

Mount Union Area School District



2026-2027

Teacher Handbook

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The intent of this handbook is to orient teachers and help them plan more diligently. The information is not exhaustive. Many additional items will be discussed in future bulletins and faculty meetings. Please feel free to submit any suggestions you may have for improvement in our educational system.

As a faculty member, you are responsible to be knowledgeable about the information contained within this handbook and see that the provisions are carried out to the best of your ability. Also, you are expected to interpret applicable information for students and see that it is observed. We are most effective when we are consistent in the administration of school policy. Please abide by the policies contained in this handbook.

Mount Union Area School District

ADMINISTRATIVE OFFICE

814-542-8631

SCHOOL COLORS – ROYAL BLUE & VEGAS GOLD

MASCOT – TROJAN



Alma Mater

Now we all march on together,
On through fair and stormy weather,
And when ere we have a fight to fight;
We'll win it for the blue and gold.

She our pride and spirit raises,
As we stand and sing her praises,
For we gladly do our school revere
And greet her with a rousing triple cheer.

For old M.U. High
To you your sons are ever loyal,

Old M.U. High,
Your name will ever cherished be.

Old M.U. High,
We'll give a cheer for that royal

Old M.U. High,
We'll love you evermore

MISSION

With a mantra of "proactive for students", the Mount Union Area School District prepares all children for success and productivity in a global society by fulfilling student educational goals.

VISION

We envision a community of lifelong learners inspired to empower, explore, innovate, and contribute positively to our local communities and the world around them.

We will realize this vision by ensuring ALL students have access to:

- a nurturing and diverse educational environment.
- differentiated learning experiences of the highest quality that meet the needs of individual students.
- community partnerships that support our district's mission.
- educational resources that will foster skills that students need to be productive citizens in an ever-changing global society.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe all students can learn when they are provided access to inclusive environments – all students feel a sense of belonging and receive fair treatment. Student learning occurs most effectively when students attend and are motivated to achieve.

STAFF

We believe high-quality staff members are a result of engaging and purposeful professional development. Beyond the instruction provided in the classrooms, high quality staff members model respectful and responsible behaviors that positively influence students.

ADMINISTRATION

We believe high-quality administrators promote an effective educational program that focuses on the needs of the whole child. Curriculum should be rigorous in content, assessments, and data collection should inform teaching and learning, and all students should be engaged. In addition, the curriculum should be all encompassing to meet the needs of a changing, digital, and global society.

PARENTS

We believe a strong, effective partnership with parents strengthens our educational system. Diverse perspectives only work to enhance a well-rounded perception of learning. Public education is the responsibility of all stakeholders.

COMMUNITY

We believe community partnerships strengthen our educational system. Diverse perspectives only work to enhance a well-rounded perception of learning. Public education is the responsibility of all educational stakeholders.

Mount Union Area School District

Our Schools



Kistler Elementary, Grades K-2

154 School Street
Mount Union, PA 17066
Phone: (814) 542-2595
Fax: (814) 542-3465
Mrs. Alesha Yocum, Principal



Shirley Township Elementary, Grades 3- 5

14188 Second Street
Mount Union, PA 17066
Phone: (814) 542-9381
Fax: (814) 542-5424
Mrs. Sandra Kay Rickabaugh, Principal



Mount Union Area Junior High School

706 North Shaver Street
Mount Union, PA 17066
Phone: (814) 542-9311
Fax: (814) 542-8376
Mr. Chad Mickle, Principal for Grades 6-8



Mount Union Area High School

706 North Shaver Street
Mount Union, PA 17066
Phone: (814) 542-2518
Fax: (814) 542-8376
Mr. Dwayne Northcraft, Principal for Grades 9-12

MUASD 2026-2027 School Year

July 2026						
Su	Mo	Tu	We	Th	Fr	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	

August 2026						
Su	Mo	Tu	We	Th	Fr	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					

September 2026						
Su	Mo	Tu	We	Th	Fr	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			

October 2026						
Su	Mo	Tu	We	Th	Fr	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

S-9/T-10.5
 8/25: JH/SH Open House - 6:00-7:00 p.m.
 8/26: Kistler Open House - 6:00-7:00 p.m.
 8/27: Shirley Open House - 6:00-7:00 p.m.

November 2026						
Su	Mo	Tu	We	Th	Fr	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					

December 2026						
Su	Mo	Tu	We	Th	Fr	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		

January 2027						
Su	Mo	Tu	We	Th	Fr	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						

February 2027						
Su	Mo	Tu	We	Th	Fr	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						

March 2027						
Su	Mo	Tu	We	Th	Fr	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			

April 2027						
Su	Mo	Tu	We	Th	Fr	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	

May 2027						
Su	Mo	Tu	We	Th	Fr	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					

June 2027						
Su	Mo	Tu	We	Th	Fr	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			

S-20/T-20
 In-Service - No School
 First/Last Day of School/Graduation
 Vacation
 Act 80 Day - No School
 Trade Day - No School

S-21/T-21
 PSSA/Keystone Testing 4/26-5/7 and 5/10-5/18
 Data Day - Early Dismissal - Elem. 11:10 a.m./HS 11:30 a.m.
 Parent/Teacher Conferences
 Early Dismissal - Elem. 11:10 a.m./HS 11:30 a.m.
 Open House

***Weather Make-Up Dates:**
 By PDE Approval, 5 Flexible Instruction Days will be used for this need. If additional days are needed, days will be added to the end of the year.

Board Approved 2-23-26

Mount Union Jr/Sr High Bell Schedule 2026-27

		A Lunch				B Lunch				C Lunch
7:45	HR	20 Mins		7:45	HR	20 Mins		7:45	HR	20 Mins
	1				1				1	
8:49		44 Mins		8:49		44 Mins		8:49		44 Mins
8:52		44 Mins		8:52		44 Mins		8:52		44 Mins
	2				2				2	
9:36				9:36				9:36		
9:39		44 Mins		9:39		44 Mins		9:39		44 Mins
	3				3				3	
10:23				10:23				10:23		
10:26		44 Mins		10:26		44 Mins		10:26		44 Mins
	4				4				4	
11:10				11:10				11:10		
11:13		30 Mins		11:13		44 Mins		11:13		44 Mins
	A	Lunch			5				5	
11:43				11:57				11:57		
11:46		44 Mins		12:00		30 Mins		12:00		44 Mins
	5				B	Lunch			6	
12:30				12:30				12:44		
12:33		44 Mins		12:33		44 Mins		12:47		30 Mins
	6				6				C	Lunch
1:17				1:17				1:17		
1:20		44 Mins		1:20		44 Mins		1:20		44 Mins
	7				7				7	
2:04				2:04				2:04		
2:07		49 Mins		2:07		49 Mins		2:07		49 Mins
	8				8				8	
2:56				2:56				2:56		

Mount Union Jr/Sr High Bell Schedule 2026-27

2 hour delay schedule		A Lunch				B Lunch				C Lunch
9:45	HR	20 Mins		9:45	HR	20 Mins		9:45	HR	20 Mins
	1				1				1	
10:36		31 Mins		10:35		30 Mins		10:35		30 Mins
10:39				10:39				10:39		
	2				2				2	
11:10		31 Mins		11:10		31 Mins		11:10		31 Mins
11:13		30 Mins		11:13		44 Mins		11:13		44 Mins
	A	Lunch			5				5	
11:43				11:57				11:57		
11:46		44 Mins		12:00		30 Mins		12:00		44 Mins
	5				B	Lunch			6	
12:30				12:30				12:44		
12:33		44 Mins		12:33		44 Mins		12:47		30 Mins
	6				6				C	Lunch
1:17				1:17				1:17		
1:20		44 Mins		1:20		44 Mins		1:20		44 Mins
	7				7				7	
2:04				2:04				2:04		
2:07		49 Mins		2:07		49 Mins		2:07		49 Mins
	8				8				8	
2:56				2:56				2:56		

*3rd and 4th periods can be rotated for 1st and 2nd periods, every other delay.

Mount Union Jr/Sr High Bell Schedule 2026-27

3-hour delay schedule		A Lunch				B Lunch				C Lunch
10:45	HR	20 Mins		10:45	HR	20 Mins		10:45	HR	20 Mins
	1				1				1	
11:10		5 Mins		11:10		5 Mins		11:10		5 Mins
11:13		30 Mins		11:13		44 Mins		11:13		44 Mins
	A	Lunch			5				5	
11:43				11:57				11:57		
11:46		44 Mins		12:00		30 Mins		12:00		44 Mins
	5				B	Lunch			6	
12:30				12:30				12:44		
12:33		44 Mins		12:33		44 Mins		12:47		30 Mins
	6				6				C	Lunch
1:17				1:17				1:17		
1:20		44 Mins		1:20		44 Mins		1:20		44 Mins
	7				7				7	
2:04				2:04				2:04		
2:07		49 Mins		2:07		49 Mins		2:07		49 Mins
	8				8				8	
2:56				2:56				2:56		

I. GENERAL INFORMATION

A. ABSENCE FROM WORK

Each morning school is in session, teachers are to be in their assigned areas no later than 7:25 (elementary) and 7:40 (secondary) a.m. ***In the case of secondary, if you have a morning duty, you need to report at 7:35 a.m. at your duty. If our school system is to function well, it is imperative that teachers be at their respective duty stations prior to the arrival of students. If an emergency arises that will not permit you to be at your duty station at the assigned time, communication with the administration is required.**

* If you need a substitute, please use the Staff Portal before 6:00 a.m.

If calling off work after 6 a.m., please call your building secretary **and** notify your building administrator.

If you know of a planned absence, such as a field trip or conference, please enter this into the Staff Portal at least two weeks in advance of the absence. If you fail to do so, and a sub is not found, you will not be permitted to attend the event.

Emergency sub plans must contain class rosters, seating charts for each period with pictures (if possible) of the students, 3 emergency lesson plans (and any materials needed or instructions for where the material can be found), pertinent information about specific students (allergies, or other medical conditions, or special instructions), and Safety Binder.

****When submitting for a conference, write in the Notes Section what conference you are attending. If you are submitting for bereavement, write in the Notes Section the relationship of the deceased. For field trips, enter the destination and group attending the field trip in the Notes Section.**

B. BUILDING CARE AND USE

Maintaining the building and its furnishings in good condition depends on students' pride in the school plus good teacher supervision and alertness. Homeroom is an excellent opportunity for developing pride in students.

Each teacher must be on the alert to spot, correct, and report student conduct that is destructive. Teachers will be expected to do this at any time and at any place in the building or on the school grounds irrespective of the grade level of student or students involved. Teachers should report immediately to the administration, in a discipline referral on PowerSchool or by email, any act of destruction or marking of furniture, and make every effort to determine the person damaging any furniture or equipment.

Arrangements for use of the building after school hours and on weekends should be made in advance at the building's office. No students are permitted to use school facilities without teacher supervision. This includes the stage, auditorium, gymnasium, locker rooms, classrooms, cafeteria, and shop areas.

C. BULLETIN BOARDS AND DISPLAY CASES

The bulletin boards and display cases in the corridors and classrooms are for general information and to display items of interest to the student body and the public. Bulletin board facilities are available for all teachers to help motivate and promote their programs. Do not put advertisements up in the hallway on paper and tape it to the wall.

D. CUSTODIANS

Teachers and pupils are asked to cooperate with the custodians. Good school housekeeping is good training. Keeping the floors clear of paper, the lockers clean, and the shades adjusted at the close of the day are helpful to the custodians and will be appreciated. They are very important people in our school system and need the help and cooperation of pupils and teachers.

Please direct all complaints to the administration. Do not reprimand the custodian.

E. FLEXIBLE INSTRUCTION DAYS

As a 1:1 district, the Mount Union Area School District provides staff members with a district-owned laptop that they may take home with them. The Microsoft Office 365 suite of applications, particularly Microsoft Teams, will be the primary means by which teachers will deliver instruction to students. Via Microsoft Teams, teachers will connect with groups of students on live video calls/meetings. It is the responsibility of the staff member to deliver live instruction via Microsoft Teams. If a staff member does not have adequate internet service, that allows live instruction, that person should report to their respective building to deliver instruction.

A typical daily schedule during an FID will follow the following format:

- 1) Students log into Microsoft Teams and join a virtual meeting set up by their homeroom teacher.
- 2) Homeroom teachers take attendance based on students who are present virtually on MS Teams Meeting. Attendance will be recorded using PowerSchool, the same system used to track student attendance during a traditional school day.
- 3) Students report to classes virtually according to the same bell schedule that they would typically follow on a traditional in-person school day.
- 4) Students will receive a break for lunch during the time when they would typically eat lunch on a traditional school day.
- 5) During instructional time, teachers will engage students with live direct instruction, individual and group learning activities facilitated by MS Teams, and assignments posted to the MS Teams "Assignments" tab. FID lessons will be designed utilizing program modifications, specially designed instruction, and supplementary aids and services identified in the student's individualized education plans.
- 6) Upon return from an FID, teachers of students with IEPs will meet with their students to review work submitted, checking for completion and understanding. If related services (physical therapy, occupational therapy, speech, etc.) are unable to meet with students in a virtual format, then those services will be rescheduled according to the student's individualized education plan frequency requirements.

During an FID, all paraprofessionals and special education teachers assigned to work with students with special needs or disabilities will meet with those students virtually in small groups via the MS Teams breakout rooms feature. During these small group sessions, teachers and paraprofessionals will ensure accommodations and modifications are delivered appropriately.

All students will be provided with paper copies of assignments that are expected to be completed during an FID in the event that the student is unable to access the internet at home. Completion of these assignments and submission upon the return to school will be used for attendance tracking purposes. These paper-based assignments are also to be completed by students in the event that their teacher does not have adequate internet access at home. Teachers will instruct students to utilize these paper assignments in the event that they are unable to connect with their teachers virtually during an FID. Teachers who are aware that their home is not equipped with reliable internet access will instruct students to use the paper assignments during FIDs for their classes.

Students without home internet access may be able to access Wi-Fi hotspot devices from the Mount Union Public Library free of charge. There are a limited number of these devices available to the public.

If teachers are able to have sufficient advance notice of a planned FID (i.e. in the event of

forecasted inclement weather), they will be instructed to prepare hard copies of instructional materials and resources to send home with students for use on the FID. In this way, there will be recourse if there should be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.

Additionally, during in-service days early in the school year, teachers will develop folders of hard copies of instructional materials and resources that can be distributed to students to take home for use during an FID if there should be issues with technology availability or student access and there is not enough advance notice for teachers to prepare hard copies the day before the FID. In order to ensure that emergency hard copies are relevant when the FID is initiated, folders will include materials and resources related to instructional units that are representative of the wide variety of topics included in each teacher's course curriculum. This way, regardless of the time of year when an FID may be initiated, students will be able to complete work that is meaningful and relevant to their in-class learning.

In the event that the internet or other technology fails, students may contact their teachers for support via phone if the teacher is in the school building.

Upon return from an FID, teachers will meet with their students to review work, checking for completion and understanding.

Regarding attendance in the event that there are issues with technology on an FID, attendance reporting will be based on student completion of hard copy assignments/activities returned to teachers on the next traditional in-person school day in which the student is in attendance following the FID. For students with home internet access who are able to participate in the primary FID plan, attendance will be tracked according to participation in live video calls on Microsoft Teams.

During a flexible instruction day, professional staff will be responsible for: 1) providing instruction to students on the Microsoft Teams platform, 2) implementing learning activities and assignments that are relevant to course curriculum, 3) promptly responding to student questions and requests for help, and 4) recording attendance for students on class rosters.

Health office staff (nurses, etc.), guidance staff, technology department staff, and administrative staff members will be responsible for administrative tasks relating to their respective roles that can be completed virtually. Technology department staff members will also be on-call to assist with any technological issues that may arise during the FID.

Support staff members who are typically assigned to work in classrooms supporting students will be expected to join classes virtually on Microsoft Teams to provide the same kinds of support to students that they would during a traditional school day. They may do this via breakout rooms or one-on-one virtual calls with students.

All staff members will be available for student support during their contracted working hours. All staff members will be accessible via email and phone.

Microsoft Teams will be the primary means by which teachers will deliver instruction to students on an FID. Via Microsoft Teams, teachers will connect with groups of students on live video calls/meetings. Teachers will record which students are present on each Teams video call for attendance tracking. MS Teams also allows teachers to download attendance reports of each video call for record-keeping purposes. During live video calls, teachers will assign learning activities to

students via the "Assignments" feature found on MS Teams. Teachers will monitor completion/participation of these assignments to assign grades and keep track of students' participation. Students who do not participate in live video calls or complete hard copies of pre-distributed FID assignments will be reported as absent for the FID. Parents/guardians must submit an absentee excuse within three (3) days of the FID or the absence will be considered unexcused.

F. END OF YEAR PROCEDURES

End of Year Checklist (All buildings)

All forms should be paper clipped, with the checklist on top, and returned to the building secretary by the end of day on the last day of school. Forms will be sent to staff by the building principal.

Grades

- Verify and finalize grades in PowerSchool.
- Inform students of their status so that we have no surprises and students can prepare to sign up for summer school, if necessary or possible.

Laptops and chargers

- Take inventory of laptops and chargers.
- Note any damage to laptops on the appropriate form.
- If there are stickers or writing laptops, the student must clean it off.
- Turn damages to the main office.

Book Inventory for textbooks and resources in your room

- Report damaged books and person responsible for damage on the Lost or Damaged Book form.
- Turn-in lost/damaged book forms to the main office.
- Store textbooks properly.

Locker cleanout

- As students are cleaning out their lockers, make note of any damage or repairs needed and submit those to the office on the form provided.

General

- Turn-in parent contact log.
- Report any repairs that are needed in your room so that the building principal can submit a work order.
- Turn-in keys for your room and building. You can get these back over the summer if you need them.
- Unplug lights, microwaves, refrigerators, and devices in your room.
- Clean out any food from your room and lounge area.
- Be sure your room is ready for summer cleaning.
- All desks cleared off and things put away in cabinets.
- Any large items that should be returned to your room should be marked appropriately with your last name and room number.

Activity Accounts

- Advisors should submit all unpaid bills or deposits for their club/activity.
- Complete all business related to activity accounts.

H. MUAJR/SHS CLUB GUIDELINES/EXTRACURRICULAR ACTIVITIES ACCOUNT POLICY

For Club Advisors

1. Schedule one meeting per month during school times.
2. Limit classroom pullouts for club projects or meetings as needed, with classroom teacher's prior permission.
3. Contact classroom teacher personally when you wish a student to do something on class time.
4. Select and schedule fund-raisers and club projects in coordination with other club advisors.
5. Provide supplies or tell students specifically how to attain supplies for posters, projects, decorating, etc.
6. Make and put up posters before school (8 a.m.) or after school (2:45 p.m.).
7. Provide after school time with supervision for a limited number of days for decorating projects.
8. Inform your club members of their responsibilities and guidelines regarding club attendance.
9. Post list of each club guidelines and submit to office and distribute to other teachers.
10. Periodically revise club rosters and submit lists to the office.

For Teachers

1. Cooperate with club advisors. If the class project (work, test, etc.) could be made up, please allow students to participate in monthly meetings.

For Students

1. Ask your teacher politely ahead of time if you will be permitted to attend your club's scheduled monthly meeting and be responsible for any assignments.
2. Report to class for attendance and assignments prior to club meetings.
3. Make up any work missed (while attending a meeting) the next day.
4. Allow your advisor to request your presence if needed for special projects, etc.
5. Do not ask Art Department for materials for club projects.
6. Student must maintain a passing grade in the classes from which they wish to be excused.

STUDENT ACTIVITIES ACCOUNT

The school student activities fund accounts for all money received and disbursed through a club is audited annually and is directly supervised by the high school principal. Accurate and current records for each class, club, and organization must be kept. The responsibility of faculty advisors and student officers is a major consideration in the proper execution of the fund. Central bookkeeping is maintained by the principal's secretary. A list of officers and club members is to be turned into the senior high office as soon as possible at the beginning of each year and throughout the year as members are added.

1. All school organizations (classes, clubs) desiring to make local purchases must obtain a purchase order from the office prior to committing to purchasing goods or services. The administrative signature will validate the purchase. No purchases will be honored without prior approval and a purchase order.
2. Local business firms have been notified that teacher or student purchases for activity purposes are not to be honored unless all purchases are accompanied by a proper purchase order.

3. Projects to raise money must be approved by the principal and the school board. This implies that the project must be approved before orders are placed with any firm.
4. Sponsors of groups collecting money are responsible for seeing that collections at the student level are channeled promptly (daily if necessary) to the high school office until such time as the totals can be calculated and deposited into the account.
5. Organizational treasurers and advisors should double-check accounts with the office periodically.
6. Advisors and student offices need to sign a payment voucher before payment can be disbursed.

I. MESSAGES AND MAIL

Teachers are asked to keep their mailboxes emptied. Update your voice mailbox with a current message. Please check your mailbox, e-mail, and voice mail for messages in the morning, at lunch if possible, and at the end of the day. Except in the case of an emergency, messages will not be delivered.

J. NURSING SERVICES

The nurse's office will be staffed from 7:30 am – 2:30 p.m. at Elementary and 8:00 – 2:45 p.m. at the Jr. and Sr. High School. Students must secure a pass from the classroom teacher to report to the nurse. In the event of an emergency, the student should be escorted immediately to the nurse.

K. PROFESSIONAL DRESS –

Staff are expected to wear professional clothing that is clean and presentable at all times. Professional dress may include appropriate length skirts/dresses, khaki pants, dress pants, button-up shirts, collared shirts, and blouses/tops/sweaters with sleeves covering the shoulder. Sneakers that are clean and presentable are acceptable. Non-professional dress includes shorts, athletic gear/leggings, tank tops, flip flops, t-shirts, and sweatshirts and sweatpants. Teachers who contribute to Dress Down Days are permitted to wear jeans (defined as clean jeans without stains or rips) with a professional top on Fridays. Dress Down Days (prior approval) do not include theme days or half days. Field Trips/Special Events require appropriate attire.

L. PARENT COMMUNICATION –

Needs based, not a number of times. At risk students. Attendance, failure, discipline, celebrate wins! etc.

District policy 213 and 215 refer to the communication that is the expectation.

Good, consistent communication between schools and families promotes student success and aids in building positive relationships. It also allows teachers to learn more about students' needs and home environments. If making contact for disciplinary reasons, do so in a timely manner, but never during class. Communication doesn't always have to be negative. Parents love hearing about the good things students do, as well. Communication should include phone calls (primary method) as well as emails or messages.

***Please contact your building administrator to confirm documentation requirements/preferences – this may vary between Elementary and Secondary buildings.** Details of communication with families must be kept on a digital log sheet and shared with their administrator at the start of the school year for

the Secondary buildings (JHS/SHS). ParentSquare can be utilized in this case.

Information logged should include, at minimum, the following information:

- Name of student
- Name of parent/guardian contacted
- Date and time of communication
- Method of communication
- Nature of/reason for communication/summary of communication

M. PARENT CONFERENCES WITH TEACHERS

Conferences are encouraged and may be arranged with parents upon request from parents or teachers. Parents are sincerely interested in the educational development of their children, and we should welcome this interest. Teachers are encouraged to use after school time for conferences.

Courteous and agreeable conferences should be held with any parent who asks. Next to the student, the teacher is the best and most effective public relations agent for the school. It is expected to use the phone as the primary form of communication. We can use email to communicate with parents if the phone calls have failed to reach the parent/guardian. **Parent Square.** *A communication log should be maintained and shared with your immediate supervisor, on a digital template to document all parent contacts (phone conversations, emails, and conferences, etc.).*

***If a student starts to fail, there needs to be communication with the parent. There needs to be documentation of what the teacher's recommended plan of action is using observations from the classroom. If a student is close to failing for the 9 weeks or has failed, a conference with the parent is required. This is part of board policies 213 and 215.**

Do not interrupt class to communicate with parents. Parents should be advised to report to the office, and arrangements will be made to notify the teacher involved and determine a meeting place.

N. SAP TEAM

This committee of teachers, school nurse, guidance counselors, administrators, and supervisors will act on the concerns that teachers, parents, or students have about at-risk students. Referrals may be made confidentially to the Guidance Office using the appropriate forms. The action taken on these concerns may be recommendations to outside agencies, testing and evaluation for special services, medical services, or tutoring. If a student is suspected as a child suffering from homelessness, communicate with the District's Homeless Liaison, Kristen Streightiff. Once verified, refer the student to SAP. The team can determine the child's needs can be met by the SAP team or other programming offered by the District.

In order for this committee to be successful, each teacher must help. This help may take on many forms such as: teacher recommendations of students, filling out and returning promptly student survey forms, and meeting with parents and the SAP Team when necessary. A parent communication log should be kept to document conversations, emails, and phone calls with parents about student behavior and academic concerns. *(See Student Handbook for additional details.)*

O. OUTSIDE VISITORS AND CALLS

Salesmen and/or friends may not meet with teachers during school time unless arrangements have been

made with the school office. **All visitors, including alumni, should report to the office, sign-in and make sure the visitor's pass is visible.**

Teachers need to get approval from the principal for visitors/guests to visit the classroom at least two school days prior to the visit. The office will not permit visitors unless prior notification and approval has been given.

Students are not permitted to use classroom phones to make calls. PERIOD. Go to the office for any call. Classroom phones are not to be used for student personal business. Students are not permitted to answer phone calls in the classroom, if someone is calling your room, it may be regarding a student or private situation. Have your phone in a location where you can access and hear it during class time. Personal calls are discouraged. Teachers may make school business calls at their convenience.

P. CELL PHONE USE DURING THE SCHOOL DAY

Employees will only be permitted to make personal calls, texts or internet usage on their cell phones before or after school, during their duty-free lunch period, or during their preparation period. Cell phones need to be out of students' sight during the school day.

Q. TRANSPORTATION

School vans are available to professional staff members to attend various school functions in the line of duty.

Any staff member wishing to drive a district vehicle must complete the appropriate forms through the District Transportation Department and be board approved.

Permission to use the vehicle must be secured by submitting a transportation request.

The log form must be properly filled out indicating destination, mileage, etc. Rules of safety should be observed - e.g., seat belts buckled; no more than nine passengers. Do not exceed the speed limit. It is the responsibility of the professional staff member to see that the vehicles are clean following a trip.

Park the vehicle in the gated area located beside the District Office. Make sure they are locked and turn in the key to the office or appropriate lockbox as soon as possible. No school vehicles are to be taken home overnight.

All accidents or fines must be reported to the administration. The operator and passengers of the van are fully covered by insurance.

Band members, student athletes, etc., riding school vehicles to school events are to return the same way. The only exception is a request by a parent or guardian, in person, to supply return transportation, or a pre-approved written request. The teacher in charge must give permission. Students representing the school shall not be permitted to drive to events.

If a van or school vehicle is available for an event, conference, or trip and a staff member chooses to drive their personal vehicle, **there will be no mileage reimbursement.**

R. LEAVING THE BUILDING

Teachers are only permitted to leave the building during their assigned lunch period. During the lunch

period, **if a teacher is leaving the building they must sign out in the Main Office.**

If at all possible, make doctor and dentist appointments after school hours.

***Arrive Late/Early Dismissal forms** must be submitted 24 hours ahead of the day and limited to 2 times per year. This form must be submitted to the building principal, and it allows teachers to arrive/depart in less than 30-minute increments. Teachers are required to find their own coverage and record it on the slip.

S. TECHNOLOGY SUPPORT

If you are experiencing technology issues, please submit a Technology Job Ticket which can be found on the MU Homepage – muasd.org.

II. SCHEDULES

A. MEETINGS

Teachers are expected to attend all appropriate meetings unless prevented from doing so by illness or other emergency of which the administration should be notified in advance. Meetings may include Curriculum, Instruction, and Assessment, Content, Professional Development, and Faculty Meetings. Administrative meetings held outside of the school day, will be included as part of the 15 contractual hours.

B. PROGRESS REPORTS

As a concerted effort to communicate to parents all information that should be available in the interest of students, **teachers will update grades in PowerSchool for all graded subject areas weekly.**

Printed progress reports will be sent home mid-marking period.

C. OPEN HOUSE

Open House is currently scheduled for the start of the 2026-2027 school year. MUASD students and families are invited to attend Open House from 6:00-7:00 pm to meet their teachers and walk through the student's daily schedule:

Jr./Sr. High Schools, Tuesday, August 25

Kistler Elementary, Wednesday, August 26

Shirley Township Elementary, Thursday, August 27

D. PARENT CONFERENCES

Attendance is required for Parent Conferences on **Thursday, November 12**. Conference letters are available in the Offices. In addition, the letters can be used for other concerns or to compliment a student for outstanding work or marked improvement.

E. DAILY TEST TAKING SCHEDULE

It is important that all teachers be conscientious of the other tests that students might be taking in various subjects.

III. SUPERVISION OF LEARNERS

A. FIRST AID

The school nurse will be in charge of the health services of the school. Problems of pupil health or drug abuse should be referred to school nurse for further study or action.

Teachers are cautioned not to give medication to school children. In the event of an accident, you should exercise your best judgment and notify the school nurse or the school office immediately. **You are able to administer an EpiPen or inhaler in the case of an emergency.**

Students may carry inhalers and EpiPen prescribed by their doctor and proper documentation is provided to the school nurse.

Non-prescription medications will not be permitted in school. If administration of non-prescription drug is determined to be necessary, the school nurse will follow in-house medication procedures.

B. CRITICAL INCIDENT PLAN (CIP)

The Critical Incident Plan folder must be located near the door to each classroom. It is imperative that each teacher and substitute teacher is familiar with the location and contents of this folder. In the event of a critical Incident, refer to the folder for appropriate actions. **Teachers must take their CIP folders with them when there is an evacuation and during drills.**

Items in the CIP folder

- Chain of Command
- Emergency Evacuation Checklist
- Student Accountability (Attendance) Form
- **Updated** Class Rosters with Pictures for **all classes and homeroom**
- Emergency procedures

C. EVACUATION INSTRUCTIONS

Check to locate the EXIT for your room in case of a fire drill. Things to remember:

1. Each teacher is to remain with his or her group. **Be sure to take your CIP folder with you out of the building.**
2. Maintain effective discipline and order.
3. Keep moving until everyone is out of the building.
4. Teachers in charge of the first group out of each door should assign two individuals to hold the doors open.
5. **Be sure that the windows and classroom doors are closed.**
6. Move rapidly; however, do not run
7. Keep students off the grass, if possible.
8. Account for students using paper forms within the CIP folder as directed by school personnel/administration.

D. DUTIES

Teachers are required to report to their duties on time and stay for the entirety of the duty. It is imperative that students are monitored to prevent misbehavior and incidences. It is your responsibility to keep track of what duties you have and when they are. A schedule regarding duties will be issued at the beginning of the year. Staff will be notified of any changes made.

Lunch is to be duty-free. Students are not to eat with you; they must be in the cafeteria during their assigned lunch period.

E. MORNING ANNOUNCEMENTS

Following the flag salute, student announcers will make the morning announcements. Be sure that all students remain quiet and in their seats during the announcements.

F. HOMEROOMS AND LOCKER ASSIGNMENTS

Locker assignments will be printed on the student's schedule. Each student has been assigned a locker. Locker numbers are listed on homeroom rosters. Periodically, lockers should be inspected by the homeroom teacher any irregularities should be reported to the office.

G. LUNCH DUTY SUPERVISION

Students are not permitted to eat their lunch in teacher classrooms or the library. Students should not be carrying a food tray or food out of the cafeteria. Students with permission are allowed to leave the cafeteria to use the restroom, see the nurse, or come to the office. At no point, should students be freely walking out of the cafeteria during lunch; only two students will be permitted to leave the cafeteria during the same time. Teachers on lunch duty should be vigilant and stop any student attempting to leave the cafeteria with food or without permission.

If your schedule allows, teachers on lunch duty must report a few minutes early to the cafeteria. During lunch duty, circulate to interact with students and to make sure the cafeteria floor is clean. At the end of the lunch period, students should remain seated. Students are not dismissed by the bell but by monitors on duty. Monitors are expected to ensure all tables, chairs, and floors are clear prior to dismissing each table individually.

H. RESTROOM SUPERVISION

Each year smoking, vaping, and vandalism occur in our restrooms. In order to reduce these unfortunate activities, teachers are requested to check restrooms periodically. At times, teachers may be assigned to monitor restrooms.

Under no circumstances should the boys' and girls' locker rooms be used as restrooms for students not directly assigned. **Students not assigned to the locker room and are found without supervision should be sent directly to the office.**

I. CLASSROOM CONDUCT

Teachers are expected to teach and support students in understanding proper classroom conduct and how to be productive citizens of our school and classroom communities. Classroom routines are to be created and implemented to support the attainment of this expectation. Routines should include effective lesson structure (including bell ringer/please do now/entrance ticket, I do/we do/you do or similar model of instruction), practice/application, formative assessment (exit ticket, etc.), and effective closing activities. All students should be taught and afforded the opportunity to learn and practice routines for assessment, absence, arriving to class late, dismissal from class, visiting the restroom, actively participating in classroom discussions, etc. The number one strategy for behavior management is effective, engaging instruction. Our students must be explicitly taught how to be students. An excellent resource is *The First Days of School*, by Authors Harry and Rosemary Wong.

J. HALL CONDUCT

Teachers are expected to monitor the halls between class periods for proper student conduct. Teachers are to stand in their doorways to greet students and observe student conduct. When inappropriate behavior is observed, students should, at a minimum, be verbally reprimanded for the behavior. Repeated acts of misconduct should be referred to the office.

K. SUPERVISION - AFTER SCHOOL HOURS

Students who remain for any after-school activity must be supervised by a teacher. Under no circumstances will students be permitted in the building unless properly supervised. This is particularly applicable to all extracurricular activities. Please enforce this practice. This includes children of staff members, who are also to be supervised at all times.

L. SUPERVISION - PRIOR TO SCHOOL COMMENCING

Students are not permitted to be in the building until 7:30 a.m. (Elementary) and 7:45a.m. (Secondary) unless under the supervision of a teacher for a scheduled extracurricular activity or tutoring. All students should be reporting directly to their homeroom at the start of the day. Under no circumstances are students permitted in the boys' or girls' locker rooms unless under the direct supervision of a teacher.

M. HALL PASS POLICY

Except during the changing of classes, a student must have a pass to be out of his/her assigned area.

1. In order for a student to go to another room to make-up a test or for other reasons, a pass must be secured from that teacher requesting the student prior to the beginning of class.
2. A student who requests to see the nurse must have a pass signed by the teacher, and the nurse will sign the pass and return it to the teacher.
3. Teachers will not issue a pass for a student to see other students or teachers.
4. Students must follow **teacher sign-out procedures** when leaving their designated classroom or assigned area.

RESTROOM PASSES AND LOCATION

Students should use the restroom between class periods and passes from classrooms will be restricted to emergency use only. Students are to use restrooms closest to their classroom. School administrators reserve the right to limit or restrict the number of passes issued to a student, or designate specific restrooms to be used, for students that abuse the privileges previously mentioned.

N. ASSEMBLY PROGRAMS

Assembly programs, in addition to those already scheduled, will be added at appropriate times. All pupils and teachers will attend unless notification is given to the contrary. Teachers will accompany their class groups to the assembly, will be seated with them, and be charged with the responsibility for their conduct going to and from the assembly, as well as during the assembly period.

Unless otherwise assigned, all teachers will be expected to attend assemblies and occupy an assigned area so that student conduct can be monitored. Check frequently for damage to the seats your group has been assigned.

IV. CURRICULUM AND INSTRUCTION

A. PLANNING

You will be evaluated using the Danielson framework. When planning, there are many resources that can assist you. **Helpful Resources**

- Danielson Framework – the criteria by which you will be evaluated.
 - o <https://danielsongroup.org/framework/>
- PDE SAS
 - o <http://www.pdesas.org/>
- Edutopia
 - o <http://www.edutopia.org>
- PA-etep
 - o <https://paetep.edulinksolutions.com/login>
- DRC – Data Recognition Corporation
 - o <https://pa.drcedirect.com/>
- PVAAS
 - o [PVAAS @ PDE](#)
- eMetric
 - o <https://solutions1.emetric.net/PA/>

B. LESSON PLANS

1. Lesson plans will be available on your desk when an administrator enters the room.
2. Below is an example of a Lesson Plan Template which identifies essential components for lessons.

Lesson Plan Templates

Topic:

Course:

Teacher:

Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is \required?	Knowledge of Students: Characterize the class. How will you modify the lesson for groups of individual students?
Instructional Outcomes: What do you want students to learn during the lesson? Posted, Referred to in instruction, and utilized in Assessment!	Standards: PA State standards and PA Common Core Standards
Coherent Instruction: Include procedures, how students will be intellectually engaged, and level of depth of knowledge. A checklist is provided to the right for reference and documentation.	Depth of Knowledge Checklist Check off Depth of Knowledge that are addressed in this lesson Recall List, Define, Tell, Calculate, Identify, Draw, Match

Homework: What homework has been assigned to reinforce student learning?	Skill/Concept Infer, Cause/Effect, Interpret, Summarize, Compare, Construct Strategic Thinking Assess, Construct, Formulate, Cite Evidence, Differentiate, Formulate Extended Thinking Design, Synthesize, Critique, Create, Prove, Apply Concepts
Student Assessment: What will your evidence be whether or not students have learned the instructional outcome(s)?	New Vocabulary: Include any new vocabulary terms that students need to know in order to meet the instructional outcome, and/or new terms introduced in the this lesson.
Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used and why?	Reflection: 1 2 3 4 5 Circle the number indicating how well the lesson went (5 being the best) Notes: Explanation of number chosen. What would you change? How could you make it better for next time?

Teacher: Subject:	Lesson Plan #	Unit:	Date: , 2025
Additional Notes	Unit Goal:		
	Lesson Objective: Learning Target: Standards Addressed:		Teaching Strategy ☐ Direct instruction ☐ Experiential instruction ☐ Group work ☐ In-direct instruction ☐ Independent work
	Introduction/Steps:		Teaching Activity ☐ Class discussion ☐ Collaboration ☐ Graphic organizer ☐ Inquiry/PBL ☐ Modeling

		☐ Stations ☐ Technology _____ ☐ Think/Pair/Share
	Conclusion/Intro of Next Lesson:	Assessment for Learning ☐ Anecdotal comment ☐ Class observation ☐ Conference/debrief ☐ Formal assessment ☐ 1:1 Discussion ☐ Oral presentation ☐ Quiz/test ☐ Rubric ☐ Small group conversation ☐ Student work sample
	Reflection/Highlights:	Assessment as Learning ☐ Peer-assessment ☐ Self-assessment (oral) ☐ Self-assessment (written)
	Questions/Anything to Revisit?	Items Needed/Photocopying

D. ASSESSMENT

The district is establishing a system of assessment. This will include the use of a universal screener three times per year in addition to various intermittent assessments (including diagnostics and progress monitoring), and state required standardized testing. Please refer to the district assessment schedule for additional information and details.

D. TEXTBOOKS

In an effort to secure the greatest value for the text, the following procedures have been developed.

1. **Textbook Inventories** - All books need to be marked with an identifying number and a log should be kept by the teacher. At the end of the semester or year, collect the books, checking to see the proper number assigned to the student is in the returned book.
2. **Lost or Damaged** - Students writing in, marking, or defacing a book may be charged for the damage. Students who have damaged or lost a book should be sent to the office by the teacher who issued the book in order to pay for it. Students who lose or destroy a textbook

will be charged the full replacement cost.

Teachers should notify the office if a debt is not paid. A cumulative record is kept. The student will not receive a diploma nor have any records released until the debt is paid. Teachers should also notify the office if the item is returned.

E. ESSAY AND SPEECH CONTESTS

Essay and speech contests have been approved for participation of students and integrated with the English program. They are as follows: the VFW Voice of Democracy Speaking Contest and the American Legion Essay Contest. All other essay and speech contests are to be approved in advance, and participation by the students shall be on their own time.

F. FIELD TRIP PROCEDURES

Teachers shall secure pre-approval for field trips or other activities that take students from school. School Board approval is necessary for all field trips. Field Trip Request Forms and Transportation Request Forms are required and should be completed and returned to the administrative office prior to the school board's monthly work session.

All students will be required to have a completed permission slip before going on an excursion or field trips.

Staff attending field trips are requested to put this in the Staff Portal listing their absence as a Field Trip request. A list of students and other staff that are attending the trip, should be submitted and approved by the building administrator 48 hours or 2 school days, *whichever is greater*, prior to the date of the trip.

Failure to follow any of these procedures will result in cancellation/rescheduling of the trip in order to get proper approval.

Staff is required to have pre-made bus lists and attendance rosters, which should be shared with the building administrator prior to the event. Attendance must be taken prior to leaving for the trip before loading the buses, once the students are on the buses, when you have arrived at your destination, before heading back to MUASD, and when you have arrived back at MUASD. **It cannot be stressed enough how important it is to take attendance of your students MULTIPLE times while on trips.**

G. CLASSROOM OBSERVATIONS

Classroom observations are a critical component of the traditional supervision model. Teachers being observed will have the opportunity to share their planning and preparation with the administration. The administration will conduct the observation and complete appropriate forms in PA-ETEP. The teacher and supervisor will conduct a post-conference to reflect on teaching practices and student learning.

H. CLASSROOM WALK-THROUGHS

An informal method to observe classroom practices. Teachers can expect administration to visit their classrooms regularly to collect data on student learning.

I. SECONDARY ASSESSMENT CALENDAR

At the beginning of each school year, the Director of Curriculum, Instruction, and Assessment for the JHS and SHS distributes a monthly calendar to highlight the assessments administered to the students throughout the school year. This form should be utilized as a guide for instructors; if you have any questions or concerns regarding this schedule/calendar, please notify the Director of Curriculum, Instruction, and Assessment for Grades K-12.

J. SPECIAL EDUCATION INFORMATION

The Mount Union Area School District, in partnership with the home and school community is committed to providing for the health, safety, and welfare of all students. We have adopted a comprehensive plan that raises the bar for student achievement within a safe learning environment, preparing each child to be successful as global citizens. It is imperative barriers to student learning also be addressed. The Mount Union Area School District is committed to setting high expectations and supports for all students in the school district receiving special education services.

Federal Regulation Requirements (IDEA 2004)

It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, including children with disabilities attending private schools, regardless of the severity of their disabilities, and who need special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Act of 2004 (IDEA 2004).

The IDEA 2004 requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA 2004 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of the confidentiality rights (FERPA regulations were amended in 2008). Pennsylvania special education regulations require each school district to fulfill the IDEA 2004 notice requirement by providing an annual public notice. To comply with the above requirements, following is the annual public notice. Note: The federal and state special education regulations upon which this notice was based were those regulations in effect on June 28, 2008.

The Mount Union Area School District is required by the IDEA 2004 to provide a Free Appropriate Public Education (FAPE) to children with disabilities who need special education and related services. (Note: the duty to identify, locate, evaluate, and provide special education services to school-age individuals incarcerated in local correction institutions rests with the school district within whose boundaries such an institution is located.) Pennsylvania must adopt state laws, regulations, and/or policies conforming with the IDEA 2004 which school districts must follow.

In Pennsylvania, school-age children with disabilities who need special education and related services are identified as exceptional. Students are exceptional if they need specially designed instruction and have one of more or the following physical or mental disabilities:

Autism
Emotional Disturbance
Traumatic Brain Injury
Deafness
Deaf-Blindness

Hearing Impairment
Specific Learning Disability
Intellectual Disability
Other Health Impairment
Orthopedic Impairment
Speech or Language Impairment
Visual Impairment including Blindness
Multiple Disabilities
Early Intervention

The IDEA 2004 requires the provision of a free appropriate public education to children with disabilities between 3 years of age and the school district's age of beginners. In Pennsylvania, a child between 3 years of age and the school district's age of beginners who has a developmental delay or one or more of the physical or mental disabilities listed above may be identified as an "eligible young child."

Eligible young children are afforded the rights of school age exceptional children, including screening, evaluation, individualized education program planning, and provisions of appropriate programs and services. The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. The Tuscarora Intermediate Unit 11 provides programs and services to eligible young children on behalf of the Pennsylvania Department of Education. For more information, contact the TIU11 (814) 542-2501.

Screening

The Mount Union Area School District has established and implemented procedures to locate, identify, and evaluate students and young children suspected of being exceptional. These procedures involve screening activities which include but are not limited to reviews of group-based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten special ungraded classes, first, second, third, seventh, and eleventh grades); vision screening (every grade level). The above screening activities may lead to consideration to move to the next level of evaluation.

When a member of the child's educational team, including parents, suspect a child may need additional educational supports, the team may communicate with each school's guidance counselor to set up a Child Study Team (CST) meeting. The purpose of this team meeting is to gather the above-mentioned information so the child's educational team can thoroughly discuss current data. During the CST meeting, the team may suggest interventions that may be beneficial to help the child. Those interventions are then implemented and monitored to determine whether the child responds positively to the suggested intervention(s). Once data has been collected and discussed following the implementation of interventions, the educational team may recommend a full special education evaluation. Below are the list of our school counselors and their contact numbers:

Kistler Elementary School: (814) 542-2595

Shirley Township Elementary School: (815) 542-9381

Mount Union Jr. High School: Mrs. Sarah Haefner (814) 542-9311; Ext. 123

Mount Union Sr. High School: Ms. Kaitlyn Masser (814) 542-9311; Ext. 130

Evaluation

When screening indicates that a student may be exceptional, the school district will seek parental consent to conduct an evaluation. Evaluation means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs.

In Pennsylvania, this evaluation is conducted by a group of qualified professionals, which must include a certified school psychologist, a teacher, and the parents. The evaluation process must be conducted in accordance with specific timelines and must include protection-in-evaluation procedures. For example, tests and procedures used as part of the evaluation may not be racially or culturally biased.

Please reference the following link regarding special education timelines:

https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~%5Cpattan%5Cmedia%5Cmaterials%5Cpublications%5Cfiles%5Cspec-ed-timelines-_5-23-wbl_1.pdf&hash=0f10a37b7a856577a8d416891c8ac8f7fd2f5ac00c6bef834dbd99eddf65db5e&ext=.pdf

The evaluation process results in a written evaluation report called an Evaluation Report (ER). This report provides recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. The evaluation report also provides recommendations for educational programming, regardless of whether the team recommends that the student is exceptional. Once parental consent for evaluation is obtained, the school district has timelines and procedures specified by law which it must follow. Parents who believe their child is exceptional may request, at any time, that the school district conduct an evaluation. This request should be made in writing. If a parent makes an oral request for an evaluation, the school district shall provide the parent with a form for the purpose of making a written request. Prereferral activities do not serve as a bar to the right of a parent to request, at any time, including prior to or during the conducting of instructional/educational support activities, an evaluation.

Parents also have the right to obtain an independent educational evaluation. The school district must provide to parents, on request, information about where an independent educational evaluation may be obtained. Under certain circumstances, such independent education evaluation may be obtained at public expense.

Educational Placement

If the student is determined to be exceptional, a group of individuals forming an Individualized Education Program (IEP) Team develop a written education plan called an IEP. The IEP shall be based on the results of the evaluation. The IEP team must include the parent(s), at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment), at least one special education teacher, or where appropriate, at least one special education provider, and a representative of the school district. Parents can excuse members of the team from participating when they have either provided information regarding their child in writing to the IEP team or when their area of the child's program will not be discussed.

An IEP describes a student's current educational levels, goals, objectives (if appropriate), and the individualized programs and services that the student will receive. IEP's are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of intervention, and the location of intervention.

Types of services include:

- Learning Support
- Life Skills Support
- Emotional Support
- Deaf and Hard of Hearing Support
- Blind-Visually Impaired Support
- Speech and Language Support
- Physical Support
- Autistic Support (including sensory support)
- Multiple Disabilities Support
- Inclusive Practices (with or without a co-teacher)

Level of intervention options include:

- Itinerant
- Supplemental
- Full-time

Educational placement must be made in the least restrictive environment in which the student's needs can be met. Students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Chapter 15: Section 504 of the ADA: Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as protected handicapped students, and therefore, be protected by other federal and state laws intended to prevent discrimination. The school district must ensure that protected handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with state and federal law, the school district will provide to each 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 students' abilities. To qualify under Section 504 of the ADA, the child must be of school age with a physical or mental disability that substantially limits a major life activity, including prohibiting participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" may be distinct from those applicable to exceptional or thought-to-be exceptional students. The school district or the parent may initiate an evaluation if they believe the child is one that will qualify as a child with a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the Special Education Contact in the accompanying listing.

For more information regarding Section 504: https://www.pattan.net/getmedia/fb622ac4-7091-4114-87c9-e625d441b776/TDR5_2_Chpt15_504_415

Confidentiality

The Mount Union Area School District protects the confidentiality of personally identifiable information regarding its exceptional, thought to be exceptional, and protected handicapped students (if not protected by IDEIA 2004 or Pennsylvania's Chapter 14 special education regulations) in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA)

and other applicable federal and state laws, policies, and regulations.

Education records are those records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. Educational agency, for purposes of this notice, means the local school district. For all students, the educational agency maintains education records that include but are not limited to: Personally identifiable information - the student's name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.

Directory information - information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight, and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Special Education Contact Information

Additional questions regarding special education services may be directed to:

Mrs. Kristen Streightiff, Director of Special Education/Pupil Services

Phone: (814) 542-2518; Ext. 162

Email: kstreightiff@muasd.org

Or

Ms. Beth McNerlin, Special Education Administrative Secretary

Phone: (814) 542-2518; Ext. 160

Email: bmcnerlin@muasd.org

Parental Resources:

Pennsylvania Parent Guide to Special Education for School Aged Children:

<https://www.pattan.net/assets/PaTTAN/2a/2a2a5b53-4694-41c8-aea6-0769490a89ed.pdf>

Special Education for School-Aged Children in Pennsylvania: A Guide for Families:

https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~\pattan\media\materials\publications\files\spec-ed-sch-age_family-guide_eng_5-24-wbl.pdf&hash=33c2fce0a1ac0996124cb31420a45a7721a355f6c7f5a90a43c2ed073f5f5d17&ext=.pdf

K. ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS, SERVICES FOR GIFTED STUDENTS AND SERVICES FOR PROTECTED HANDICAPPED STUDENTS

August 2024

Notice to Parents According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the web site. Children ages three through twenty one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact the appropriate staff member identified at the end of this public notice.

Children ages three to school-age may be eligible for Early Intervention services if they are experiencing developmental delays. Developmental delays, as defined by the State and as measured by appropriate diagnostic instruments, include a 25 percent delay or a test performance of 1.5 standard deviations below the mean on a standardized assessment in one of the following developmental areas: physical development, cognitive development, communication development, social or emotional development or adaptive development. A young child may also be deemed eligible if they are determined to have a diagnosed disability as defined by PA Chapter 14 regulations. Eligibility for Early Intervention services is two-pronged. The child must be diagnosed with a developmental delay or a diagnosed disability and display a need for specially designed instruction. Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the child and to ensure access to the general education curriculum.

Evaluation Process

Each school district, intermediate unit, and charter school has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school which your child attends. Telephone numbers and addresses can be found at the end of this notice. Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to the intermediate unit staff.

Consent

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

Program Development

Once the evaluation process is completed, a team of qualified professionals and parents determine

whether the child is eligible. If the child is eligible, the individualized education program team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information

The SDs, IUs and CSs maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA).

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

The addresses of these schools are as follows:

INTERMEDIATE UNIT	
Tuscarora Intermediate Unit 11 814-542-2501 Kelly Lawler Zurybida Director of Special Education 2527 US Hwy 522 S McVeytown, PA 17051	TIU Early Intervention Programming 814-542-2501 Brian Kritzer Supervisor of Special Education 2527 US Hwy 522 S McVeytown, PA 17051
SCHOOL DISTRICT OFFICES	
Central Fulton School District 717-485-7000 Holly Varner 151 East Cherry Street McConnellsburg, PA 17233-1400	Forbes Road School District 814-685-3865 Forbes Road High School Rebekah Rogers 159 Redbird Drive Waterfall, PA 16689
Huntingdon Area School District 814-641-2104 Administrative Office Sean Cummins 2400 Cassady Avenue, Suite 2 Huntingdon, PA 16652-2602	Juniata County School District 717-436-2111 Administrative Office Christie Holderman 146 Weatherby Way Mifflintown, PA 17059
Juniata Valley School District 814-669-9150 Administrative Office Lisa Coble 7775 Juniata Valley Pike, PO Box 318 Alexandria, PA 16611	Mifflin County School District 717-248-0148 Administrative Building Cindi Marsh 201 Eighth Street, Highland Park Lewistown, PA 17044
Mount Union Area School District 814-542-2518 Administrative Center Kristen Streightiff 603 N. Industrial Drive Mount Union, PA 17066	Southern Fulton School District 717-294-3400 Southern Fulton High School Dr. Laurel Keegan 3072 Great Cove Road, Suite 100 Warfordsburg, PA 17267
Southern Huntingdon School District 814-447-5520 Alisa Scott 10339 Pogue Road Three Springs, PA 17264-9730	Corrections Education 814-658-4024 Timothy Miller -Trough Creek Youth Forestry Camp #3 4534 Tar Kiln Road James Creek, PA. 16657 -South Mountain Secure Treatment Unit 10056 South Mountain Road – P.O. Box 374

	South Mountain, PA. 17261
NON-PUBLIC SCHOOLS LOCATED IN IU 11	
Tuscarora Intermediate Unit 11 814-542-2501 Dr. Brett Gilliland 2527 US Hwy 522 S., McVeytown, PA 17051	
CHARTER SCHOOLS	
New Day Charter School 814-643-7112 Brandy Armstrong -256 South 5th Street. Huntingdon, PA 16652 717-447-0623 -109 Industrial Circle Mifflintown, PA 17059	Stone Valley Community Charter School 814-667-2705 Cheryl Casner 13006 Greenwood Road Huntingdon, PA 16652
PRISONS	
Huntingdon County Prison 814-641-2104 Sean Cummins 2400 Cassady Avenue, Suite 2 Huntingdon, PA 16652-2602	Mifflin County Prison 717-248-0148 Cindi Marsh 201 Eighth Street, Highland Park Lewistown, PA 17044

*The school entity or charter school will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary or secondary school pupil enrolled in a school district, Intermediate Unit, or charter school program shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

V. GRADING POLICY AND PROCEDURES

A. GRADING GUIDELINES

1. All teachers will submit a minimum of 3 grades per student per week. This will not include grades for homework, bell ringers, etc. A teacher should be able to justify every grade given in terms of a quantitative system.
2. Grades will be updated weekly to include a variety of assignments and a minimum of three different types of academic assessments per marking period (projects, labs, tests, quizzes, writing, etc.)
3. Point value of assessments should reflect the rigor of the task.
4. Teachers will inform parents and students of grading practices on the course overview (when the class first meets) with percentages of assessments being used and homework policy.
 - Homework – 25% maximum (Skills)
 - Tests, Labs, Quizzes, Writing, Projects – 75% minimum (Academics)

5. Class overview should include but not limited to: course practices, grading procedures, homework policy, and teacher contact information.
6. Teachers should contact parents of students who are in danger of receiving a D or F prior to the end of the marking period.
7. All teachers will set up their gradebooks in PowerGrade during the Inservice day at the beginning of the school year. One of the following models should be utilized by teachers throughout the year: 26

- No Mid-Term/No Final – 25% each marking period
- Mid-Term / No Final – 12% Mid-Term, 22% each marking period
- No Mid-Term / Final – 12% Final, 22% each marking period
- Mid-Term and Final – 6% Mid-Term, 6% Final, 22% each marking period

VI. DISCIPLINE & POSITIVE SCHOOL WIDE BEHAVIOR SUPPORT

A. DISCIPLINE (GENERAL)

Students involved in attendance irregularities, cafeteria, restroom, corridor, or other infractions of school rules outside the classroom will be subject to disciplinary action deemed appropriate and reasonable by the administration. This may include staying after school, suspension, restriction of privileges or other measures necessary as punishment.

Faculty and staff have the responsibility for control of students while school is in session. This includes between classes, lunch hour, at dismissal, etc. Having good discipline requires the efforts of all staff members. Before we can begin to teach, students must be well disciplined.

If a teacher needs help with disciplining students, please consult with the administration. A discipline referral must be filled out in PowerSchool explaining the circumstances and nature to why the referral was written. Referrals should be as detailed as possible.

Students moving through the halls individually, in large, or small groups must be extremely quiet in the process. Teachers not accompanying students should remind them of their responsibilities. Only by doing this can we avoid interruption of class.

B. DISCIPLINE (CLASSROOM)

Discipline is the responsibility of everyone. Students misbehaving in the classroom should not be sent to the office until the teacher has made every effort to correct the behavior in a professional manner. Students who frequently misbehave or, in the opinion of the teacher, are urgently in need of counseling by the administration, should write a discipline referral. Do not leave your room to escort a student to the office. After the offense has been reviewed, administration will determine the appropriate consequence. During this time, administration may counsel the student(s) in the presence of the teacher.

DETENTION – Detention at the Junior and Senior High Schools is held on Tuesdays and Thursdays from 3:00-5:00 p.m. One staff member at each building monitors detention for their respective building.

IN-SCHOOL SUSPENSION (ISS) is a disciplinary option that allows students to remain in a learning environment while being isolated from other students. ISS will be held as needed at the Junior and Senior High Schools. Students completing ISS, will not be eligible to participate in any school-sponsored extra-curricular activity that day. Teachers with a free period in their schedule will cover ISS when necessary. During this coverage, students must follow the ISS rules. ISS should be quiet and orderly with students

working the entire day. Administrators will try to notify teachers by the end of the school day prior to the assigned ISS. Teachers are required to provide work for students during ISS. The student is responsible for picking up the work. There may be times when notice by the end of the prior school day is not possible. Work for students may also be emailed. Each teacher should also provide a folder of work to be kept in the designated ISS room in case students finish all the given work prior to the end of the school day. Teachers are not required to grade the extra work but may if they wish.

SHS – [Building specific language] – (ISS) In-School Suspension may be utilized for disciplinary reasons throughout the school year with administrative approval, guaranteeing teacher coverage. Students that are behind on detention or have been on the red pass for an extended period will be eligible. There will be no sleeping or use of electronics, other than a computer to complete work. ISS is a disciplinary option that allows students to remain in a learning environment while being isolated from other students. ISS will be held as needed at the Senior High School. Teachers at the high school with a free period in their schedules will cover ISS when necessary.

OUT-OF-SCHOOL SUSPENSION (OSS)

Students assigned OSS are not allowed to participate in extracurricular activities until their probation period is over. Administration will notify teachers of students' probation. When a student receives suspension, teachers should send any work from the classroom for the days he/she will miss that can be done independently by the student. If the assignment cannot be completed without first having instruction, an alternate assignment should be sent. These assignments should be an extra practice for Keystones, previous lessons from class, etc. They should be lengthy and take up a great deal of time. This ensures the students have meaningful work and are not given the opportunity to sit quietly all day with nothing to do. Suspension is a consequence for a negative behavior. It is not to be enjoyable or easy; it is to deter students from repeating the consequence.

C. SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (SWPBIS)

Mount Union Area Jr and Sr High Schools have adopted the SWPBIS system to assist in instilling proper behavior within our students. School-wide Positive Behavioral Interventions and Supports (SWPBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, and mental health. When implemented with fidelity, SWPBIS improves social competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. By adopting a SWPBIS system, a significant number of school-wide behavioral problems can be prevented.