	70.00				70.00
3005 AV Club	2,275.56				2,275.56
3010 Art Club	1,704.10	145.27			1,849.37
3030 Chorus	743.28		724.00		19.28
3040 Drama Club	15,081.89		100.00		14,981.89
3060 FBLA	24.93				24.93
3080 Leo Club	395.65				395.65
3100 National Honor Society	3,023.01	530.00			3,553.01
3110 Newspaper	2.04				2.04
3120 Outdoor Adventure Club	543.88	15.00			558.88
3130 SADD	46.43				46.43
3140 Student Council	2,765.94				2,765.94
3145 Middle School Student Council	1,821.17				1,821.17
3150 Yearbook	12,833.74	265.00	391.74		12,707.00
3170 Family & Consumer Science Club	328.95				328.95
3180 Book Club	112.26				112.26
3210 Technology & Gaming Club	40.00				40.00
3220 Elementary Student Council	8,402.16	10,615.00	14,584.62		4,432.54
3222 Elementary Chorus	462.00	164.00	550.00		76.00
3240 Photography Club	1,285.88				1,285.88
3260 Elementary Talent/Drama Club	10,491.02	1,929.88	1,697.00		10,723.90
3270 Spanish Club	2,483.12		2,310.35		172.77
3290 Life Skills Account	197.26	149.00	54.26		292.00
3310 Chess Club	54.18				54.18
3320 Robotics Club	1,992.10				1,992.10
4040 Class of 2019	10.38				10.38
4063 Class of 2024	648.10	149.00			797.10
4070 Class of 2023	3,479.40				3,479.40
4071 CLASS OF 2026	4,287.50	1,150.00	5,094.05		343.45
4072 Class of 2027	6,858.18				6,858.18
4073 Class of 2028	2,493.06				2,493.06
4074 CLASS OF 2029	190.00				190.00
6020 Interest	10,995.43	240.85	222.25		11,014.03
6030 Nutritional Vending (Nu-Vu)	14.50				14.50
6070 Special Education Fund	19.46				19.46
7000 Due To Student Body	345.33				345.33
7010 RAK Club	401.30				401.30
7020 PBIS Pride Committee	1,104.87	1,172.00	241.73		2,035.14
7040 Aevidum Club	1,427.45				1,427.45
7051 Unified Sports	1,428.16	785.79	200.00		2,013.95
Total Other Accounts	103,722.22	17,310.79	26,170.00	0.00	94,863.01

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 7/1/2026 through 7/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
9000 Mid Valley Activity Fund	94,863.01	150.00	45.00		94,968.01
Total Cash Accounts	94,863.01	150.00	45.00	0.00	94,968.01
Other Accounts					
2045 History Club	132.60				132.60
2060 Secondary Student Fund	2,267.87				2,267.87
2070 Mid Valley SD Dress Down	438.08				438.08
2071 MV Gay-Straight Alliance	70.00				70.00
3005 AV Club	2,275.56				2,275.56
3010 Art Club	1,849.37				1,849.37
3030 Chorus	19.28				19.28
3040 Drama Club	14,981.89				14,981.89
3060 FBLA	24.93				24.93
3080 Leo Club	395.65				395.65
3100 National Honor Society	3,553.01				3,553.01
3110 Newspaper	2.04				2.04
3120 Outdoor Adventure Club	558.88				558.88
3130 SADD	46.43				46.43
3140 Student Council	2,765.94				2,765.94
3145 Middle School Student Council	1,821.17				1,821.17
3150 Yearbook	12,707.00				12,707.00
3170 Family & Consumer Science Club	328.95				328.95
3180 Book Club	112.26				112.26
3210 Technology & Gaming Club	40.00				40.00
3220 Elementary Student Council	4,432.54	150.00	45.00		4,537.54
3222 Elementary Chorus	76.00				76.00
3240 Photography Club	1,285.88				1,285.88
3260 Elementary Talent/Drama Club	10,723.90				10,723.90
3270 Spanish Club	172.77				172.77
3290 Life Skills Account	292.00				292.00
3310 Chess Club	54.18				54.18
3320 Robotics Club	1,992.10				1,992.10
4040 Class of 2019	10.38				10.38
4063 Class of 2024	797.10				797.10
4070 Class of 2023	3,479.40				3,479.40
4071 CLASS OF 2026	343.45				343.45
4072 Class of 2027	6,858.18				6,858.18
4073 Class of 2028	2,493.06				2,493.06
4074 CLASS OF 2029	190.00				190.00
6020 Interest	11,014.03				11,014.03
6030 Nutritional Vending (Nu-Vu)	14.50				14.50
6070 Special Education Fund	19.46				19.46
7000 Due To Student Body	345.33				345.33
7010 RAK Club	401.30				401.30
7020 PBIS Pride Committee	2,035.14				2,035.14
7040 Aevidum Club	1,427.45				1,427.45
7051 Unified Sports	2,013.95				2,013.95
Total Other Accounts	94,863.01	150.00	45.00	0.00	94,968.01

Mid Valley School District

Food Service Operating Statement

June 2026

	Month	To date	Budget To Date
Revenue			
Cash	$ 4,367.55	$ 164,145.29	$ 145,995.00
Reimbursements	$ 31,585.65	$ 1,095,485.57	$ 1,014,564.60
Other Revenue			
Reim. Adjustment	$ 8.32	$ 696.18	
Total Revenue:	$ 35,961.52	$ 1,260,327.04	$ 1,160,559.60
Program Costs			
Program Costs	$ 49,708.01	$ 1,099,170.98	$ 1,053,833.89
District Labor/Fringes	$ 0.00	$ 0.00	$ 0.00
District Costs	$ 0.00	$ 0.00	$ 0.00
Total Expenses:	$ 49,708.01	$ 1,099,170.98	$ 1,053,833.89
Net Income/(Loss)	($ 13,746.49)	$ 161,156.06	$ 106,725.71
Guarantee			$ 106,724.99
Serving Days (Bkft/Lunch)	7 / 7	180 / 180	180 / 180
Breakfasts Served	3,189	116,378	95,400
Average Breakfasts/Day	456	647	530
Lunches Served	5,265	179,083	183,600
Average Lunches/Day	752	995	1,020
AlaCarte Sales	$ 2,050.75	$ 126,782.53	$ 123,660.00
Average AlaCarte/Day	$ 292.96	$ 704.35	$ 687.00
Commodity Use (incl NOI)	$ 1,312.40	$ 67,269.90	$ 55,080.00
Commodity Use/Meal	$ 0.2493	$ 0.3756	$ 0.3000
Commodity Rec (incl NOI)	($ 2,197.10)	$ 61,293.16	
Commodity Rec/Meal	($ 0.4173)	$ 0.3423	
SSO/SFSP Serving Days (Bkft/Lunch)	0 / 0	0 / 0	
SSO/SFSP Breakfasts Served	0	0	
Average SSO/SFSP Breakfasts/Day	0	0	
SSO/SFSP Lunches Served	0	0	
Average SSO/SFSP Lunches/Day	0	0	

Mid Valley School District

Food Service Operating Statement

July 2026

	Month	To date	Budget To Date
Revenue			
Cash	$ 1,967.50	$ 1,967.50	$ 0.00
Reimbursements	$ 0.00	$ 0.00	$ 0.00
Other Revenue			
Total Revenue:	$ 1,967.50	$ 1,967.50	$ 0.00
Program Costs			
Program Costs	$ 26,639.60	$ 26,639.60	$ 12,963.86
District Labor/Fringes	$ 0.00	$ 0.00	$ 0.00
District Costs	$ 0.00	$ 0.00	$ 0.00
Total Expenses:	$ 26,639.60	$ 26,639.60	$ 12,963.86
Net Income/(Loss)	($ 24,672.10)	($ 24,672.10)	($ 12,963.86)
Guarantee			$ 0.00
Serving Days (Bkft/Lunch)	0 / 0	0 / 0	0 / 0
Breakfasts Served	0	0	0
Average Breakfasts/Day	0	0	614
Lunches Served	0	0	0
Average Lunches/Day	0	0	1,001
AlaCarte Sales	$ 0.00	$ 0.00	$ 0.00
Average AlaCarte/Day	$ 0.00	$ 0.00	$ 695.00
Commodity Use (incl NOI)	$ 430.77	$ 430.77	$ 0.00
Commodity Use/Meal	-	-	$ 0.3050
Commodity Rec (incl NOI)	$ 0.00	$ 0.00	
Commodity Rec/Meal	-	-	
SSO/SFSP Serving Days (Bkft/Lunch)	0 / 0	0 / 0	
SSO/SFSP Breakfasts Served	0	0	
Average SSO/SFSP Breakfasts/Day	0	0	
SSO/SFSP Lunches Served	0	0	
Average SSO/SFSP Lunches/Day	0	0	