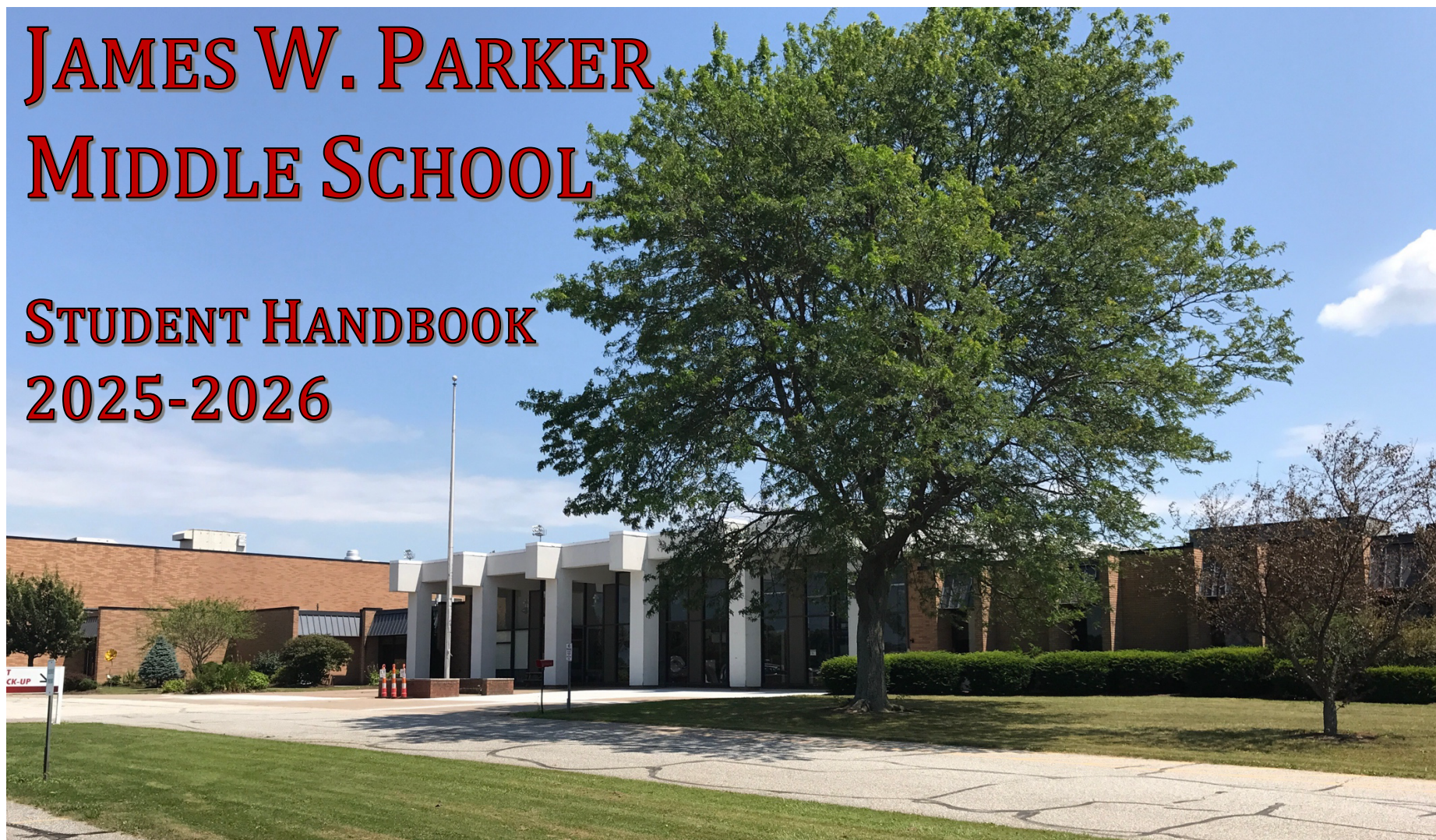


JAMES W. PARKER MIDDLE SCHOOL

**STUDENT HANDBOOK
2025-2026**



**Mr. Jason Buto, Principal
Mrs. Erin Anderson, Assistant Principal**

**11781 Edinboro Road
Edinboro, PA 16412
(814) 273-1033 ext. 2900**

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Dear Parker Middle School Families,

Last year we brought together parents, district leaders and teachers to create a vision for the future of Parker Middle School, a vision that would capitalize on our strengths and address current challenges. We called this process **Parker 2030**, helping to set a course for continued improvement as we progress through the next five years. As a collaborative team, we looked at several pieces of data to identify what we were doing especially well and what we could do better. One key source of data we analyzed was the Climate Surveys completed by parents, teachers and students. We were able to look three years of survey data to identify targets for success and improvement. Our **Mission** seeks to capitalize on our current strengths while our **Vision** inspires us to make improvements:

Parker Middle School's Mission:

At Parker Middle School, students are empowered to grow academically and personally through meaningful opportunities supported by a caring and collaborative staff.

Parker Middle School's Vision:

Parker Middle School is a community that promotes collaboration and communication in an environment that is responsive to the unique needs of each child.

Academic and Survey data indicates that our students are provided with a wide variety of in-class and out of class experiences that positively impact their education. This data indicates that many of our stakeholders believe we have a caring staff that is focused on meeting the needs of our students. Overall, teachers feel like our school is a positive and collaborative environment. However, our data also indicates that we need to do a better job communicating internally (with staff and students) and externally (with parents and the community as a whole). We have room for improvement when it comes to collaborating with parents and the community for the betterment of our students. We will also continue to work on finding more effective ways to meet students' unique needs and address their individual challenges. As we set goals for this new year, we will be particularly focused on the challenges identified in our Vision.

As students return to school, we have two new staff members. Julie Davis has joined our staff as our new School Nurse. Julie comes to Parker Middle School with valuable pediatric nursing experience. Elizabeth Clark has also joined our staff. She will be teaching 7th and 8th Grade Learning Support in place of Lexi Burrell, who moved to the high school. Julie and Elizabeth are both a great fit for Parker Middle School!

We look forward to working with each of you in the coming school year. If we can be of assistance, please do not hesitate to contact us. The phone number at Parker Middle School is (814) 273-1033 ext. 2900.

Mr. Jason Buto, Principal and Mrs. Erin Anderson, Assistant Principal

General McLane School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, sex or handicap in its activities, programs or employment practices as required by Title VI, Title IX and Section 504. For information regarding civil rights or grievance procedures, contact Dr. Matthew Lane, Title IX Coordinator, Mr. Michael Cannata, Section 504 Coordinator, at the Therese T. Walter Education Center, 11771 Edinboro Road, Edinboro, PA 16412 (814)273-1033. For information regarding services, activities and facilities that are accessible to and usable by handicapped persons, contact Mrs. Jackie Dutchcot. *Parents of students attending James W. Parker Middle School may request, and the district will provide, information regarding the professional qualifications of your child's classroom teachers and any paraprofessional providing services to your child.*

Attendance Information

Regular attendance is not only required by law but is necessary for success in all phases of school work. Tardiness and unnecessary absences must be addressed. The middle school office routinely telephones the homes of absent students to function as a liaison between home and school as well as to verify student absence.

In November 2016, the governor of Pennsylvania signed a new truancy law into effect. The purpose of the new law is to improve school attendance and deter truancy through a “comprehensive approach to consistently identify and address issues as early as possible through credible interventions” that (1) preserve the unity of the family whenever possible; (2) avoid the loss of housing, the possible entry of a child to foster care, and other unintended consequences of disrupting an intact family unit; and (3) confine a parent or guardian of a child who is habitually truant *only as a last resort*.

By law, the following absences/tardies are considered excused, when an excuse for the absence is submitted within 3 school days:

- Illness, Death in the family, Religious activities, Court cases, Impassable roads, Unavoidable family emergencies

If an excuse is not submitted within 3 school days after the child’s return to school, the absence or tardy shall be considered unexcused/illegal. A letter will be sent to the parent/guardian of a student when the 1st illegal absence is recorded. The submission of an excuse after 3 days will not be accepted for the purpose of removing the unexcused absence or tardy. If a student accumulates 10 absences, a letter will inform the parent/guardian of attendance issues and will require a physician’s excuse for any additional absence for the remainder of the school year. If a physician’s excuse is not received, the absence will be considered unexcused.

Truant – a student that has three (3) or more days of unexcused/illegal absences during the school year

Habitually Truant – a student that has six (6) or more days of unexcused/illegal absences during the school year

School Attendance Improvement Conference – a meeting with the student, parent/guardian, appropriate school personnel, and other service providers to develop a plan to improve student attendance.

Incident	Consequence
Truant (following the 3 rd unexcused/illegal absence)	• Parents notified with a certified letter within 10 days following the third unexcused absence • School must offer a Student Attendance Improvement Conference
Habitually Truant for students under the age of 15 (following the 6 th unexcused/ illegal absence)	• The school must refer the child to either: (1) a school-based or community-based attendance improvement program OR (2) the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act. • May file a citation against the parent with the District Magistrate • If the child is older than 15: citation will be filed with the District Magistrate

After-School Activities

Any student who is absent from school, for any reason, will not be permitted to participate in or attend any school functions or activities that day.

Assignments

Following an absence, students are responsible to complete all make up class work, tests, quizzes, etc. Teachers may ask that students complete makeup work outside the regular class period. If lessons and assignments are not posted on Schoology, the parents may request that the office collect assignments for students who have an absence of three days or more.

Child Find Notice IDEA– Chapter 14

In compliance with state and federal law, notice is hereby given by the General McLane 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. Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the state, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a Free Appropriate Public Education (FAPE) can be made available. Identification activities are performed to find a child who is suspected as having a disability that would interfere with their learning unless special education programs and services are made available. These activities are sometimes called screening activities. The activities include: review of group data, conducting hearing and vision screening, assessment of a student's academic functioning, observation of the student displaying difficulty in behavior, and determining the student's response to attempted remediation. Input from parents is also an information source of identification. If your child is identified by the district as possibly in need of such services, you will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions: autism/pervasive development disorder, blindness or visual impairment, deafness or hearing impairment, deaf blindness, orthopedic impairment, developmental delay, multiple disabilities, traumatic brain injury, other health impairment, emotional disturbance, specific learning disability, and/or speech or language impairment. We offer a continuum of services for students with disabilities that begins with full inclusion in the child's home school and class, to separate programs within other schools in which peers without disabilities would not participate.

If you believe that your school-age child may be in need of special education services and related programs, or your child (ages 3 to school age) may be in need of early intervention, screening and evaluation processes designed to assess the need 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 school-age evaluations and screenings are to be made in writing to: Director of Student Services, General McLane School District, 11761 Edinboro Road, Edinboro, PA 16412. Requests for children ages 3 to school age should be made in writing to: Director of Special Education, Northwest Tri-County Intermediate Unit #5, 252 Waterford Street Edinboro, PA 16412.

Dismissals During the School Day

Students may be excused from school during the school day for medical and other appointments that cannot be scheduled before or after school hours. Students need to present a written excuse signed by a parent/guardian to the school office at the beginning of the school day.

Educational Trips

Ten (10) days per year may be approved for educational trips. A Request for Approval of Educational Trip form must be completed by a parent or guardian and approved in advance of the trip. Any work provided in advance of the trip must be turned in the day of the student's return. Other work must be made up within three (3) days of the student's return. After the 10th day absent, the student will be marked illegally absent until they return.

Emergency Closing Guidelines for Student Activity Events

In the event of an emergency school cancellation for a full day, the following procedures will be in effect: All home athletic contests will be rescheduled in the event of cancellation due to weather; a case-by-case decision will be made when cancellation is due to other circumstances. Athletic practices will be canceled unless there is a significant change in circumstances. Only varsity practices will be held. Attendance will not be mandatory. All other activities will be rescheduled unless there is a significant change in circumstances. Advisors must have the approval of the principal to hold an activity.

Homebound Instruction

A physician's statement of incapacitation is required for homebound instruction. All applications must be verified by the principal and approved by the superintendent before a tutor will be assigned. (Policy 117)

Homeless students

The McKinney-Vento Homeless Education Assistance Act ensures the educational rights and protections of homeless children and youth so that they may enroll in school, attend regularly, and be successful. The legislation requires a local homeless education liaison in every school district to assist children and unaccompanied youth in their efforts to attend school. This act guarantees homeless children and youth the following:

- The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment.
- The right to attend school in his/her school of origin or in the school in the attendance area where the family or youth is currently residing.
- The right to receive transportation to his/her school of origin.
- The right to services comparable to those received by housed schoolmates, including transportation and supplemental educational services.
- The right to an "equal playing field" and the removal of all barriers to receiving educational services.
- The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited.
- The posting of homeless students' rights in all schools and other places around the community.

The McKinney-Vento Homeless Assistance Act defines homeless children and youths as those who lack a fixed, regular, and adequate nighttime residence. The law provides several examples of situations that meet the definition. This includes children and youths: Sharing housing due to a loss of housing, economic hardship, or a similar reason; Living in hotels, motels, trailer parks, or camping grounds due to a lack of alternative adequate housing; Living in emergency or transitional shelters; Abandoned in hospitals; "Unaccompanied homeless youth," including any child who is "not in the physical custody of a parent or guardian," including youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason; Living in a public or private place not designated for, or normally used as, a regular sleeping accommodation for human beings; Living in cars, parks,

public spaces, abandoned buildings, substandard housing, bus or train stations, or similar places; and/or living in one of the above circumstances and who are migratory.

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

The General McLane School District homeless education liaison is Director of Communications and Administrative Services, Mrs. Sarah Grabski. Please see more information about this topic here. Families and students that would like further information on this, have questions or are in need of assistance in this regard may contact him at 814-273-1033 ext. 5901.

For more information on students experiencing homelessness, including definitions, [please use this link](#).

COMMUNITY RESOURCES

Additionally, General McLane School District works with numerous community organizations to create and foster partnerships to help students and families in need that might be experiencing homelessness. Please see the following highlighted resources and/or reach out to Mrs. Grabski for a full list of resources:

- **Edinboro Food Pantry**, 150 South Perry Lane, Edinboro, PA 16412, 814-732-3663 (FOOD). **Help/assistance provided:** The Edinboro Food Pantry is an individual site that distributes boxes or bags of food directly to those in need. A food pantry is a member agency of, and obtains food from, a food bank. <https://www.edinborofoodpantry.com/> Open: Thursdays, 11 a.m. to 4:30 p.m.
- **Boro Women & Family Services**, 108 High St., Edinboro, PA 16412, 814-734-4237. **Help/assistance provided:** Boro Women & Family Services is dedicated to “Providing Resources And Support To Individuals & Families In Crisis” Rest assured that all services are free and completely confidential. <http://www.borowomenservices.com/>
- **St. Francis Xavier Parish Food Pantry**, 8880 W. Main St., McKean, PA 16426, 814-476-7657, Help/assistance provided: Food provided for families in need. <https://www.stfrancisxaviermckean.org/Food-Pantry.html> Open: Every Friday, or anytime by request.

CHILD CARE RESOURCES: Please see [this attached list of child care providers](#) in the Edinboro and McKean areas.

For additional help: Early Learning Resource Center, Region 1: Crawford, Erie, Mercer, Venango counties; 3823 W. 12th Street, Erie, PA 16505, 814-836-5898

MEDICAL RESOURCES: Please see the [attached list of doctors and dentists](#) that have partnerships with GMSD.

Snow Days

In case of inclement weather, the official announcements for closings or delays will be announced by the superintendent through the ALERT NOW system, and may be heard over the local radio and television stations. School may be dismissed early if a severe storm or emergency arises. Because of the diversity of the district, decisions about closing are difficult. Parents should use their own discretion about sending their children to school during very inclement weather. If you choose to keep your child home due to weather conditions and school is in session, this will be an excused absence. However, a parental excuse **is required** when your child returns to school following a stay at home due to weather conditions.

Tardies

Being on time to school and classes is a very important factor in overall student success. Students are required to report to their first block class at 8:50am. If a student acquires tardies during a single term, the following procedure will be followed:

- 4 Tardies (any combination)- Unexcused Tardy to School and/or Tardy to Class will result in a Lunch Detention
- 8 Tardies- will result in an After-School Detention
- 12 Tardies- will result in a Saturday Detention
- Repeated, excessive Unexcused Tardy to School may result in the filing truancy charges with the District Magistrate

JAMES W. PARKER MIDDLE SCHOOL • BELL SCHEDULES 2024-2025

Daily Schedule

Daily	Grade 5	Grade 6	Grade 7	Grade 8
Morning	7:50 – Report to Block 1		7:56 – Announcements	
Block 1	8:00 – 9:22	8:00-9:22	8:00 – 8:40 <i>(1A Exp)</i> 8:42 – 9:22 <i>(1B Exp)</i>	8:00 – 9:22
Block 2	9:25 – 10:05 <i>(2A Exp)</i> 10:07 – 10:47 <i>(2B Exp)</i>	9:25 – 10:47	9:25 – 10:47	9:25 – 10:47
Tutorial	10:50 – 11:20	10:50-11:22	10:50 – 11:22	10:50 – 11:22
Block 3 & Lunch	11:20 – 11:52	11:25-11:55	11:25 – 12:47	11:25 – 12:05 <i>(3A Exp)</i> 12:05 – 12:35
	11:55 – 1:17	11:57-1:17	12:47-1:17	12:37 – 1:17 <i>(3B Exp)</i>
Block 4	1:20 – 2:45	1:20 – 2:00 <i>(4A Exp)</i> 2:02-2:45 <i>(4B Exp)</i>	1:20 – 2:45	1:20 – 2:45

Two-Hour Delay

Delay	Grade 5	Grade 6	Grade 7	Grade 8
AM	9:50 – Report to Block 1 9:56 – Announcements			
Block 1	10:00–11:01	10:00–11:01	10:00–10:29 <i>(1A Exp)</i> 10:32–11:01 <i>(1B Exp)</i>	10:00–11:01
Block 2 & Lunch	11:04–11:33 <i>(2A Exp)</i> 11:35–12:05	11:04–12:05	11:03–11:33 11:36-12:37	11:04–12:05 12:07–12:37
Block 3	12:40–1:41	12:39–1:09 1:12-1:41	12:40-1:41	12:40–1:09 <i>(3A Exp)</i> 1:12–1:41 <i>(3B Exp)</i>
Block 4	1:44–2:45	1:44–2:13 <i>(4A Exp)</i> 2:16–2:45 <i>(4B Exp)</i>	1:44–2:45	1:44–2:45

Activity/Assembly

Activity	Grade 5	Grade 6	Grade 7	Grade 8
AM	7:50 – Report to Block 1 7:56 – Announcements			
Block 1	8:00–9:15	8:00–9:15	8:00–8:36 <i>(1A Exp)</i> 8:39–9:15 <i>(1B Exp)</i>	8:00–9:15
Block 2	9:18–9:54 <i>(2A Exp)</i> 9:57–10:33 <i>(2B Exp)</i>	9:18–10:33	9:18–10:33	9:18–10:33
Block 3 & Lunch	10:36–10:48 10:48–11:18	10:36–11:51	10:36–11:20 11:20–11:50	10:36–11:12 <i>(3A Exp)</i> 11:15–11:52 <i>(3B Exp)</i>
Block 4	11:20–12:22	11:54–12:31 <i>(4A Exp)</i> 12:31–1:01 <i>(4B Exp)</i>	11:52–12:22	11:52–12:22
Activity	12:25–1:40	12:25–1:40	12:25–1:40	12:25–1:40
	1:45 – 2:45			

Academic Information

Grading

Parents may access their child's grades in PowerSchool at any time by using the Parent Portal. The end of each grading period are as follows:

1st Quarter: October 30th

2nd Quarter: January 17th

3rd Quarter: March 25th

4th Quarter: June 6th

Report Cards will be issued at the end of the 2024-25 school year. If internet access is not available, a Report Card may be printed at parent's request following each quarter. Dates that report cards will be available for printing each quarter are as follows:

1st Quarter: November 4th

2nd Quarter: January 22nd

3rd Quarter: March 31st

4th Quarter: June 6th

A grade is a teacher's evaluation of a student's educational progress in a given course. To determine the final grade for the course, grades from each quarter are averaged together to get a final percentage grade. It is extremely important that a student performs to the best of their ability throughout the entire year. Student grades will be recorded on report cards and progress reports as letters A, B, C, D, F according to the following percentages:

A = 90-100%

B = 80-89%

C = 70-79%

D = 65-69%

F = 64% and below

Parent Contact and Communication

Contact between parents and the school is not only encouraged, it is essential for the success of students. Parents are encouraged to contact teachers and administration with any questions or comments they may have. The following methods can be used to contact teachers and/or receive information:

1. **Email** – addresses can be found on the school website at <http://www.generalmclane.net>
2. **PowerSchool** – parents will receive a letter at the beginning of the school year explaining how to log-in to the system. PowerSchool allows parents to view their child's grades and set up to receive a regular email of their child's progress.
3. **Schoology**– parents will receive a letter at the beginning of the school year explaining how to log-in to the system. Schoology allows parents to view their child's classroom assignments and view daily announcements for JWPMS.
4. **Phone** – call the school office at (814) 273-1033 ext. 2900.

Flexible Scheduling for English Language Arts and Math Courses

ELA Course Descriptions

Our English Language Arts program is designed to support the diverse learning needs of all students through three distinct levels, each tailored to varying pace, complexity, and instructional scaffolds. At each level, we aim to foster critical thinking, literacy skills, and a deep appreciation for language and literature.

Foundation Language Arts:

Focused on developing core reading and writing skills, this level provides a comfortable pace, ensuring mastery of basic concepts and skills, periodic checks for understanding. Scaffolded support includes visual aids, guided reading, simplified texts, and structured writing templates to build confidence and foundational fluency in language arts. This is a co-taught course with both a general education teacher and a special education teacher, meeting students' needs.

Intermediate Language Arts:

This level challenges students with a balanced approach to reading, writing, and analysis. The instruction includes differentiated texts and prompts that require students to analyze and synthesize information both collectively and independently. Scaffolding includes collaborative learning opportunities, peer feedback, and skill-building strategies that encourage independent thinking and engagement with the content.

Advanced Language Arts:

For students ready to tackle more complex texts and ideas, this level emphasizes critical thinking, literary analysis, and the refinement of writing skills with increased focus on independent work, inquiry-based learning, and advanced synthesis of ideas. Support is focused on enhancing students' ability to analyze more complex themes with emphasis on real-world connections and engage with diverse literary genres.

Math Course Descriptions

Our math program is designed to support the diverse needs of students by offering three distinct levels of instruction, each carefully crafted to address differences in pace, complexity, and the necessary scaffolding to ensure success at all stages. Through these levels, we strive to build a strong mathematical foundation, encourage problem-solving skills, and foster confidence in tackling mathematical challenges.

Foundation Math:

This level focuses on a review of past skills, to help make a connection with grade-level standards. The pace is slower, with plenty of opportunities for reinforcement and repetition. Scaffolding includes step-by-step instructions, visual aids, manipulatives, and structured practice that aids students in mastering grade-level standards utilizing classroom support. This is a course with both a general education teacher and a support staff member, meeting students' needs.

Intermediate Math:

This level focuses on grade-level standards. Scaffolding includes step-by-step instructions, visual aids, manipulatives, and structured practice that supports students in mastering grade-level standards.

Advanced Math:

This level focuses on grade-level standards with selected standards from the subsequent grade-level. The pace is faster, and students are expected to transfer skills and knowledge across concepts. Scaffolding includes step-by-step instructions, visual aids, manipulatives, and structured practice that support students in mastering more rigorous standards.

Special Education

James W. Parker Middle School provides a complete range of services to meet the unique educational needs of students who qualify for Special Education programs. Programs and services available include: Learning Support; Emotional Support; Gifted Support; Autistic Support; Life Skills Support; Physical Support; Sensory Support; and Speech and Language Support.

Student Assistance Program (SAP)

The Student Assistance Program (SAP) is a prevention, intervention, and support program that is designed to help students whose social, emotional, or academic challenges interfere with learning. The function is to identify students with problem behaviors and to refer those students to professional agencies. An initial referral may be made by any staff member, parent, or student and is based on observations of behaviors which indicate the student is experiencing problems. The SAP Team will collect data from parents, teachers and administrators who work directly with the student. SAP Team members, including guidance counselors and principals, are available to help. Parents should feel free to call upon them when help is needed.

Homework Guidelines

Homework is important because it is an extension of learning outside of the school classroom. Recognizing this is important, the following guidelines have been established:

1. When a student is absent, requests for homework should be completed as soon as possible. Homework requests can be given to the office if this information is not available on Schoology.
2. Any missed work due to absences is the student's responsibility. Arrangements should be made with the teacher, along with an agreed upon time frame for completion.
3. Daily homework should equal, on average, 10 minutes per grade level number (for example: a 5th grader could expect 50 minutes every night, an 8th grader could expect 80 minutes every night). Homework should be expected every Monday-Thursday.
4. Daily homework should not be assigned over holidays, including spring breaks, unless a long-range assignment has been given.

5. Homework given over weekends should be limited unless it pertains to a long-range assignment.
6. Homework should not exceed more than 10% of the total marking grade for the 9 weeks.
7. Late homework will result in a loss of points.
8. Communication to parents should occur when the student's grade drops below failing or a pattern of multiple missing assignments.

Student Homework Responsibilities:

- ✓ Discuss with the teacher the time frame for turning in missed work.
- ✓ Ask the teacher for missed work after an absence.
- ✓ Ask for help when needed, including additional information on directions/assignments given.
- ✓ Complete all assignments on time.
- ✓ Understand how the teacher grades homework.

Parent Homework Responsibilities:

- ✓ Communicate with the teacher regarding problems/questions.
- ✓ Provide an area for your child to complete homework.
- ✓ Review the Homework Policy.
- ✓ Avoid distractions during study/homework time.
- ✓ Establish a routine homework time.
- ✓ Monitor your child's grades/assignments utilizing Schoology or PowerSchool.
- ✓ Assist your child with their homework, but don't complete the work for your child.
- ✓ Encourage/motivate your child to complete his/her homework.

Teacher Homework Responsibilities:

- ✓ Ensure that the purpose of the assignment is clear.
- ✓ Make homework an extension of learned material.
- ✓ Provide a means to make parents aware of incomplete work (i.e. Schoology or PowerSchool).
- ✓ Provide opportunities for students to get help or make-up missed assignments due to absences.
- ✓ Communicate with students the impact homework will have on their final grade.
- ✓ Give directions to assist students to proceed on their own.
- ✓ Post daily homework and long-term assignments.

Student Behavior Information

School-Wide Positive Behavior Intervention and Support (SWPBIS) System

All students at Parker Middle School will take part in our SWPBIS program. This program will put a huge focus on promoting positive behavior choices in our students as we consistently teach and model the expected behaviors of a middle school student.

Students will be expected to learn and live out Parker PRIDE every day through the development of 5 character traits:

- Positive – Present an optimistic attitude and encourage others
- Respect – Be kind to yourself and others in all you do
- Integrity – Do the right thing even when it is challenging
- Determination – Never give up and always do your best
- Empathy – Demonstrate understanding and sympathy towards others

Within each common area of the school, students will be taught basic expected behaviors that will allow them to be successful while at JWPMS.

Students will have the opportunity to be recognized in four different ways throughout the year:

1. As students consistently demonstrate our expected behaviors, they will be recognized and rewarded for their positive behavior. Students will have the opportunity to earn **Parker Pride Tickets** each day. These tickets will be entered into a drawing that will take place each Monday. If selected, students will receive a small incentive.
2. **Lancer Club** recognizes students that consistently demonstrate Parker PRIDE with quarterly incentives. These students will earn “golden tickets” from the teachers and principals, and will be recognized on a bulletin board outside of the library. At the end of each quarter, these students will receive a small celebration recognizing their positive behavioral choices.
3. Teachers will select 10 **Students of the Month** each month that demonstrate all 5 Parker PRIDE characteristics consistently. These students will be recognized in their classrooms, on the announcements, and on social media. At the end of each semester, all of the students of the month will receive a special breakfast recognizing their hard work and accomplishment.
4. Quarterly celebrations will also be planned for students, and these will be available to all students to attend provided they meet the 1:1:1 CHALLENGE. To participate, students will be expected to have no more than 1 major discipline infraction, 1 unexcused absence, and 1 unexcused tardy. If they have more than 1 in any category, they will not be able to attend part or all of the celebration activity.



James W. Parker Middle School • Parker PRIDE Behavior Expectations

	SHOWING PARKER PRIDE EVERY DAY MEANS:	AT PARKER MIDDLE SCHOOL, EACH STUDENT:
P <i>POSITIVE</i>	Presenting an optimistic attitude and encouraging others	Actively engages in their learning, are confident in their abilities, and encourages others to be their best.
R <i>RESPECTFUL</i>	Being kind to yourself and others in all you do	Shows honesty and kindness and is considerate of peers, teachers, and materials through every word and action.
I <i>INTEGRITY</i>	Doing the right thing even when it is challenging	Takes responsibility for their choices and advocates appropriately for what is right.
D <i>DETERMINATION</i>	Never giving up and always doing your best	Perseveres through challenges by participating, problem-solving, and seeking challenges that lead to growth.
E <i>EMPATHY</i>	Demonstrating understanding and compassion towards others	Acknowledges the differences and challenges others may face and is willing to help others in need.



Parker PRIDE Classroom Behavior Expectations

	SHOWING PARKER PRIDE EVERY DAY MEANS:	IN EVERY CLASSROOM AT PARKER MIDDLE SCHOOL, STUDENTS:
P POSITIVE	Presenting an optimistic attitude and encouraging others	- Actively engage in their learning - Show confidence in their abilities
R RESPECTFUL	Being kind to yourself and others in all you do	- Look at and listen to the speaker - Think before speaking - Take care of materials and resources
I INTEGRITY	Doing the right thing even when it is challenging	- Take responsibility for their choices - Show honesty in all situations - Complete their work to the best of their ability
D DETERMINATION	Never giving up and always doing your best	- Take initiative - Learn from their mistakes - Solve problems and seek challenges
E EMPATHY	Demonstrating understanding and compassion towards others	- Consider the ideas of others - Use kind words when working with others



Parker PRIDE Cafeteria Behavior Expectations

	SHOWING PARKER PRIDE EVERY DAY MEANS:	IN THE CAFETERIAS AT PARKER MIDDLE SCHOOL, STUDENTS:
P POSITIVE	Presenting an optimistic attitude and encouraging others	Interact politely with peers and adults
R RESPECTFUL	Being kind to yourself and others in all you do	- Take care of school property - Wait their turn in line - Use a level one voice when lining up for dismissal
I INTEGRITY	Doing the right thing even when it is challenging	- Report concerns to an adult immediately - Take responsibility for their actions
D DETERMINATION	Never giving up and always doing your best	- Follow directions given by staff members - Leave their table area cleaner than they found it
E EMPATHY	Demonstrating understanding and compassion towards others	- Clean up after themselves - Accept and include others - Speak kindly and listen to others



Parker PRIDE Restroom Behavior Expectations

	SHOWING PARKER PRIDE EVERY DAY MEANS:	IN THE RESTROOMS AT PARKER MIDDLE SCHOOL, STUDENTS:
P POSITIVE	Presenting an optimistic attitude and encouraging others	Greet and compliment one another
R RESPECTFUL	Being kind to yourself and others in all you do	- Take care of school property - Honor privacy of others
I INTEGRITY	Doing the right thing even when it is challenging	- Report concerns to an adult immediately - Demonstrate appropriate self-control
D DETERMINATION	Never giving up and always doing your best	Use time efficiently
E EMPATHY	Demonstrating understanding and compassion towards others	- Clean up after themselves - Leave the restroom as they found it



Parker PRIDE Hallway Behavior Expectations

	SHOWING PARKER PRIDE EVERY DAY MEANS:	IN THE HALLWAYS AT PARKER MIDDLE SCHOOL, STUDENTS:
P POSITIVE	Presenting an optimistic attitude and encouraging others	- Make eye-contact and smile at others - Greet others by saying "hello" or "good morning"
R RESPECTFUL	Being kind to yourself and others in all you do	- Walk on the right side - Are considerate of other student's space - Speak with a level one voice
I INTEGRITY	Doing the right thing even when it is challenging	- Help others when needed - Think about potential outcomes before acting - Carry an accurate e-hallpass
D DETERMINATION	Never giving up and always doing your best	- Lead by example - Walk purposefully to their destination
E EMPATHY	Demonstrating understanding and compassion towards others	- Are mindful of learning in nearby classrooms - Help others in need



Parker PRIDE Technology Behavior Expectations

	SHOWING PARKER PRIDE EVERY DAY MEANS:	WHEN USING TECHNOLOGY AT PARKER MIDDLE SCHOOL, STUDENTS:
P POSITIVE	Presenting an optimistic attitude and encouraging others	- Demonstrate flexibility when issues arise - Are friendly when communicating with others
R RESPECTFUL	Being kind to yourself and others in all you do	- Take care of school property - Keep their devices protected
I INTEGRITY	Doing the right thing even when it is challenging	- Show honesty in all situations - Complete their own work - Use their devices for school work only
D DETERMINATION	Never giving up and always doing your best	- Utilize problem-solving skills - Remain on task as instructed - Bring a fully-charged device to school each day
E EMPATHY	Demonstrating understanding and compassion towards others	Use kind words when interacting with others

Schoolwide Behavior Plan

As the objective of the PBIS system is to promote positive behavior, we also want students to learn and understand that there are choices to every action they make. While our focus is on the positive side, we also understand that students will make inappropriate choices that will require the need for consequences. Consequences are not punishments, but rather the result of an inappropriate choice that the student has made. Consequences are designed to help the student learn from the behavior they exhibited, and work to ensure that it does not happen again.

The administration has the primary responsibility for establishing and enforcing schoolwide behavior and supporting the teachers in their efforts to maintain classroom discipline. Parents have the responsibility to be aware of the school's behavior plan and to work with the school in reinforcing appropriate behavior. Communication between the school and the home must be open and supportive in both directions. Students have the responsibility to be familiar with the behavior plan defined in this handbook and to behave in a positive manner.

The JWPMS Student Behavior Plan is in effect during the normal school day and at all extra-curricular activities involving James W. Parker Middle School. The entire behavior plan is included on the following page, and is broken into 3 levels of behaviors. The plan lists specific infractions in each level, followed by consequence options for those infractions. The individual responsible within each level will have the ability to select a consequence based on those listed.

The three levels of behavior include:

- *Level 1 behaviors* are those that are minor and handled within the classroom by the teacher. These behaviors typically will not require communication home, unless the behavior is repeated or the teacher feels that it is necessary to also have some support from home to correct the behavior choices. If the student must be removed from class to the Student Support Room for repeated behavior, the teacher will make contact home, either by phone or email.
- *Level 2 behaviors* are considered minor, but require the student to be removed from the classroom setting because the behavior has significantly disrupted the learning environment for other students or has repeatedly violated the same behavioral infraction. The student will work with the Student Support Coordinator to identify ways to correct the behavior. This may include them completing a "PRIDE Reflection Form" that will be sent home and will need to be signed and returned to school. Students will return to class at the discretion of the Student Support Coordinator. If a student is assigned an after-school detention, the Student Support Coordinator will make contact home via phone to discuss the incident and resulting consequences. An email notice will be sent from the office indicating the date and time the after-school detention is to be served.
- *Level 3 behaviors* are considered major and will involve the administration. These behaviors automatically result in either detention and/or suspension. These behaviors typically involve an investigation into what happened, and the student may be sent to the Student Support Room while the investigation takes place. This allows for the student to be removed from the situation and they are able to refocus and complete their work in a quiet environment. The administration will make contact home via phone to discuss the incident and resulting consequences.



James W. Parker Middle School Behavioral Infraction Chart



MINOR BEHAVIOR INFRACTIONS		MAJOR BEHAVIOR INFRACTIONS
LEVEL 1: Classroom Teacher	LEVEL 2: Student Support	LEVEL 3: Administrative
♦ Defiance/Insubordination/Non-Compliance ♦ Disrespect ♦ Disruption (<i>off-task behavior</i>) ♦ Inappropriate Language (<i>general context</i>) ♦ Property Misuse Referral to Nurse: ♦ Dress Code Violation Earns automatic zero & parent contact: ♦ Plagiarism/Cheating (<i>first offense</i>) Automatic PRIDE Reflection QR Code: ♦ Tardy to Class ♦ Technology Violation (<i>off-task/games/iPad not charged/etc.</i>)	♦ Abusive or Inappropriate Language/Profanity (<i>directed at individual</i>) ♦ Habitual Level 1 Violations/Excessive PRIDE Reflection QR Codes (<i>More than 3 in 3 weeks</i>) ♦ Inappropriate Display of Affection ♦ Physical Contact/Aggression ♦ Technology Violation (<i>repeated off-task</i>) Repeated Behaviors (occurs within same class period and all steps were followed in Level 1): ♦ Defiance/Insubordination/Non-Compliance ♦ Disrespect ♦ Disruption *Level 2 behaviors may be referred to administration by Student Support Coordinator depending on severity or repetition of behavior	♦ Arson ♦ Bomb Threat ♦ Bullying/Cyberbullying ♦ Fighting/Physical Aggression ♦ Harassment ♦ Lying/Theft ♦ Other Major Behavior ♦ Plagiarism/Cheating (<i>second offense/repeated</i>) ♦ Technology Violation (<i>Acceptable Use Violation</i>) ♦ Terroristic Threats/Acts ♦ Truancy/Skipping Class/Excessive Tardies ♦ Use of Alcohol/Drugs/Tobacco ♦ Vandalism/Property Damage ♦ Weapons
Consequence Steps (must be followed by teacher): 1. Verbal Warning/Seat Change/Remove from situation 2. Restorative Discussion (allow student to acknowledge action and identify restorative way to repair the harm) 3. PRIDE Reflection QR code (validate before submission) 4. Parent contact (After 2nd Reflection QR for same teacher) If student continues to exhibit Level 1 behaviors after a QR code has been issued during the same class period: 1. Referral to Student Support Room/Level 2	If student is removed from the classroom or if the behavior falls within the scope of Level 2: → Teacher must complete Incident Reporting Form → Teacher must make parent contact regarding incident Consequence Options (based on student & situation): → Restorative Discussion (allow student to acknowledge action and identify restorative way to repair the harm) → PRIDE Reflection Form (parent signature required) → Lunch Detention → After School Detention	If student is removed from the classroom or if the behavior falls within the scope of Level 3: → Teacher must complete Incident Reporting Form → Administration will make parent contact Consequence Options: → Restorative Discussion → Lunch Detention (1-3 days) → After School Detention → Saturday Detention → In-School Suspension → Out-of-School Suspension → Expulsion/Alternative Education Placement

*Administration reserves the right to assign consequence as deemed necessary based on the student and behavior exhibited.

Suspension or Expulsion

Students may be excluded from school for a period of one to ten days by action of the principals. Out-of-school suspension will be considered in the most serious cases or when all other possible consequences have failed to change the student's behavior. All out-of-school suspension cases will be handled in compliance with the due process provisions of Chapter 12 of the Regulations of the State Board of Education of Pennsylvania, the Policy of the General McLane School District, and the procedural guidelines of this Behavior Code. The following behaviors by students may lead to suspension and possible expulsion:

- Bringing on to school property or having in the pupil's possession dangerous or illegal weapons
- Selling, using, possessing, or aiding in the procurement of alcoholic beverages, narcotics, or restricted drugs, or controlled substances, including but not limited to marijuana or any material purported to be such, and any other violation of policy of the General McLane School District pertaining to the use and abuse of alcohol or drugs.
- Making a terroristic threat or committing a terroristic act
- Engaging in violent actions threatening to the safety of pupils and school personnel. This includes loud statements which may possibly lead to disruption of the school.
- Overt insubordination to the clear directions of a school district employee
- Committing immoral acts or gestures
- Making salacious statements either verbally or in writing
- Theft
- Destruction or defacing school property
- Failure to be in an assigned area.
- Truancy
- Smoking, vaping or carrying smoking materials on school property or at school sponsored functions
- Failing to comply with the requirements of, or failing to take advantage of, alternative education to which the student was assigned
- Accumulation of disruptive offenses
- Violation of the laws of the Commonwealth of Pennsylvania or the United States of America

School Police Officers

The School Police Officers' duties in the district include, but are not limited to, law enforcement, Student Assistance Program, conflict resolution (peer mediation), safety education, bullying prevention and drug and alcohol awareness. Their presence in the district enables a proactive approach to problems in the school and community.

Specific School-Wide Behavioral Infractions and Consequences

The following is a list of infractions and consequences that will be enforced. This list does not address every possible situation, but concentrates on the more specific inappropriate behaviors. More serious consequences may be encountered if the student has repeatedly exhibited inappropriate behavior and/or the stated consequence has not been previously effective.

Behavioral Infraction	Behavior Level	Consequence
Tardiness to School or Class	1	After the 4th tardy: Lunch Detention After 8th tardy: After School Detention After 12th tardy: Saturday Detention Excessive Tardy to School: Truancy citation may be filed with District Magistrate
Cheating or Plagiarizing	1/2	1st Offense: No credit for the assignment AND Notification of parent by teacher Repeated: No credit, notification of parent by teacher AND After-School Detention
Cell phone use during the school day	1/2/3	1st Offense: Verbal warning to put in locker and turn off. Student also completes a QR for Technology Violation. 2nd Offense: Device is confiscated and turned into the office; student picks up at end of the day. Student also completes a QR for Technology Violation. All Subsequent Offenses: Device is confiscated and turned into the office; parent must pick up. Student also completes a QR for Technology Violation. Student may be assigned a Lunch Detention or more severe consequence if violations become chronic.
Physical Aggression/Fighting	3	Any student that engages in physical contact that is deemed to be aggressive and has the intent to injure another individual will receive a minimum of 1 day ISS and 1 day OSS.
Bullying/Cyberbullying/Harassment	3	Refer to School Board Policy 249
Acceptable Use Policy Violation	3	After-School or Saturday Detention
Vandalism/Property Damage	3	Out-of-School Suspension, Police Notification, and possible filing of charges with the District Magistrate
Fire equipment and safety violations (including the unlawful removal, discharge, or damage of a fire extinguisher or other fire safety equipment; activating an evacuation alarm without just cause; or starting, helping to start, or otherwise causing a fire)	3	Out-of-School Suspension and prosecution under any and all appropriate statutes

Bullying/Harassment/Hazing

Bullying

Bullying is unwanted, aggressive behavior among children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. There are three types of bullying:

- **Verbal bullying** is saying or writing mean things. Verbal bullying includes: Teasing; Name-calling; Inappropriate sexual comments; Taunting; and Threatening to cause harm.
- **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes: Leaving someone out on purpose; Telling other children not to be friends with someone; Spreading rumors about someone; and Embarrassing someone in public.
- **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes: Hitting/kicking/pinching; Spitting; Tripping/pushing; Taking or breaking someone's things; and Making mean or rude hand gestures.

Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through text messages, social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. While cyberbullying typically occurs outside of the school day, disciplinary consequences may result if the action has an effect on the student in the school environment or otherwise prevents them from learning.

Additional information and resources about bullying and cyberbullying can be obtained at www.stopbullying.gov.

Harassment

The distinction between bullying and harassment is that when the bullying behavior directed at the target is also based on a protected class, that behavior is then defined as harassment. Protected classes include: race, color, religion, sex, age, disability, and national origin.

Examples of harassment include: repeated words, gestures or conduct intended to annoy, frighten, alarm, intimidate, put down or provoke the person. Each student has the responsibility to appreciate and respect the individual differences and feelings of others.

There are three types of harassment:

- **Verbal/Written Harassment** (repeated words/inappropriate notes)
- **Physical Harassment** (pushing, poking, throwing objects, etc.)
- **Sexual Harassment** (Unwelcome sexual advances, requests for sexual favors and other inappropriate verbal or physical conduct of a sexual nature). Sexual harassment may include, but is not limited to, the following:
 - Sexual comments, jokes, gestures or looks (including saying someone is gay or lesbian).
 - Showing, giving or leaving someone sexual pictures, photographs, illustrations, messages or notes.
 - Spreading sexual rumors about a person.
 - Spying on someone as they dress or shower at school.
 - Flashing or mooning someone.
 - Touching, grabbing, or pinching someone in a sexual way.
 - Intentionally brushing against a person in a sexual way.
 - Pulling someone's clothing off or down.
 - Blocking someone's way or cornering them in a sexual way.
 - Forcing someone to do something sexual, including kissing.

If you feel you are being bullied or harassed and need help, tell an adult that you trust. Any teacher, guidance counselor, nurse or principal will help you deal with the problem and get some help. It is important that you tell an adult and keep telling an adult until the behavior stops.

Hazing

Hazing is any action or situation which demeans the worth or value of a student or recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes property for the purpose of initiation or admission into any organization including sports teams of the General McLane School District. Participation in such activities is strictly prohibited and will result in serious disciplinary consequences, which include the possible removal from the organization or team. All complaints of hazing should be made immediately to the building administration.

School Board Policy 249 – Bullying/Cyberbullying

Adopted: March 17, 2010

Last Revised: June 18, 2014

Last Reviewed: April 19, 2017

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.

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:

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

Bullying, as defined in this policy, includes 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 have been bullied to promptly report such incidents to the building principal or designee.
- The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

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 ensure that this policy is 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 bullying information with the Safe School Report as appropriate.

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 web site, if available.

Education

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

Consequences for Violations

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

- | | |
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| 1. Harassment Notification Letter/Form. | 7. Detention. |
| 2. Counseling within the school. | 8. Suspension. |
| 3. Parental conference. | 9. Expulsion. |
| 4. Loss of school privileges. | 10. Counseling/Therapy outside of school. |
| 5. Transfer to another school building, classroom or school bus. | 11. Referral to law enforcement officials. |
| 6. Exclusion from school-sponsored activities. | |

Transportation Information

Students should arrive at their bus stop 5 minutes before the scheduled arrival time and dressed appropriately in inclement weather. If the school bus does not arrive at the bus stop on time because of mechanical failure, road or weather conditions, the student is expected to wait a reasonable length of time and then return home.

Bus Regulations

Since bus drivers focus their attention upon the highway and the operation of the bus, the safety of all students cannot be jeopardized. Parental support is critical in helping with safety consciousness and the District bus regulations. Students are not permitted to have large objects on the bus that could block aisles or obstruct the view of the driver such as balloons, skateboards, etc. Students are not permitted to ride any bus other than the one they have been assigned to. The General McLane School District has discontinued the procedure of allowing students to change busses in the afternoon for non-school related activities or convenience.

Bus regulations will be strictly enforced. Riding a school bus is a privilege, not a right, which therefore requires satisfactory behavior on the bus.

School bus rules are reviewed with students by the drivers. The following rules apply:

1. Students are to remain well out of the roadway while waiting for the bus.
2. Getting on and off the bus should be done in an orderly manner.
3. Students are to remain seated while the bus is moving.
4. No part of the body should ever be extended outside the bus.
5. Aisles should be kept clear at all times.
6. Loud talking and/or abusive language are unacceptable.
7. Nothing should be thrown either in or from the bus.
8. There is to be no pushing, fighting, or other unruly behavior on the bus or at bus stops.
9. Students are not to eat or drink on the buses.
10. Vandalism on the buses will require restitution by the student/parent.

Bus drivers will file Bus Discipline Reports with the principals if students choose to violate these rules. Continual violation of these rules may result in Lunch Detention, After-School Detention, Saturday Detention or Suspension of Bus Privileges. Any significant/major violation that is in direct violation of school or district policy will result in more severe consequences.

School Board Policy 810.2 – Transportation Video/Audio Recording

Purpose

The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all students, staff, contractors and others being transported on district-owned, operated, or contracted school buses or school vehicles.

Definitions

School bus means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.

School vehicle means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.

Authority

- *The Board authorizes the use of video and audio recording on school buses and school vehicles for disciplinary and security purposes.*
- *The Board prohibits the use of audio recording on any school bus or school vehicle that is not being used for a school-related purpose.*

Delegation of Responsibility

The Board directs the Superintendent or designee to ensure that:

1. *Each school bus and school vehicle that is equipped with video and audio recording equipment contains a clearly posted notice informing drivers and passengers of the potential for video and audio recording.*
2. *This policy is posted on the district's publicly accessible website.*
3. *Each school year, this policy is included in the student handbook and in any other district publication that sets forth the comprehensive rules, procedures and standards of conduct.*

Guidelines

The district shall comply with the provisions of federal and state laws and regulations regarding student record requirements as applicable to the district's use and disclosure of recordings. Recordings considered part of a student's educational record shall be maintained in accordance with established student record procedures governing access, review and disclosure of student records.

Other Student Support Services

Food Services

Students may choose our hot lunch, from a wide variety of daily specials, or bring a lunch from home. Free and reduced-price lunches are available for eligible students. Applications for free and reduced-price lunches should be filled out online by visiting General McLane's website under the "Food Services" tab. Please contact the middle school office if you are not able to complete the application online.

Guidance Department

James W. Parker Middle School offers a program of guidance and counseling to all students in grades 5-8. Our guidance suite is located off the main lobby (across from the art room). Students are encouraged to take advantage of all programs offered through our Guidance Department.

Counselor responsibilities are:

Ms. Kelly Allen, Guidance Counselor, Grades 5-8

Mr. Michael Simmons, Career and Guidance Counselor, Grades 5-8

Hall Passes

In most cases, students should be in class for the entire period. Teachers are responsible for all assigned students for the entire duration of the class. Students are expected to use e-hallpass as a pass when excused from any assigned area.

Lockers

School lockers are the property of the General McLane School District. Lockers are assigned to the students merely for the convenience of the students. At no time does the General McLane School District relinquish its ownership and control of the lockers. No drugs, alcohol, weapons, cigarettes, proceeds from criminal conduct, or any other contraband is to be kept in any school locker. As a condition of providing student lockers, the General McLane School District reserves the right to enter lockers at any time, for any reason, without notice, without student consent, and without a search warrant. The General McLane School District also reserves the right to conduct canine searches of lockers for the detection of drugs.

Each student is assigned a locker for use during the school year. Students are not permitted to switch lockers or use another student's locker for any reason. Students are responsible for the condition and security of their lockers. Students are not permitted to decorate, write on, or deface lockers in any way. **Students are strongly advised to use a lock, which must be purchased from the school (\$7.00).** Use of any other lock is prohibited. Students who choose not to purchase a lock or who choose not to lock their lockers assume the responsibility for items stolen or damaged. The school and district is not responsible for the loss of property stored in your school locker. School administration will not investigate any claims of stolen property from a locker that has not been properly secured with a school-purchased lock.

Medication Policy

Medication Procedure 227-R

- All medications are drugs and should be given **only** with supervision by parents.
- Those medications that cannot be given **any other time** can be brought to school and given by the nurse.
- All prescription medications must be sent in the original pharmacy container and be accompanied by the proper form (**Authorization for Medication at School**) - a form which includes the child's name, the name of the medication, the amount to be given, the time to be given. **The physician's signature and the parent's signature are required** on the form. Non-prescription medications must be labeled with the child's name and be accompanied by the form with a **parent's signature**.
- The medication should be sent in daily doses in the original pharmacy container (Ask the pharmacist for a duplicate.)
- Parents must register all medicines with the nurse. This includes prescriptions as well as over the counter products.

Any medications not registered with the nurse may be considered a violation of the Drug Abuse Policy 227 which includes disciplinary sanctions up to and including expulsion and referral for prosecution.

Nurse's Office

The main purpose of the nurse's office is to help students stay mentally and physically healthy so they can make the best possible use of educational opportunities. The nurse takes care of emergencies and also helps students who become ill during the school day. Should it be necessary to go to the nurse's office during class time, students should ask for an e-hallpass and proceed directly to the nurse. Students are not permitted to contact their parents regarding illness prior to seeing the nurse.

Photographing of Students

Our students, educational programs, school events, and community-oriented activities are sometimes made the subject of recording by video tapes, audiotape, photography or the like for use as instructional and informational tools. The district will allow students to be recorded, interviewed, and/or photographed for legitimate public purposes. Throughout the school year students may be interviewed, and/or photographed by newspapers, television stations, and district communication office personnel or their designees and these items may be publicly displayed. We will permit this to occur unless parents have placed a written objection on record with the school principal. Any written objections must be filed at the beginning of the school year. If parents do not file a written objection, their silence will serve as implied consent.

Staying After School

Students are not permitted to remain after school unless they are involved in a supervised activity. Students staying after school should go directly to their designated activity area. Roaming in the building, including at General McLane High School, is not permitted.

District and School Policies

Cell Phones/Electronic Devices

Electronic devices may not be used during school hours from 7:50am to 2:45pm. The school district assumes no responsibility for loss or theft of any electronic device. **If a student brings a cell phone or other device to school, it must be kept in their locker and turned off.** In the event of a cell phone violation, the following procedures will be used:

- 1st violation: Verbal warning to put in locker and turn off. Student also completes a QR for Technology Violation.
- 2nd violation: Device is confiscated and turned into the office; student picks up at end of the day. Student also completes a QR for Technology Violation.
- 3rd and all subsequent violations: Device is confiscated and turned into the office; parent must pick up. Student also completes a QR for Technology Violation. Student may be assigned a Lunch Detention or more severe consequence if violations become chronic.

Confidentiality

The following is a summary of parental/guardian rights and privileges concerning educational records:

- Right to have access to all educational records.
- Right to a hearing before a hearing examiner if the challenge is not satisfactory.
- Right to a copy of the records at a nominal fee.
- Right to be notified of the district policy regarding student records.
- Right to request amendment or destruction of data.
- Right to file complaints with the United States Department of Health, Education and Welfare.

Certain records are classified as Directory. These records include, but are not limited to, the student's name, address, telephone number, date and place of birth, major field of study, participation in recognized activities/sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Normally this information is released to the public in the form of news releases on students' activities, honor rolls, athletic programs, clubs and other extracurricular activities. This data may be disclosed without consent. However, parents and eligible students have the right to have the directory file deleted.

Dress Code

The General McLane School District believes that student dress has an impact upon the atmosphere and learning environment of its schools. It is the belief that attire appropriate to the school environment serves to promote learning, minimize distractions and emphasize the seriousness of the learning process. Students are expected to dress in a manner that adheres to the following guidelines and reflects a positive self-image:

- During normal school activities, clothing must be worn in such a way as to cover all undergarments, cover all private parts and cover the torso.
- Clothing and accessories cannot present a hazard to the health or safety of the student or to others in the school, materially interfere with school work, disrupt the educational program, cause damage to school property or cause blocked vision or restricted movement.
- Students may be required or permitted to wear certain types of clothing while participating in physical education classes, shops, extra-curricular activities, or other situations where special attire may be required to insure the health or safety of the student.

- **These items are prohibited:** pajama pants, chains/metal spikes, hats, bandanas, visors, and any clothing of a sexual or violent nature or which promotes or advertises tobacco products, alcohol products or illegal drugs.
- All matters related to student dress not covered by these guidelines shall be left to the discretion of the administration.

Drug Free School Policy

The General McLane School Board supports a comprehensive prevention and intervention program to deal with the problems of substance abuse that face our students. Students receive information addressing the legal, social and health consequences of drugs and alcohol beginning in Kindergarten through Grade 12. It is the Board's position that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful and that the unlawful possession, use or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities is prohibited. Compliance with these standards is mandatory.

The Board has adopted Policy 227 in Drug Abuse which includes disciplinary sanctions up to and including expulsion and referral for prosecution. For purposes of this policy, "drugs" mean: (1) all dangerous controlled substances and anabolic steroids, prohibited by law, (2) all "look alike" drugs; (3) all alcoholic beverages; (4) any drug paraphernalia; and (5) any prescription medication (except those for which permission to use in school has been granted pursuant to Medical Procedure 227-R). In addition, any over-the-counter medication (except those for which permission to use in school has been granted pursuant to Medication Procedure 227-R) may be considered a drug under this policy. The Board prohibits the use, possession, or distribution of any drug: during school hours, on school property, or at any school sponsored event.

The District Disciplinary Code regarding substance abuse has been developed with input from parents, teachers and administrators, adopted by the Board and is in compliance with local, state and federal law. Refer to School Board Policy 227 (located on the district website) for additional information. Drug and alcohol counseling services are available for secondary students during the school day, and students can be referred through our SAP program.

Fund Raising/Wellness Policy

Clubs, sports teams, and other groups are permitted by General McLane School District Policy to conduct fund raising. Groups must fill out a request for fund raising activity signed by the advisor and president of the organization. These requests must be approved by the middle school administration prior to the beginning of the school year.

In an effort to promote student health, the General McLane School District has adopted a wellness policy. This policy encourages healthy choices of foods and beverages for all students by including foods high in fiber and low in fats and sugars such as fruits, vegetables and whole grain items. Healthy beverages include water, milk, 100% fruit juices and others. The policy affects all foods available to students during the school day.

Terroristic Threats/Acts/Weapons Policy

No student shall make a terroristic threat and/or commit a terroristic act. For purposes of this policy, the term terroristic threat is defined as a threat to commit any crime of violence: with the intent to terrorize another or to cause evacuation of a building, place of assembly, facility, or vehicle(s), or with the intent to cause serious public inconvenience, or if made in reckless disregard of the risk of causing such terror or inconvenience. Terroristic threats include, but is not limited to, bomb threats, false fire alarms, or any statements, comments, or remarks which fall within any one or more of the above categories and which pertain to harm directed against another person and/or property.

The possession, use, and/or distribution of a weapon on school property or at any school-sponsored activity is prohibited. The term school property includes any school building, a school bus or vehicle used to provide transportation to or from any school or school-sponsored event, school parking lot areas, and any school property owned by, leased by, or under the control of the General McLane School District. The term weapon shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchuk, firearm, shotgun, rifle, explosive device, explosive material, and any other tool, instrument, material, or implement capable of inflicting bodily injury. All persons entering any school building may be required to submit to a metal detector scan, and a personal search, to ensure that weapons are not brought into the building. Bags and parcels also may be searched by means of metal detection devices, by hand, or otherwise. Refusal to cooperate with the search will result in the denial of entry and/or disciplinary action.

The consequences for such threats or actions may include suspension or expulsion from school. This policy is based upon School Board Policy 218 and 233 which has been adopted by the Board of the General McLane School District. These policies can be found on the school district website.

Visitor/Volunteer Policy

Visitors during the school day must report to the office upon entry into the building and wear a visitor badge during their stay. All visitors will be required to provide a drivers license or other official photo ID and be registered in our Visitor Management system. General McLane School District encourages parents to become involved by volunteering during the school day and chaperoning some extracurricular events. The school district requires all volunteers to file Act 24, Act 34, Act 151 and FBI clearances with the district prior to any one-to-one participation with the students.

GMSD iPad Policies & Procedures

- 1. iPad Mission:** The General McLane iPad initiative is designed to:
 - Allow students to use the tools in school that they will encounter outside of school.
 - Facilitate more active engagement in finding and using information more efficiently.
 - Move students and teachers through the SAMR model of technology use: from Substitution to Augmentation to Modification to Redefinition
 - To facilitate a higher level of student engagement in all aspects of learning.
 - To facilitate a higher level of differentiated instruction, meeting students where they are.
 - Teach students to act in a manner that is consistent with good digital citizenship.
- 2. Everyday Care:** Students are responsible for the general care of the iPad they have been issued by the school. iPads that are broken or fail to work properly must be taken to the classroom teacher for an evaluation of the equipment.
 - a. General Precautions**
 1. The iPad is school property and all users will follow this policy and the Acceptable Use Policy for technology.
 2. Cords and cables must be inserted carefully into the iPad to prevent damage.
 3. The iPad and the case must remain free of any writing, drawings, stickers, and labels that are not the property of GMSD.
 4. The iPad must never be left in an unattended or unsupervised area.
 5. Students are responsible for keeping their iPad's battery charged for school each day.
 6. Students must keep their iPad in the protective case, provided by the school, at all times.
 - b. Carrying iPad**
 1. The protective case provided with the iPads has sufficient padding to protect the iPad from normal treatment and provide a suitable means for carrying the device within the school. iPads must always be within the protective case. Avoid bumping the iPad.
 - c. Screen Care**
 1. The iPad screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.
 - i. Do not lean on the top of the iPad when it is open or closed.
 - ii. Do not place anything near the iPad that could put pressure on the screen.
 - iii. Be mindful of your belongings and the iPad in the book bag. Items within the book bag can potentially damage the iPad.
 - iv. Do not place anything in the carrying case that will press against the cover
 - v. Clean the screen with a soft, dry cloth or anti-static cloth. Use of harsh chemicals WILL damage the screen.
- 3. Use at School:** iPads are intended for use at school each day. In addition to teacher expectations for iPad use, school messages, announcements, calendars, and schedules may be accessed using the iPad. Students must be responsible to bring their iPad to all classes, unless specifically instructed not to do so by their teacher. The iPad is the property of GMSD. Therefore, school staff and administration have the right to check any material stored on a student's iPad at any time.
- Charging:** Students must fully charge their iPad every night. iPads must be fully charged at the start of each school day.

- a. **Screensavers/Backgrounds:**
 - 1. Inappropriate media may not be used as a screensaver or background photo.
 - 2. Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, tobacco, and gang related symbols or pictures will result in disciplinary actions.
 - 3. Passcode lock number should be the last four digits of the student's ID number and should be kept confidential.
 - b. **Sound/Music/Games:**
 - 1. Music is not allowed on the iPad, unless permission is given by the teacher.
 - 2. Internet games are not allowed on the iPads. If game apps are installed, it will be with General McLane School District staff approval.
 - 3. All software/apps must be district provided. Data storage will be through apps on the iPad and email to a server location.
- 4. Managing your files and saving your work:**
- a. **Saving Your Work:** The iPad has limited storage capabilities. Students should use their General McLane OneDrive account to complete and save their work. Work that was not started in OneDrive should be uploaded and saved to the OneDrive account.
 - b. **Network Connectivity:** GMSD makes no guarantee that the network will be up and running 100% of the time. In the rare case that the network is down, the district will not be responsible for lost or missing data.
- 5. Software:**
- a. **Originally Installed Software:** The software/apps originally installed by GMSD must remain on the iPad in usable condition and be easily accessible at all times. Periodic checks of the iPads will be made to ensure that students have not removed required apps.
 - b. **Additional Software:** Students are not allowed to load extra software/apps on their iPads. GMSD will synchronize the iPads so that they contain the necessary apps for school work. Students will not synchronize iPads to their assigned iPad to include home syncing accounts.
 - c. **Inspection:** Students may be selected at random to provide their iPad for inspection, including all materials present on the iPad.
 - d. **Re-image:** In the event of a software issue, students should notify their teacher. The iPad may need to be re-imaged. Re-imaging will restore the default applications and settings. Any work not saved in the student's OneDrive Account may be lost.
 - e. **Software upgrades:** Upgrade versions of licensed software/apps are available from time to time. Upgrades will be handled by school personnel. Students are not to upgrade software on their device.
- 6. Protecting and Storing your iPad**
- a. **iPad Identification:** Student iPads will be labeled in the manner specified by the school. iPads can be identified in the following ways:
 - 1. Record of serial numbers and correlated asset tag.
 - 2. School Label with student name and graduating class.
 - b. **Storing your iPad:** When students are not using their iPads, they should be kept with the student. Students will store iPads in designated areas (when not needed).
 - c. **Left in Unsupervised areas:** Under no circumstances should iPads be left in unsupervised areas. Unsupervised areas include the school grounds, lunchroom, computer lab, locker rooms, unlocked classrooms and lockers, and hallways. Any iPad left in these areas is in danger of being stolen or damaged. If an iPad is found in an unsupervised area, it will be taken to the office. Violations may result in loss of iPad privileges and/or other privileges.

I. iPad Use Agreement and Student Pledge for iPad Use

1. All students and parents must read and complete the iPad Use Agreement and Student Pledge for iPad Use at the beginning of each school year to indicate that you have read and will comply with all policies and procedures within the above document.
2. The student pledge for iPad use is:
 - I will use my iPad in ways that are appropriate, meet General McLane School District expectations, and are educational.
 - I will use appropriate language when using e-mails, journals, wikis, blogs, or other forms of communication. I will not create, or encourage others to create, discourteous or abusive content. I will not use electronic communication to spread rumors, gossip, or engage in activity that is harmful to other persons.
 - I understand that my iPad is subject to inspection at any time without notice and remains the property of General McLane School District.
 - I will take good care of my iPad.
 - I will never leave my iPad unattended.
 - I will never loan out my iPad to other individuals.
 - I will know where my iPad is at all times.
 - I will charge my iPad's battery daily.
 - I will keep food and beverages away from my iPad since they may cause damage to the device.
 - I will not use of the iPad camera to take and/or distribute inappropriate or unethical material
 - I will not disassemble any part of my iPad or attempt any repairs.
 - I will protect my iPad by only carrying it while in the case provided. I will not remove my iPad from the case provided by General McLane School District.
 - I will not place decorations (such as stickers, markers, etc.) on my iPad or provided case.
 - I will not deface the serial number iPad sticker on any iPad.
 - I will be responsible for all damages or loss caused by neglect or abuse.
 - I agree to the stipulations set forth in the JWPMS iPad Policy and Procedures, the student handbook, the District Acceptable Use Policy, and the Student Pledge for iPad Use.
3. Individual school iPads and accessories must be returned to GMSD at the end of each school year. Students who withdraw, are suspended or expelled, or terminate enrollment at GMSD for any reason must return their individual school iPad on the date of termination.

iPad FAQ

Students in grades 5-8 will bring their iPads home every day. Below you will find a list of some frequently asked questions:

Are students required to bring the iPad to school every day? Yes. Students are responsible for bringing a fully charged iPad to school every day.

Should students bring their iPad charger every day? Students should bring a fully charged iPad to school each day, so a charger should not be necessary. If a student forgot to charge it, they should bring their charger to school as a backup if the iPad cannot be used all day.

Will students be able to access inappropriate sites/apps? If the student accesses the internet off of school grounds, is it filtered? To promote internet safety for students at locations outside of the school, the district-issued device includes internet protection measures that are designed to block sites in a web browser (Safari, Chrome, etc) deemed inappropriate by the district. However, the school cannot guarantee that these measures will effectively block access to all inappropriate sites. Therefore, parents assume responsibility for monitoring student use of the device at all times from any location away from school. As always, no filter is perfect, and there is no replacement for parental supervision. This safety software cannot remotely access the iPad camera, however, it does monitor apps installed along with internet traffic.

Do I have to have Internet connection at home for my child to use the iPad? No, but it will be helpful as many classes will use the Internet to access content, do research and communicate with their teachers and peers. Also note that the iPad has no wired connection and can only access the Internet via a wireless connection. Students who do not have internet access at home will be able to download the majority of their classroom materials prior to leaving the school in order to complete their assignments from home. District staff cannot troubleshoot any connectivity issues experienced off campus.

What if the iPad is damaged or stolen? If a student damages, loses or is a victim of theft they must notify the building administrator as soon as possible and discuss the situation. The iPad Student Agreement covers this issue in detail.

GMSD Acceptable Use Policy (815)

7. Acceptable Use Policy ([Board Policy 815](#)):

- a. **Overview:** The Acceptable Use Policy as adopted by the General McLane Board of Directors is intended to maintain GMSD's established culture of openness, trust and integrity. GMSD is committed, through the restrictions imposed in the policy, to protecting GMSD and its students and employees from illegal or damaging actions by individuals, either knowingly or unknowingly, using the computer and other electronic systems of GMSD. Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, WWW browsing, File Transfer Protocol (FTP), and voicemail systems (hereinafter the "Information Systems") are the property of GMSD. Information Systems shall not include personally owned computers used to access GMSD's website or other Information Systems over the Internet. These systems are to be used for business purposes in serving the needs of GMSD and its students, faculty and community in the course of normal school operations. **It is the responsibility of every user of the Information Systems to know these guidelines, and to conduct his or her activities accordingly.** To ensure enforcement of this policy, the district shall monitor the use of technology resources through direct supervision, monitoring Internet use history, or other software and hardware tools.
- b. **Scope:** This policy applies to all use of Information Systems, including use by students, employees, consultants, temporary employees, other workers at GMSD, including all personnel affiliated with third parties, volunteers, and all other individuals who might have access to Information Systems of GMSD (hereinafter "Users"). This policy applies to all Information Systems whether owned or leased by GMSD and restricts the use of Information Systems to Users authorized by GMSD.
- c. **Purpose:** The purpose of the policy is to outline the acceptable use of the Information Systems at GMSD. These rules are in place to protect the students, employees, and GMSD. Inappropriate use exposes GMSD to risks including virus attacks, compromise of the Information Systems, and legal issues related to unauthorized use, inappropriate use or information disclosure. GMSD strives to

maintain a school atmosphere and workplace free of harassment and sensitive to the diversity of its students and employees. Therefore, GMSD prohibits the use of the Information Systems in ways that are unauthorized, including those that are disruptive, offensive to others or harmful to morale.

d. **Policy:**

- i. **Administrative Regulations and Review:** The Superintendent, in cooperation with other appropriate administrators, may in his/her discretion develop administrative regulations to implement this policy. The Superintendent, in cooperation with other appropriate administrators, shall review this policy and the administrative regulations promulgated hereunder at reasonable intervals, make appropriate revisions to the administrative regulations and recommend necessary revisions of this policy to the Board.
- ii. **Internet Usage Safety and Technology:** The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers are being used for purposes prohibited by law, or for accessing obscene or sexually explicit materials, child pornography or materials that are harmful to minors. The procedures shall include but not be limited to:
 1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults from certain visual depictions that are obscene, child pornography, material that is harmful to minors, or material that is determined by the Board to be inappropriate for use by minors.
 2. Maintaining and securing a usage log.
 3. Monitoring online activity of minors.
- iii. **Education:** The Superintendent or designee shall be responsible for recommending courses regarding the education of minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and appropriate response.
- iv. **General Use and Ownership:**
 1. While GMSD desires to provide a reasonable level of privacy, Users should be aware that the data in any form which they create or receive on the Information Systems remains the property of GMSD. There is no expected right of privacy with respect to any data composed, sent or received through, or stored in, the Information Systems.
 2. Authorized Users are responsible for exercising good judgment regarding the reasonableness of any personal use. However, Users must comply with the administrative regulations, and if there is any uncertainty, each User should consult his or her supervisor, manager or teacher. No Information Systems use shall be permitted if it violates the provisions of this policy or the administrative regulations as to use, content or purpose.
 3. For security and maintenance purposes, authorized individuals within GMSD may monitor equipment, systems, and network traffic, and content at any time.
 4. GMSD reserves the right to audit networks and all Information Systems and the content thereon on a periodic basis to ensure compliance with this policy.
 5. The Information Systems at all times remain the property of GMSD. As such, GMSD reserves the right to monitor internet and voicemail traffic, and retrieve and read any information composed, sent or received through, and stored in, the Information Systems.

6. GMSD reserves the right to replicate, and when appropriate purge, all digitally stored information in accordance with GMSD's Record Retention Policy, Board policy No. 800.
 7. Information that is composed, transmitted, accessed, or received via the Information Systems shall not include content that could be considered inflammatory, discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any User or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious beliefs, national origin, disability, or any other characteristic protected by law.
 8. All information that is composed, transmitted or received via the Information Systems is considered to be part of the official records of GMSD and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, Users are responsible to ensure that the information contained in email and voicemail messages and other transmissions is accurate, appropriate, ethical, lawful, school-related, and consistent with this policy and the administrative regulations.
 9. GMSD accounts shall be used only by the authorized owner of the account for its approved purpose. Users of the Information Systems shall respect the privacy of other Users of the Information Systems.
 10. Any User identified as a security risk or having a history of problems with other computer systems may be denied access to any part of or all of the Information Systems.
 11. Any User who receives any threatening or unwelcome communication shall report such communication immediately to a teacher or administrator.[5][7]
 12. Any GMSD computer/server utilized by students and staff shall be equipped with Internet blocking/filtering software. Filtering may be disabled for adults engaged in bona fide research or other lawful purposes
- v. **Unacceptable Use of Information Systems:** The following activities are, in general, prohibited. Certain Users may be exempted from these restrictions during the course of their legitimate job responsibilities (e.g., systems administration staff may have a need to disable the network access of a host if that host is disrupting production services). Under no circumstances are Users authorized to engage in any activity that is illegal under local, state, federal or international law while utilizing the Information Systems. The list below is by no means exhaustive, but is intended to provide a framework for activities which fall into the category of unacceptable use.

The following activities are strictly prohibited, with no exceptions:

1. Violations of the rights of any person or entity protected by copyright, trademark, trade name, trade secret, patent or other intellectual property, laws or regulations, including, but not limited to, the installation or distribution of "pirated" or other software products that are not approved and licensed for use by GMSD, subject to the exception for "fair use" as may be explained in GMSD's Fair Use Policy. This includes reproducing software for use on more than one (1) computer when GMSD is not licensed to do so by the software developer or supplier.
2. The copying or transmission of any copyrighted material, without the prior written authorization of the owner and then only with recognition and credit to the holder of the copyright protection, subject to the exception for "fair use" as may be explained in GMSD's Fair Use Policy. Examples of the unauthorized use of copyrighted material include, but are not

limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, the transmission or copying of copyrighted music, and the installation of any copyrighted software for which GMSD or the end user does not have an active license. If a User did not create material, does not own the rights to it, or has not secured authorization for its use, it may not be transmitted through or placed on the Information Systems. The installation of any software on GMSD Information Systems without the prior approval of GMSD is strictly prohibited.

3. Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws.
4. Introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, e-mail bombs, etc.).
5. Allowing use of a GMSD User account or GMSD assigned computer by unauthorized Users. This means that you may not let your family, other household members and/or friends use your GMSD account or your GMSD assigned computer.
6. Using the Information Systems to engage in procuring or transmitting material that is in violation of sexual harassment, discrimination laws, including but not limited to laws respecting hostile workplace conditions.[10][11]
7. Making offers of products, items, or services originating from any GMSD account or utilizing GMSD Information Systems without the prior approval of GMSD.
8. Accessing, displaying or transmitting sexually explicit images, messages, cartoons, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment, defamation, or showing disrespect for others.
9. Engaging in unauthorized transactions that may incur a cost to GMSD or initiate unwanted internet services, transmissions or voicemail traffic. GMSD shall not be responsible for any unauthorized charges or fees resulting from access to the Information Systems.
10. Attempting to gain unauthorized access into a computer or other Information System of another organization or person.
11. Passing off personal views as representing those of GMSD.
12. Sending unsolicited email or voicemail messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material (e-mail spam).
13. Any form of harassment via email, telephone or paging, whether through language, frequency, or length of messages.
14. Unauthorized use, or forging, of e-mail header information.
15. Solicitation of e-mail for any e-mail address, other than the poster's account, without the prior approval of that account holder.
16. Creating or forwarding "chain letters", "Ponzi" or other "pyramid" schemes of any type.
17. Use of unsolicited e-mail originating from within the Information Systems of other Internet/Intranet/Extranet service providers on behalf of, or to advertise, any service hosted by GMSD or connected via the Information Systems of GMSD.
18. Posting the same or similar nonschool-related messages to large numbers of Usenet newsgroups, email list-servs and/or e-mail groups (newsgroup spam).
19. Unauthorized use of e-mail or voicemail to solicit others for commercial ventures, religious or political causes, outside organizations, or other nonschool matters.
20. Any use of the Information Systems of GMSD which is prohibited in the administrative regulations promulgated from time to time pursuant to this policy, or is unlawful under any applicable federal or state law or regulation.
21. Bullying/Cyberbullying.

22. Intentional obtaining or modifying of files, passwords, and data belonging to other Users.
 23. Impersonation of another User, anonymous use, and/or the use of pseudonyms.
 24. Disruption of the work of other Users.
 25. Destruction, modification, abuse or unauthorized access to network hardware, software and files.
 26. Users shall not reveal their passwords to another individual.
 27. Users are not to use Information Systems that have been logged in under another User's name.
 28. Users shall not reveal personal information to any other individual on the Information Systems.
 29. Access by students and minors to material that is harmful to minors or is determined to be inappropriate for minors in accordance with Board policy
- e. **Enforcement:** Any User who has used the Information Systems without authorization or for an unauthorized purpose, or is found to have violated this policy may be subject to disciplinary action, up to and including termination of employment, suspension or expulsion from school, denial of access to school premises and property, as well as the possibility of facing applicable criminal charges as per appropriate local, state, and federal statutes. Users shall be responsible for damages to the Information Systems resulting from deliberate or willful acts.

PHYSICIANS CERTIFICATE OF INCAPACITATION FOR ADAPTIVE OR EXEMPTION FROM PHYSICAL EDUCATION

Parents: We need this form back within the week please.
We cannot allow gym activity without specific details below and doctor's signature.
Please utilize our fax: 814-273-1038. Questions: 814-273-1033 x 2907

Date given: _____

STUDENT'S NAME: _____

1. Nature of illness which renders the student unable to participate in physical education and/or specific activities (incapacitated):

2. Specific period of time during which the student will be unable to participate in physical education class.

Incapacitated from: _____ to: _____
Month/Day/Year Month/Day/Year

I recommend that the General McLane School District provide an adaptive physical education program to the above student. Please check:

Permissible Activities:

1. _____ Walking
2. _____ Stationary bike
3. _____ Stretching
4. _____ Upper body light weights
5. _____ No physical activity of any kind. If no physical activity, book work will be assigned
6. _____ Other _____

Signature of Physician or Parent

Printed name of Physician or Parent

Student Name: _____

Teacher (Tutorial): _____

GMSD iPad Use Agreement Form, Student Pledge for Use & Equipment Return Agreement · 2025-26

The undersigned understands that the iPad issued to your child is the property of the General McLane School District and further agrees that they will return the issued equipment when requested by District personnel. The District reserves the right to retrieve this equipment at any time for any reason to include, but not limited to inspection, maintenance or upgrade; all equipment must be returned at the end of each school year. The iPad is issued in a protective case which should not be removed. If an issue arises with the iPad, it should be reported immediately to district personnel.

Parents and students are not permitted to enter personal credit card or payment information or a personal Apple ID for downloading applications or music. All necessary applications will be available to download in the district self-service portal.

The student will return the iPad in working order, with all issued accessories, all also in working order. The accepted definition of working order is as follows: the state or condition of being operational or of functioning acceptably. Students/parents/guardians may be held financially responsible for lost or damaged equipment or accessories. Degree of damage and financial responsibility will be determined by inspection of equipment at the discretion of the Technology Supervisor and the Business Manager, and the building Principal will determine neglect or disregard versus normal wear and tear.

Replacement/Repair Costs:

- Damaged iPad — \$125 first accidental incident, \$200 second accidental incident, \$400 each accidental incident after
- Lost or Stolen iPad — \$400
- Lost or damaged charging block \$10 and/or charging cable \$12
- Damaged protective case — \$40

***If damage to iPad is determined to be deliberate, the student/parent will be charged \$400.*

I, _____, agree that my student and I have read and will comply with all policies and procedures within the “GMSD iPad Policies and Procedures” document. I understand the replacement/repair costs and my responsibility as outlined above.
(parent/guardian)

Equipment Issued to Student (initial what was given to your child): _____ iPad _____ Power Adapter/Cable _____ Protective Case

Student Name (printed): _____ **Signature:** _____

Parent Name (printed): _____ **Signature:** _____

Date: _____

Student Name: _____

Teacher (Tutorial): _____

2025-26 Student Handbook and Acceptable Use Policy Review Statement

Each student and parent are required to read and sign the Student Handbook and Acceptable Use Policy Review Statement at the beginning of the school year. You may access the Student Handbook for the student's school on the school district's web site (www.generalmclane.net).

Once you have accessed the Student Handbook, please read and discuss the information with your child. After reading and discussing the information, please sign the following statement and return it to your child's homeroom teacher:

Student User Agreement:

I have read, understand and will abide by the procedures and Acceptable Information Systems Use Policy and Administrative Regulations for independent access to the Information Systems of General McLane School District. I further understand that any violation of any provisions of the Acceptable Information Systems Use Policy will not be tolerated. Should I commit any violation, my access privileges may be revoked and General McLane School District may take disciplinary and/or appropriate legal action against me. In consideration for the privilege of using the Information Systems and in consideration for having access to the information contained therein, I hereby accept responsibility for my actions while using the Information System, including any harm to me or others resulting from my use of the Information Systems.

Student Name (Please Print): _____

Date: _____

Student Signature: _____

Date: _____

Parent or Guardian Consent for Independent Use:

As the parent or guardian of the student signing above, I have read and understand the Acceptable Information Systems Use Policy and Administrative Regulations for independent use of the Information Systems established by the General McLane School District. I grant permission for my son or daughter to access the Information Systems. I understand and agree that individuals and families may be held liable for violations of the law or this Policy while using the Information Systems. I understand that some materials on the Internet may be objectionable, and I accept responsibility for the guidance of my son or daughter with respect to Internet use, including setting and conveying standards for my son or daughter to follow when selecting, sharing, or exploring information or media. I agree to accept full responsibility for my son or daughter's selection, sharing, or exploration of information or media while using the Information Systems and, hereby release and agree to hold General McLane School District harmless from any and all claims or damages of any nature arising from the access, use, or inability to access or use, the Information Systems by my son or daughter.

Parent or Guardian Name (Please Print): _____

Date: _____

Parent or Guardian Signature: _____

Date: _____