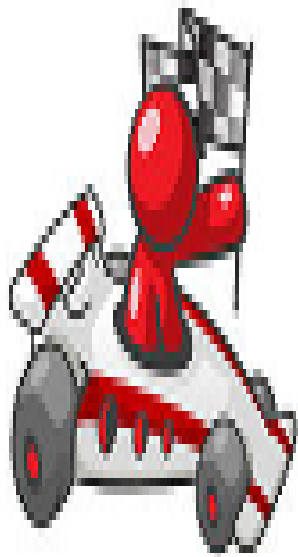


*Keith Valley Middle School
Student/Parent Handbook
2019 – 2020*

KEITH VALLEY MIDDLE SCHOOL: We Set the **PACE!**



Personal

Academic

Civic

EXCELLENCE

*227 Meetinghouse Road
Horsham, Pa. 19044
215-420-5050*

KEITH VALLEY MIDDLE SCHOOL

Student/Parent Handbook 2019-2020

A NATIONALLY – RECOGNIZED
“BLUE RIBBON” SECONDARY SCHOOL

Jonathan Kircher
Principal

Kai Coleman-Morris
Assistant Principal

John Ewerth
Assistant Principal

Jo Ellen Paldino
Assistant Principal

227 Meetinghouse Road

Horsham, Pennsylvania 19044

Telephone: (215) 420-5050

This handbook belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

TEAM _____

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PRINCIPAL'S MESSAGE

Dear Students and Parents,

Welcome to Keith Valley Middle School and the 2019-2020 school year! Our teachers, administrators, and staff members are looking forward to working with you and sharing in your middle school experience.

As you go through this year, you will find that our faculty and staff are committed to the success of all students, and providing students with the opportunity to learn, grow, and have fun in a safe and supportive environment. KV is a truly student-centered Middle School!

Please take the time to read through these important sections of our handbook. It will answer questions and provide guidance for you throughout your years here at KV. Most importantly, students are responsible for knowing the contents in this book.

Best of luck in the 2019-2020 school year!

Sincerely,

Mr. Jonathan Kircher, Principal

KEITH VALLEY MIDDLE SCHOOL

Vision Statement

Keith Valley Middle School: Hatters Set the PACE!

***Personal
Academic
Civic
Excellence***

Mission Statements

1. Personal Excellence

- a. Everyone is respected and appreciated.**
 - i. The Keith Valley Community will foster a sense of pride in and ownership of the school's climate and culture.
 - ii. Keith Valley is a bully-free school! Students and staff understand the effects, impacts, and consequences of bullying.
 - iii. Students, parents, and staff understand that everyone has the right to feel safe and accepted at Keith Valley.
 - iv. The Keith Valley Community will foster and demonstrate good manners, appropriate language, proper school attire, and positive peer interactions.
 - v. Clear and consistent communication is vital to the success of Keith Valley Middle School.
- b. Everyone is responsible and accountable.**
 - i. Everyone will be held accountable for his/her actions according to school and district procedures and policies. Consequences are consistent throughout the school community.
 - ii. Students, staff, families, and community members take ownership for personal behavior.
 - iii. A comfortable, safe, and student centered environment will be found in every classroom.
 - iv. Each student and staff member will be encouraged and expected to work up to his/her fullest potential.
 - v. Teachers are responsible for creating meaningful and relevant assignments. Students are responsible for timely, neat, and accurate completion of assignments. Families will create and support a positive educational environment in the home

2. Academic Excellence

a. Learning is everyone's responsibility.

- i. We believe that we are a community of learners and therefore should continue to learn each and every day.
- ii. In classrooms, teachers will use a variety of engaging, meaningful, challenging activities that foster curiosity, encourage creativity, and assess student learning.
- iii. Learning is a partnership among students, teachers, parents, and community members.
- iv. We believe that a student's family must play an active role in their child's education.
- v. Every student is capable of demonstrating growth and being a successful learner.

3. Civic Excellence

a. Keith Valley Middle School is an extension of our world.

- i. The Keith Valley Community fosters and demonstrates manners and appropriate social skills.
- ii. Families and school must work together to prepare students to compete and succeed in a diverse, global society.
- iii. The Keith Valley students, parents, and staff demonstrate commitment to our local community and are environmentally aware.
- iv. At Keith Valley, differences are accepted by everyone.
- v. We believe that acts of generosity and kindness, no matter how small, make the world a better place.

Be Responsible
Be Respectful
Be Safe

SCHOOL BOARD DIRECTORS

James H. Greenhalgh, President
Eric E. Coombs, Vice-President
Marian McCouch, Treasurer

Members

Tara Conner-Hallston	Mark E. Opalisky
Robert W. Gockley III	Joseph A. Wade
Theresa Harmon	Jennifer Wilson

CENTRAL ADMINISTRATION

Dr. Curtis J. Griffin, Superintendent
Dr. Monica J. Taylor, Assistant Superintendent
Dr. David Weber, Director of Curriculum
Dr. Sue King, Director of Elem. & Sec. Ed.
Dr. Susan Vaites, Director of Curriculum
Robert Reichert, Director of Business Affairs
Christine Welsh, Director of Personnel
Kimberly Myers, Director of Special Services
Timothy Clarke, Special Education Supervisor
Karen G. Fairclough, Special Education Supervisor
Brigid Brady, Special Education Supervisor

SCHOOL DISTRICT OF HATBORO-HORSHAM

MISSION

The School District of Hatboro-Horsham will prepare and challenge all students to excel academically and to develop social skills and creativity by providing exemplary and innovative educational programs through a supportive collaboration of educators, students, parents, and community.

VISION

Hatboro-Horsham School District is comprised of a cohesive, supportive group of dedicated staff, students, parents, and community members united in our commitment to pursue excellence in education. We intend to realize our highest potential as an educational community by setting clear, measurable goals, employing best practices, engaging in effective communication, and utilizing resources wisely. We will use our successes as a catalyst for future growth, change, and improvement.

SCHOOL DISTRICT OF HATBORO-HORSHAM BELIEF STATEMENTS

We believe an excellent education...

- Occurs in a safe and healthy school environment.
- Includes the “basics” and beyond, teaching students the knowledge, problem solving, and authentic skills for success in life.
- Creates a culture of high expectations that fosters individual responsibility and coordinated effort for all members of the learning process.
- Encourages and embraces individuality, diversity, and creativity in the classroom and school community.
- Effectively prepares and utilizes all support staff.

We believe exemplary curriculum is...

- Aligned with state, national, and global standards and embraces ever-changing technological demands.
- Challenging and relevant at all grade levels and for all levels of student ability.
- Research based and aligned from Kindergarten through 12th grade.

We believe outstanding instruction...

- Is guided by meaningful data and assessments.
- Promotes active and continued participation in the learning process for all students.
- Promotes higher order thinking skills and meets the diverse needs and abilities of all learners.

We believe the role of administrators is to...

- Be a visible liaison between all stakeholders while providing consistent, quality leadership and vision across the district that fosters a cooperative, collaborative educational climate.
- Facilitate quality instruction by providing constructive supervision and resources to foster continued teacher professional development.
- Cultivate the character and climate of individual buildings as coordinated with larger district goals.

We believe the role of teachers is to...

- Provide a safe, consistent, fair, and respectful classroom environment that encourages a life-long passion for learning.
- Model strong communication and problem solving skills.
- Actively participate in their ongoing professional development.

We believe the role of the community is to...

- Actively support our schools by providing funding and governance, contributing expertise, and providing learning opportunities and resources.
- Provide role models for students of productive citizens through volunteerism and a sense of shared responsibility towards education.
- Celebrate the achievements of the school community.

We believe the role of parents is to...

- Provide for their children’s basic needs, thereby enabling them to come to school ready to learn.
- Model positive behaviors and habits regarding education and learning.
- Actively participate in understanding their children’s learning experiences and to utilize school resources as advocates in their children’s education.

KEITH VALLEY MIDDLE SCHOOL

School-Wide Positive Behavior System

Keith Valley Middle School students and staff show their Hatter Pride by being

Respectful, Responsible, and Safe.



Be Respectful Be Responsible

Be Safe

PROBLEM-SOLVING LOCATOR

Attendance.....	Mrs. Peggy Fisher – 215-420-5071
Absence Line.....	215-420-5196
Change of Address; Transfer/Withdrawal.....	Mrs. Dupre, Guidance -- 215-420-5075
Educational Trip Request Form.....	Mrs. Peggy Fisher – 215-420-5071
Emergency.....	Any Staff Member
Grade or Instructional Question.....	Classroom Teacher/Counselor
Health/First Aid.....	Mrs. Kurnat School Nurse 215-420-5295
KATS.....	Dr. Osborne – 215-420-5076
Library.....	Mrs. Quinn, Librarian
Locker Problem.....	Homeroom Teacher, Grade level Principal
Lost Items (Including Textbooks).....	Main Office
Phys. Ed. Illness Excuse.....	P.E. Teacher
Personal Problem.....	Counselor
School Bus Info.....	Bus Garage, Grade level Principal
Suggestions/Ideas You Wish to Share.....	Mr. Kircher – 215-420-5052

QUALITY ASSURANCE REVIEW PROCESS

In the event a student and/or parent encounters a problem or has a concern about school operational practices, the following should be followed to ensure an equitable solution:

Step 1. Discuss the matter with the staff member who is closest to the source of concern

IF UNRESOLVED

Step 2. Parent or guardian may contact the Guidance Counselor (if applicable).

Step 3. Parent or guardian may contact the Assistant Principal (if applicable).

Step 4. Parent or guardian may contact the Principal.

Responses to initial inquiries/contact will be made within 24 hours. Appeals shall be heard within five (5) working days.

**Keith Valley Middle School Bell Schedule
2019-2020**

6th
Homeroom 8:00- 8:08
Period 1 Academic 8:11-9:11
Period 2 Academic 9:15-10:15
Period 3 CAR/PE 10:19-11:18
Period 4 Academic 11:22-12:25
6 th Grade Lunch 12:25-12:55
Period 5 CAR/Health 12:58-1:28
Period 6 Academic 1:31-2:31
2:35-3:00 PACE/Advisory

7th
Homeroom 8:00- 8:08
Period 1 Academic 8:11-9:11
Period 2 CAR/PE 9:15-10:15
Period 3 Academic 10:19-11:18
7 th Grade Lunch 11:22-11:52
Period 4 CAR/Health 11:55-12:25
Period 5 Academic 12:28-1:28
Period 6 Academic 1:31-2:31
2:35-3:00 PACE/Advisory

8th
Homeroom 8:00- 8:08
Period 1 CAR/PE 8:11-9:11
Period 2 Academic 9:15-10:15
Period 3 Academic 10:19-11:18
Period 4 CAR/Health 11:22-11:52
8 th Grade Lunch 11:55-12:25
Period 5 Academic 12:28-1:28
Period 6 Academic 1:31-2:31
2:35-3:00 PACE/Advisory

SCHOLASTIC PROGRESS REPORTS MARKING PERIODS

REPORT PERIODS

REPORT CARDS AVAILABLE ON LINE

First Trimester Ends
December 4, 2019

December 13, 2019

Second Trimester Ends
March 17, 2020

March 24, 2020

Third Trimester Ends
June 16, 2020

June 24, 2020

PROGRAM OF STUDIES

There are five 60 minute blocks. Students take four academic courses daily and alternate Physical Education class with Creative Arts classes for the fifth block. In grades six, seven, and eight, Language Arts (English and Reading), Mathematics, Science, and Social Studies are taught all year. French, German and Spanish are taught in the Creative Arts Rotation starting in the sixth grade.

ACADEMIC COURSE DESCRIPTION

LANGUAGE ARTS

All students in 6th, 7th, and 8th grades will participate in a wide variety of literary experiences designed to meet the PA Standards for Language Arts. They will read independently for many different purposes including for interpretation of literature, for learning in all content areas and for developing a lifelong habit of reading. Through both teacher selected and self selected books, students will increase their understanding of vocabulary, comprehension and the function of the English language. Listening skills will be stressed along with speaking in both formal (speech/presentation) and informal (discussions) situations. Students will continue their study of the writing process through the different modes. They will work to improve the quality of their writing with lessons on focus, content, organization, style and the conventions of spelling, grammar and punctuation. Interdisciplinary projects will involve research and the use of technology to select a topic and locate, organize and present the information which demonstrates learning. The Language Arts curriculum challenges every student to realize his or her maximum potential and to acquire the knowledge and skills needed for the 21st Century.

SOCIAL STUDIES

6TH Grade Social Studies

The sixth grade Social Studies curriculum focuses on the study of the ancient civilizations of Mesopotamia, Egypt, Greece, Rome and the Middle Ages. Emphasis is placed on the cultural characteristics of these civilizations including: government, communication, religion, art and architecture, entertainment, education and transportation.

7th Grade Social Studies

The seventh grade Social Studies curriculum is divided into three units: Geography of America's Past, Colonial Life and the American Revolution, and the Constitution in a New Nation. The geography unit reviews basic geography by developing an understanding of the five themes of Geography. Students will develop an awareness of how America's physical landscape affected Native American & Colonial settlement. The remainder of the course is an introduction to American History examining colonial life, the American Revolution, the writing and execution of the Constitution, and the growth of a new nation.

8th Grade Social Studies

The eighth grade Social Studies curriculum continues the exploration of America's past focusing on the 19th century. Students will examine the expansion of the United States, the Reform Movement, the Civil War, and Reconstruction, the growth of Industrial America and Immigration. By using critical thinking skills, students will identify themes and make interpretations of history through writing and role playing activities.

MIDDLE SCHOOL MATHEMATICS

In Grade 6, instruction focuses on the following areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

In Grade 7, instruction focuses on the following areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

In Grade 8, instruction focuses on the following areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships.

Algebra 1 is offered to students who have successfully mastered middle level eligible content. Geometry is offered to students who have completed Algebra 1 in 7th grade.

SCIENCE

The science program in the middle school is designed to encourage students to participate in the exploration of science while meeting Pennsylvania Academic Standards. A variety of multimedia teaching techniques include hands-on labs, demonstrations, computer technology, projects and videos to enhance the core texts and support materials at each grade level. Students discover and explore science in a safe, guided environment and solve problems using the Scientific Inquiry process. These exploratory courses lay the foundation for more in-depth study in later years.

Sixth grade Physical Science concentrates on the study of chemistry, force, motion, energy, electricity, magnets and renewable and nonrenewable resources.

Seventh grade Life Science concentrates on the study of the classification of organisms, comparative anatomy, structure and function of cells, genetics, and interactions of living things. The microscope is used to enhance the student's learning of different types of cells.

Eighth grade Earth and Space Science concentrates on the study of astronomy, geology and meteorology. Use of the planetarium will expand student's knowledge of the Solar System.

ESL

The Hatboro-Horsham School District provides English language instruction (ESL) and cultural orientation to non-English-speaking or limited-English-speaking students. The goal of the ESL program is to have students attain English language proficiency that will enable them to meet with success in the mainstream classroom. Families who are new to the district are asked to complete a Home Language Survey as part of the registration process. Information from the survey is used to determine if the student requires additional assessment to determine eligibility for ESL services. In addition to providing ESL services to students, the school district provides interpreters for parent/teacher conferences and other school related activities. The Hatboro-Horsham School District ESL program meets the requirements of the No Child Left Behind Act and aligns with the Pennsylvania Academic Standards for reading, writing, speaking and listening. For additional information about the ESL program, please contact the Director of Curriculum, 215-420-5013.

WORLD LANGUAGE

The purpose of the program is to acquaint all grades with the culture and language of the French, German and Spanish speaking parts of the world. Throughout the three years at KV, students will study a different language each year. Various aspects of those languages, lifestyles and values of their cultures, will be studied in a variety of ways. Those students choosing a language for the high school may base their decision on interest generated in these courses. (Please see additional information in Creative Arts).

CREATIVE ARTS

All students in grades 6, 7 and 8 participate in the Creative Arts/World Language Rotations. Students will take courses in the three languages (French, Spanish and German) and courses in the six Creative Arts offerings (Art 1, Art 2, Music 1, Music 2, Family and Consumer Sciences 1 and Family and Consumer Sciences 2). Classes meet every other day for twelve weeks. Each year students will take one language course and two out of the three creative arts courses. Upon exiting the middle school students will have had all three languages and all six creative arts offerings.

RESPONSE TO INSTRUCTION AND INTERVENTION INITIATIVES (RTII)

At Keith Valley Middle School, we continue to look for ways to improve our students' academic achievement and literacy skills. We worked with all departments through district professional development and Keith Valley Middle School teacher PACE meetings to include new literacy expectations/standards in the Common Core into our curriculum. During the spring of 2013, a committee of teachers and administrative staff met to outline a RTII program and its implementation for the 2013-14 school year. In addition, a team of KV administrators and teachers attended a three-day workshop/training focused on implementing RTII.

Based on our research, we redesigned the schedule to include school-wide time for targeted tiered interventions. This intervention time will occur during the PACE period, specifically on Red Days. Interventions for students will be researched based programs that address students' individual needs while providing opportunities to monitor their growth and progress, as well as identify subsequent needs. Also, a teacher on assignment (called the Student Academic Advisor) will lead the student performance team and analyze student data, communicate progress to students and parents, and also design Tier 1, 2 and 3 intervention programs and protocols for all students at KV.

TECHNOLOGY EDUCATION

As part of the Keith Valley Technology Education Program, all students will be engaged on both MAC and PC use of technology by participating in technology enriched projects which are delivered through their core curricular areas. Through their Math, Science, Social Studies, Language Arts, Creative Arts, World Language and Health classes, students will participate in activities designed to enhance their technology skills. The following technology areas will be emphasized: Basic use and understanding of the computer, network navigation, effective internet use and search strategies, web based applications, online learning, word processing, spreadsheet and graphing skills, multimedia presentation skills, digital photography and editing skills, desktop publishing skills, drawing and rendering skills, graphic design skills and programming skills.

HEALTH & PHYSICAL EDUCATION

The primary aim of the physical education program at Keith Valley is to improve the student's quality of life. It is our hope that students will enjoy some form of activity that they can incorporate into daily living to promote a healthier lifestyle. We offer a wide range of activities throughout the year which includes team sports, life-time sports, cooperative games, and individual challenges. Fitness assessment occurs twice a year. We stress preparation, active participation, cooperation and effort, enabling each student to meet success – no matter what their individual skill level may be.

Health

Health education is taught in every grade at Keith Valley. In sixth grade, the main theme is Wellness. Seventh grade concentrates on substance abuse and making wise decisions. Eighth grade focuses on disease prevention, including sexually transmitted diseases and AIDS. Our Human Reproduction Unit is taught in eighth grade. Although the emphasis shifts with each grade level, Drug and Alcohol prevention and making wise choices concerning controlled substances are common threads throughout the three-year health program.

Physical Education Regulations

Physical education is state mandated for all students. If a student is not physically able to take P.E., he or she must present a medical excuse from his or her family physician. When students are excused by a doctor, the excuse note must be presented to the physical education teacher. These students must have a written release from their physician before they return to P.E. class activities. This note must be given to the instructor when the pupil returns to class.

When a student does not participate, whether excused or unexcused, he or she will be required to complete a reading and/or a writing assignment given by the P.E. teacher.

Any student who fails to dress for class more than once per marking period may receive a grade deduction depending on their attendance at a make-up class. Make-up classes will be available with some restrictions.

Physical Education is scheduled every other day throughout the school year. The combination of Health and Physical Education is considered a major subject with regard to promotion. Each student is issued a locker and a combination lock for valuables.

Extra credit is available during each marking period for students who may want to improve their physical education grade. These assignments are time sensitive so please contact your child's physical education teacher directly for a copy of the policy and more information.

The fall and spring programs will be held outdoors. The students must be in the proper uniforms to participate in physical education. The boys' and girls' uniforms should consist of the following:

- A plain T-shirt and shorts with one's last name boldly printed on the back of the shirt and the front leg of the shorts.
- Sneakers – tied properly
- Sweat suit (optional) – no name required

P.E. clothing should be washed on a regular basis.

NO STUDENT SHOULD BE IN THE GYM OR LOCKER ROOM AT ANY TIME OTHER THAN HIS/HER PHYSICAL EDUCATION PERIOD OR SOME OTHER SUPERVISED ACTIVITY.

INSTRUMENTAL MUSIC

Music Lessons are available during the school day to students who have had previous instruction on a musical instrument and to students who wish to begin instruction. Students will receive a grade that contributes to Honor Roll eligibility.

Concert Band/Symphonic Band is open to all students who have had previous experience on a musical instrument (wood-wind, brass and percussion). All students who participate in Concert Band must take music lessons on their band instrument either at school or with a private instructor. The concert band presents winter and spring concerts and participates in the school district's "All Band Night." Students are expected to attend all performances. Unexcused absences from performances will result in expulsion from ensemble for the remainder of the year.

Orchestra The orchestra is open to any student who plays the violin, viola, cello, or bass (or would like to learn how to do so). The chamber orchestra is available for advanced students who would like additional performance opportunities.

Jazz Band provides interested students the opportunity to perform music in the modern or popular idiom. Membership is limited to those students selected by the director through audition. (Piano, guitar, and bass players are necessary and are encouraged to participate).

Marching Band is open to all students that have previous experience on a musical instrument. The marching band practices after school in the fall in preparation for the "Tip of the Hat" and the Hatboro Holiday Parade.

Color Guard - September – November

This organization works together with the marching band, performing at the "Tip of the Hat" and the Hatboro Holiday parade. The Color Guard is open to all students. Clinics and a try-out are necessary for participation in this group.

Color Guard Winter – December – April

This organization is a competitive ensemble that consists of 6th, 7th and 8th grade students. Participation in this organization is dependent upon a try-out.

Rehearsals are held 2 times a week and competitions begin in February. The group usually competes in 4 or 5 competitions beginning in February and culminating with championships at the end of April.

VOCAL MUSIC

6th Grade Chorus is open to all 6th graders. Eligibility for continuing membership will be determined by the choral director. The chorus presents winter and spring concerts. Students are expected to attend all concerts.

7th and 8th Grade Chorus: 7th and 8th Grade Chorus is open to any student, but membership is limited by numbers participating. Eligibility for continuing membership is decided by the choral director. The chorus presents annual winter and spring concerts. Students are expected to attend all performances.

Select Chorus: By audition only. Ensemble auditions are in December of the school year.

SPECIAL SERVICE COUNSELING

The Keith Valley counseling service has as its aim the recognition of the dignity and worth of each individual and a respect for the differences that exist between individuals. The success of this program relies upon the development of relationships within the school community; hence, effective counseling depends on a team approach: student, parent, teacher, and counselor. Referrals to the counselor may come from parents, teachers, or administrators. Students may request an appointment with the counselor by leaving a note with the guidance secretary between classes, or before/after school. Students who have concerns about fellow students should contact a counselor or another KATS team member. All counselors are also members of the KATS teams.

Guidance Services: The counselors offer individual assistance in such areas as academic, social/emotional, and family issues. With parental permission, small groups of 6 – 8 students meet weekly for 6 sessions to discuss topics including Anger Alternatives, Grief and Loss, Study Skills, and Self-Awareness. Classroom guidance lessons are taught in all three grades addressing areas such as Decision-Making, Mutual Respect, and Conflict Resolution. The Guidance Department is also responsible for arranging parent conferences, registering new students, coordinating Multi-Disciplinary Evaluations, and scheduling. Counselors remain with their students throughout 6th, 7th, and 8th grade.

2019-2020 Counselor Assignments are as follows:

Dr. Osborne..... 6th grade
Mrs. Lenthe 7th grade
Mrs. Devlin.....8th grade

PSYCHOLOGICAL

The services of a certified school psychologist are available to all students. The psychologist provides consultation to teachers for the academic, social, and emotional needs of the students and is a participant on building-based teams that address targeted issues with individual students. Concerns can be referred by teachers, guidance counselors, or families. If the concerns are not remedied by the interventions implemented by the team, it is the psychologist who will conduct further testing, with the permission of the parent, and issue an Evaluation Report. If a student is found to have a disability and in need of a specially designed instruction, the psychologist will also sit on the student's Individualized Education planning team. The psychologist also conducts the evaluation for those students who may meet the multiple criteria for eligibility in the Gifted Support program.

MULTI-DISCIPLINARY EVALUATION

A Multi-disciplinary evaluation (MDE) consists of information provided by parents and school personnel, classroom observations, a review of records from school or outside agencies or providers, and assessments by specialists when appropriate (e.g. school psychologist, occupational therapist, physical therapist, speech and language therapist, behavior specialist, consulting psychiatrist). The results are summarized in an Evaluation Report (ER) which discusses eligibility, need, and recommendations for specially designed instruction and related services. The report must be completed in 60 calendar days. An initial evaluation cannot begin without written consent.

INDIVIDUALIZED EDUCATION PROCESS

If the student is found to be eligible and in need of specially designed instructional strategies through the evaluation process, an IEP meeting is held with team members (parents, school personnel, specialists) to develop the Individual Education Plan. The IEP team determines the instructional program, goals, objectives, related services, supports for school personnel, and specially designed instruction to meet the needs of the student. The team must convene in no less than 10 school days and no more than 20 school days from the date of the ER. Parents can opt to meet as soon as they wish after receipt of the ER by signing a waiver with the district.

NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT

The completed IEP will be mailed via certified mail to the parents with a Notice of Recommended Educational Placement (NOREP). Once the parents have signed their approval of the IEP and returned the approved NOREP to the Special Education Department, the district may proceed with services.

SPECIAL EDUCATION

Special Education service delivery is a commitment to supporting the delivery of specially designed instructional strategies and related services as prescribed on an identified student's Individualized Education Plan (IEP) with an emphasis on increasing opportunities for students with disabilities to learn and grow with non-disabled peers. Special education is instruction which is individually prescribed to meet the unique learning strengths and needs of an individual school-aged student with disabilities from kindergarten through graduation from high school. The specially designed instruction and related services focus on academics as well as therapeutic needs to help a child overcome

his or her difficulties in varied areas of development. These services may be offered in a variety of educational settings, but are required by law to be delivered in the least restrictive environment.

SERVICES FOR NON-SCHOOL AGED CHILDREN

Parents of children who are not of school age, who have concerns regarding specialized needs, may call the Hatboro-Horsham School District Office of Special Education at 215-420-5839 or the Montgomery County Intermediate Unit at 610-539-8550.

SERVICES FOR PROTECTED HANDICAPPED STUDENTS

In compliance with state law (Chapter 15) and federal law (Section 504), Hatboro-Horsham School District provides services, related aids, or reasonable accommodations needed to provide equal opportunity to participate in and benefit from the school program and extracurricular activities. In order to qualify, a student must have a physical or mental disability which substantially limits a major life activity. If an evaluation and subsequent parent/school team determine that a child is eligible, a service agreement, noting reasonable accommodations in regular education is developed. These services are distinct from those applicable to students in special education. For further information on the evaluation procedures and provision of services to protected handicapped students, parents can contact the Director of Special Education.

GIFTED SERVICES

In compliance with state law, services designed to meet the unique needs of gifted students are provided. Students are identified individually based on guidelines and regulations embodied in state law under Chapter 16. Students who possess superior intelligence scores or who meet the multiple eligibility criteria indicating gifted ability by the Gifted Multidisciplinary Team are provided with a program of specially designed instruction to meet the outstanding intellectual and creative abilities of the student. Gifted instructional services for eligible students are delineated on a Gifted Individualized Education Plan and address areas of demonstrated gifted achievement. If your child is suspected to qualify for gifted services, you will be notified of screening and evaluation procedures. Requests for screening and evaluation procedures should be made to your building principal.

Annual Public Notice

Hatboro-Horsham School District provides special education and related services to resident children with disabilities who are ages three through twenty-one. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for such programs and services; (2) the special education programs and related services that are available; (3) the process by which the public schools screen and evaluate such students to determine eligibility; and (4) the special rights that pertain to such children and their parents or legal guardians.

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

Under the federal Individuals with Disabilities Education Act, or "IDEA," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need such services: (1) mental retardation; (2) hearing impairments, including deafness; (3) speech or language impairments; (4) visual impairments, including blindness; (5) serious emotional disturbance; (6) orthopedic impairments, or physical disabilities; (7) autism, including pervasive developmental disorders; (8) traumatic brain injury, or neurological impairment; (9) other health impairment; (10) specific learning disabilities. Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need special education and related services. Children with more than one of the foregoing disabilities could qualify for special education and related services as having multiple disabilities.

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

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

What programs and services are available for children with disabilities?

Public schools must ensure that children with disabilities are educated to the maximum extent possible in the regular education environment, and that the instruction they receive conforms as much as possible to the instruction that non-disabled students receive. Programs and services available to students with disabilities, in descending order of preference, are (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part-time special education class placement in a regular public school; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day.

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

Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of service available are (1) learning support, for students who primarily need assistance with development of skills; (2) life skills support, for students who primarily need assistance with development of skills for independent living; (3) emotional support, for students who primarily need assistance with social or emotional development; (4) deaf or hearing impaired support, for students who primarily need assistance with deafness; (5) blind or visually impaired support, for students who primarily need assistance with blindness; (6) physical support, for students who primarily require physical assistance in the learning environment; (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders; and (8) multiple disabilities support, for students who primarily need assistance in multiple areas affected by their disabilities.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training.

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

The public school, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity with the child. The parents of the child have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs contain, at a minimum, a statement of present levels of educational performance, and enumeration of the annual goals and short-term objectives or benchmarks established for the child, and a statement of the special education and related services that the child needs to make meaningful educational progress. For children aged fourteen and older, the IEP must also include a transition plan to assist in the attainment of post-secondary objectives. The public school must invite the child to the IEP team meeting at which the transition plan is developed.

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

Multidisciplinary team evaluation: The public schools must conduct a multidisciplinary team evaluation of every child who is thought to have a disability. The multidisciplinary team is a group of professionals who are trained in and experienced with the testing, assessment, and observation of children to determine whether they have disabilities and, if so, to identify their primary educational strengths and needs. Parents are members of the multidisciplinary team.

Parents may request a multidisciplinary team evaluation of their child at any time. They must do so in writing. Every public school has a procedure in place by which parents can request an evaluator. For information about the procedures that apply in your public school, contact the public elementary, middle, or high school to which children in your area are assigned. Parents of preschool-age children, age three through five, may request an evaluation in

writing by addressing a letter as follows: Montgomery County Intermediate Unit Early Intervention Services, 1605-B West Main Street, Norristown, Pennsylvania 19403. The telephone number for the Early Intervention Program is 610-539-8550.

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

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

Screening: Public schools undertake screening activities before referring most children for a multidisciplinary team evaluation. Screening activities typically occur at three levels, as follows:

Level 1 Screening: Review of information that is immediately available, such as health records, grade reports, discipline records, enrollment information, results of state and district-wide group testing, student portfolio or work sample review, and observation of the child in the learning environment by the regular teacher or by the guidance counselor, instructional support teacher, school psychologist, principal, or speech and language therapist.

Level 2 Screening: Review of the results of routine state-mandated hearing and vision screenings and physical examinations by the school or the child's private physician; motor screening by the classroom and physical education teacher; and speech and language screening by the speech and language therapist.

Level 3 Screening: For children at the elementary level, most public schools have a student resource team, or "SRT," that consists of the child's teacher, and instructional support teacher who is trained in modifying and adapting instruction and the instructional environment, the child's parents, and other specialists as needed. With the involvement and consent of the parents, the SRT will develop a written action plan for implementing various modifications and adaptations to the child's instruction or instructional environment or providing support services other than special education. The effectiveness of SRT interventions is assessed at thirty and sixty-day intervals to determine whether regular education modifications, adaptations, and supports are effective or whether evaluation by a multidisciplinary team as described above is necessary. Most Level 1 screening occurs on an on-going basis and as concerns with performance in the regular classroom warrant. Statewide administration of achievement testing in accordance with the Pennsylvania System of Standards Assessment occurs in third, fifth, eighth, and eleventh grades. Level 2 hearing and vision screenings and physical examinations occur at regular intervals as required by state law. Other Level 2 screenings occur as concerns arise about individual children. Level 3 SRT activities occur when SRT intervention is requested by the child's teacher, parents, or other concerned school personnel.

For information about the dates of various screening activities in your local public school or to request screening activities for a particular child, contact the local public school directly. Parents of preschool-age children, age three through five, may obtain information about screening activities, or may request a screening of their children, by calling or writing the Montgomery County Intermediate Unit, Early Intervention Services, 1605-B West Main Street, Norristown, Pennsylvania 19403. The telephone number for the Early Intervention Program is 610-539-8550.

Private school administrators, teachers, and parent groups, or individual parents of students in private schools, who are interested in establishing systems in those schools for locating and identifying children with disabilities who might need a multidisciplinary team evaluation may contact Dr. Steven Banks at Montgomery County Intermediate Unit, 1605-B West Main Street, Norristown, Pennsylvania 19403; telephone number 610-539-8550.

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

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of those rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low cost legal services and advice, by contacting the special education department of the school district in which they reside. The written summary is also available through the Montgomery County Intermediate Unit, 1605-B West Main Street, Norristown, Pennsylvania 19403; telephone number 610-539-8550.

Rights and Protections

Notice: The public school must notify you in writing whenever it proposes to initiate or to change substantially the identification, evaluation, educational program, or placement of a child or whenever it refuses to initiate or make a change in identification, evaluation, educational program, or placement requested by a parent. Such notice must be accompanied by a full written description of the parents' rights.

Consent: The public school cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents, unless after seeking such consent, it obtains the approval of an impartial hearing officer or judge following a hearing. If the parents fail to respond to a written request for permission to reevaluate, however, the public school may proceed with the proposed reevaluation without consent.

Protection in Evaluation Procedures: Evaluations to determine eligibility and current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias. Evaluations cannot consist of a single test or assessment, and testing must be a valid measure of the psychological, social, emotional, or other learning characteristic or behavior that the school is using it to measure. Testing and assessment must be administered in accordance with professional standards and the criteria established by the publisher. It must be administered in the native language of the child.

Independent Educational Evaluation: If parents disagree with the evaluation conducted by the public school, they may request in writing an independent educational evaluation, or "IEE," at public expense. The policy of the public schools of Montgomery County is to refuse to pay for such evaluations if the independent evaluator is not a Pennsylvania certified or licensed professional, if the evaluation is not conducted in the same manner that the law requires of public school evaluations, or if the cost of the evaluation substantially exceeds the prevailing cost of similar evaluations in the region. Exceptions to these limitations will be granted only for compelling reasons. If the public school refuses to pay for the IEE, it must request an immediate special education due process hearing to defend the appropriateness of its evaluation.

Special Education Due Process Hearing: Parents may at any time request a special education due process hearing to challenge (1) the identification, evaluation, program, or placement of the child proposed by the public school; (2) the refusal of the public school to initiate or change the identification, evaluation, program, or placement of the child; or (3) the provision or failure to provide a free appropriate public education to the child. The hearing must occur within thirty days of the parents' request unless the hearing officer grants a continuance. The hearing must be held before an impartial hearing officer at a time and location convenient to the parents. Parents have the right to request a free written or electronic transcript or recording of the proceedings, to present evidence and witness disclosed to the public school at least five business days before the hearing, to confront evidence and testimony presented by the public school, to review their child's complete educational record on request before the hearing, to a written decision from the hearing officer, and to be represented by counsel or an advocate of their choice. Parents may, within fifteen days of receipt of the written decision of the hearing officer, appeal the ruling of the hearing officer to a state-level panel of three administrative hearing officers. Upon receipt of the written decision of the appeals panel, parents may file within thirty days an action in the appropriate federal district court or in the Pennsylvania Commonwealth Court. Failure to pursue due process hearings or to appeal decisions resulting therefrom in a timely manner can bar the ability of the parents to raise some or all of their claims.

Mediation and Pre-hearing conferences: Without prejudice to the right to a hearing as outlined above, parents and public school officials can agree to mediate or attempt to resolve amicably through a pre-hearing conference any or all of the issues between them. Information concerning mediation can be obtained from, and requests for mediation can be addressed to the Pennsylvania Special Education Mediation Service, Box 130 Mar Lin, Pennsylvania 17951; telephone number 800-992-4334.

Maintenance of Placement: During any dispute between the public school and the parents, the public school must maintain the child in the then-current educational placement. This "stay put" rule does not apply to programs and placements recommended by public schools in other states, to programs and placements in private schools that are not the recommended placement of the public school, and to exclusions from school for possession or use of an illegal substance or for possession of a weapon when the public school is proposing an alternative school placement for up to forty-five days.

Attorney's Fees and Costs: When parents prevail in a due process hearing, or obtain a favorable settlement of a claim as a result of a hearing request, they may recover from the public school reasonable attorney's fees and costs incurred in the pursuit of the hearing or settlement. Fees and costs are not available for attendance of the attorney at IEP team meetings unless a hearing officer or judge orders the meeting. Parents can be denied some or all of their claim for

fees and costs if they fail to provide written notice to the public school at least ten days before the due process hearing of the problems or concerns that they have with the actions or inaction of the public school, the specific facts that support their problems or concerns, and their proposed resolution, if any.

Private School Tuition Reimbursement: In some cases, parents of children who were identified by the public school as eligible for special education and related services and who received such services can recover in a due process hearing or from a court an award of private school tuition reimbursement when they can prove (1) that the public school failed to offer an appropriate program or placement to the child; (2) that the parents therefore placed their child in a private school; and (3) that the private school placement was proper. Tuition reimbursement awards can be denied or reduced if the parent's behavior was improper or if the parents delay unreasonably in asserting a claim against the public school in a due process hearing. Such awards can also be denied or reduced if the parents fail either (1) to notify the public school of their intent to place the child in a private school at the last IEP team meeting before the planned placement; or (2) to notify the public school in writing of their intent to place the student in a private school at least ten days before withdrawing the student for that purpose.

Student Records

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

Records are maintained as long as they remain educationally relevant. Public schools are required by law, however, to maintain a written record of each child's name, address, telephone number, grades, attendance records, classes attended, grade level completed, and year completed for at least 100 years beyond the date on which the child attains the age of twenty-four and to maintain health records for at least two years beyond the date on which the student ceases to be enrolled. The purpose of collecting and maintaining records are (1) to ensure that the child receives programs and services consistent with his or her IEP; (2) to monitor the ongoing effectiveness of programming for the child; (3) to document for the public school and the parents that the student is making meaningful progress; (4) to satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; and (5) to inform future programming for and evaluations of the child.

When educational records, other than those which must be maintained, are no longer educationally relevant, the public school must so notify the parents in writing and *may* destroy the records or, at the request of the parents, *must* destroy them. Prior to destruction of any records, the school must notify the parents in writing of the right to obtain a copy of the records and must afford the parents an opportunity to do so. Public schools are not required to destroy records that are no longer educationally relevant unless the parents so request in writing.

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

After reviewing records, parents may ask the public school to change any information that they believe is inaccurate or misleading or violates the child's privacy rights. The school will make the requested changes or reject the request; the parent may request an informal hearing. The hearing can be held before any public school official who does not have a direct interest in its outcome. If the parents are dissatisfied with the outcome of the informal hearing, they may

submit to the public school a statement outlining their disagreement with the record. The school thereafter must attach a copy of that statement to all copies of the record disclosed to third parties.

Parent consent is required in writing prior to the release of any personally identifiable information concerning a child with disabilities. Parent consent is not required, however, prior to the release of information (1) to a hearing officer in a special education due process hearing; (2) to public school staff and contractors with a legitimate educational interest in the information, including teachers of the child, building administrators, guidance counselors to whom the child is assigned, members of instructional support and multidisciplinary team in the course of screening and evaluation activities, records custodians and clerks, public school administrators with responsibility for programs in which the student is enrolled or intends to be enrolled, school board members sitting in executive session in consideration of matters concerning the child upon which only the school board can act, program specialists and instructional aides working with the child, therapeutic staff working with the child, and substitutes for any of the foregoing persons; (3) to officials or staff of other schools and school systems at which the student is enrolled or intends to enroll; (4) to federal or state education officials and agencies and to the comptroller of the United States; (5) to accrediting organizations to carry out their accrediting functions; (6) to comply with a lawful subpoena or judicial order; (7) in conjunction with a health or safety emergency to the extent necessary to protect the health and safety of the child or others; or (8) that the public schools have designated as "directory information." Disclosure without consent of the parent is subject to certain conditions more fully described in the Family Educational Rights and Privacy Act, 20 U.S.C § 1332g, and its implementing regulation, 34 C.F.R. Part 99.

The public schools of Montgomery County have designated the following as "directory information" (1) the name, address, and telephone number of the child; (2) the date and place of birth of the child; (3) participation in school clubs and extracurricular activities; (4) weight and height of members of athletic teams; (5) dates of attendance; (6) diplomas and awards received; (7) the most recent previous institution or school attended by the child; and (8) names of parents, siblings, and other family members. The parent of an actively enrolled public school student may, within thirty days of the publication of this notice, request in writing that information here designated as directory, not be disclosed without parental consent. If the public school does not receive such request within this time, it will assume that it may release such information without consent. Written notice must be received either at the local public school in which the child is enrolled or at the administrative offices of the public school at the appropriate address listed below.

Additional information can be found on our website at www.hatboro-horsham.org.

TESTING

To help students evaluate themselves, Keith Valley Middle School continues a program of testing, including aptitude, achievement, and interest surveys. Results of these tests are recorded on the student's permanent record and are returned to the student to be taken home and discussed with his parents. Parents have a right of access to their child's educational records per the Family Educational Rights and Privacy Act of 1974 (FERPA).

HOMEBOUND INSTRUCTION

Students who become ill or disabled during the school year may receive instruction at home. A letter from the doctor stating the reason for homebound as well as the length of time not to exceed 90 days must be sent to the building principal. When approved by the school board, a certified teacher will be assigned.

For more information or to request evaluation or screening of a public or private school child contact:

**Mrs. Kimberly Myers, Director of Pupil Services and Special Education
899 Horsham Road
Horsham, Pennsylvania 19044
Phone: 215-420-5801**

HEALTH – NURSE

EMERGENCY/MEDICAL INFORMATION

In the event of an emergency, the school district requires every child enrolled in school to have a completed/updated emergency information card. This card should be updated annually and includes any and all phone numbers (including cell phone numbers) where the parent/guardian can be reached at any time. If your child has any medical condition (e.g., epilepsy, diabetes, cardiac, asthma, etc.) or is highly allergic or sensitive to certain foods, insect bites or medications, please include that information on the physical and health history forms. Please notify the school if conditions and/or allergies are diagnosed at any time during the school year.

MEDICAL AND DENTAL REQUIREMENTS

The Pennsylvania School Health Law requires all children to have a medical and dental exam in specific grades. Those requirements are as follows:

MEDICAL EXAM- Within one year prior to 6th grade. This exam must be completed by the first day of school.

DENTAL EXAM - Within one year prior to 7th grade. This exam must be completed by the first day of school.

SCREENINGS – The following screenings are mandated by the state of Pennsylvania:

- 1) Height, weight and vision screening each school year.
- 2) Hearing screening in 7th grade only - except for special education students – screened each year.
- 3) Scoliosis screening 7th grade.

IMMUNIZATIONS

The State of Pennsylvania mandates the immunization requirements for school-aged children in our state. These requirements must be met for school attendance for all students in grades K-12. Students who do not meet the immunization requirements will be excluded from school.

FOR ATTENDANCE IN ALL GRADES, CHILDREN NEED THE FOLLOWING:

4 doses of tetanus, diphtheria, and acellular pertussis* (1 dose on or after the 4th birthday)

4 doses of polio (4th dose on or after 4th birthday and at least 6 months after the previous dose)

2 doses Measles, Mumps, & Rubella vaccine (MMR). The first dose must be given after 12 months of age.

3 doses Hepatitis B vaccine. There must be at least 28 days between the 1st and 2nd doses. If not, a 4th dose is recommended.

2 doses of varicella (chicken pox) or proof of disease or immunity.

FOR ATTENDANCE IN 7TH THROUGH 12TH GRADE, CHILDREN NEED THE FOLLOWING:

1 dose of tetanus, diphtheria, acellular pertussis (Tdap) if 5 years have elapsed since last tetanus immunization.

2 doses of meningococcal conjugate vaccine (MCV)

**First dose is given 11-15 years of age; a second dose is required at age 16 or entry into 12th grade.

**If the dose was given at 16 years of age or older, only one dose is required.

*****EXCLUSION FROM SCHOOL*****

Your child will be excluded within the first 5 days of school, if immunizations are missing or given at incorrect intervals.

For those students unable to get all immunizations completed due to spacing of vaccines by day #5 of school, the parent or guardian will need to provide the school nurse with a medical certificate signed by the child's healthcare provider. If no medical certificate is provided, then exclusion will occur.

If your child is exempt from immunizations, he or she may be removed from school during an outbreak.

MEDICATION POLICY

The Hatboro-Horsham School District permits the administration of prescribed medication to a student during school hours only when failure to take such medication would jeopardize the health of the student or the student would not be able to attend school if the medication were not available during school hours. Parents should confer with the child's physician to arrange medication time intervals to avoid school hours whenever possible. No student is to keep any medication in his/her locker or school bag, lunch box or pockets unless authorized by the school nurse. Physician and parent permission are required for all medication dispensed in the health office.

When medication absolutely must be given during school hours, these rules will be followed:

1. No medication will be administered in school without a physician's written order and parent permission.
2. All medication must be in the original container, properly labeled, with the student's name on it. No medication will

be accepted in an envelope or baggy.

3. Understanding orders from the school physician, Tylenol (acetaminophen) and Tums (antacid) may be administered by the nurse according to the age and weight of the student. Permission for administering Tylenol or Turns (Ibuprofen at the high school only) must be signed by the parent/guardian on the EMERGENCY FORM.
4. All medications administered in school that requires a change in the dose, timing or frequency from the original physician order must be made by the physician in writing. Under no circumstances will a parent alone dictate a change in the medication regimen.
5. "One, two, or three times a day" medication should be given at home unless specifically ordered to be given at a certain time. A parent may come to school and administer medication to their child.
6. Medication administration will be recorded in the nursing sapphire program and paper administration form if necessary.

SELF-ADMINISTERED MEDICATION

If a student needs to keep an inhaler or an Epi-Pen on their person, in the classroom, or in the health room, the following requirements must be met.

1. Parent/guardian and physician must complete the medication permission form.
2. If the student is to administer the medication as needed, the physician must also sign the bottom portion of the form. This signature verifies that the student has been instructed on usage of the inhaler or Epi-Pen and is capable of administering the medication to him/herself.
3. School Nurse will review with the student and complete the student skills assessment sheet.
4. The student must tell the nurse as soon as possible whenever the medication is self-administered.
5. The privilege to self-administer may be revoked if the student is not following the rules outlined in the skills assessment sheet.

*** THE NURSE SHOULD BE CONTACTED IMMEDIATELY IF AN EPI-PEN NEEDS TO BE ADMINISTERED.

TRANSPORTATION OF MEDICATION TO SCHOOL

It is the responsibility of the parent or guardian to transport all medications to and from the school. Medications should be handed directly to the school nurse. No student should be carrying or transporting medications unless consent is given by the school nurse and students physician.

***Any medication left in the nurses' office at the end of the school year will be discarded.

STANDING ORDERS

1. Hatboro Horsham School District has a physician who provides standing orders in order for nurses to provide specific health services to students.
2. The school physician has provided the school district with an order for an EpiPen to be administered to students and staff showing signs of an allergic reaction or anaphylaxis with an unknown history of allergic reactions.
3. The school physician has provided the school district with an order for Naloxone (Narcan) to be administered to an individual exhibiting signs of a drug overdose.

All students who are ill during the school day **MUST** go to the school nurse. **DO NOT CALL YOUR PARENT TO BE PICKED UP.** The school nurse will determine which students should go home and will call the parents in either case. Students should not use their personal cell phones to contact their parent during the school day. Students may face disciplinary consequences for unauthorized cell phone use during school.

ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES

Philosophy of Athletics

The interscholastic athletic program is designed to promote, in a cooperative and sportsmanlike manner, wholesome inter-school athletic relations. Our athletic program is rather extensive and its primary objective is to promote the health and physical welfare of all participants. All students are encouraged to participate in any of the various sports that are presently a part of the interscholastic athletic program.

Interscholastic Sports Program

Boys	FALL	Girls
Football Red Team		7 th & 8 th Grade Field Hockey
Football Black Team		7 th & 8 th Grade Tennis
7 th Grade Soccer		7 th & 8 th Grade Soccer
8 th Grade Soccer		7 th & 8 th Grade Cheerleading
		7 th & 8 th Grade Volleyball
Boys	WINTER	Girls
8 th Grade Basketball		8 th Grade Basketball
7 th Grade Basketball		7 th Grade Basketball
7 th & 8 th Wrestling		7 th & 8 th Grade Cheerleading
Boys	SPRING	Girls
8 th Grade Baseball		8 th Grade Softball
7 th Grade Baseball		7 th Grade Softball
7 th & 8 th Grade Track		7 th & 8 th Grade Track
7 th & 8 th Grade Tennis		7 th & 8 th Grade Lacrosse
7 th & 8 th Grade Lacrosse		

****Sixth graders will participate in seasonal intramural programs.**

Fall – Intramural Football
Winter – Intramural Floor Hockey
Spring – Intramural Softball

Athletic Awards – Policy

A student participating in any sport for the first time during the school year will receive a certificate, and upon meeting the coach's requirements, also a letter. If students participate in another sport during the year, they will receive a certificate and a pin signifying that particular sport. The pin can be attached to the letter already received. The first letter will not have a pin attached. It will be a cumulative process from year to year.

The 7th or 8th grade student is awarded a single "KV" letter.

EXTRA CURRICULAR ELIGIBILITY POLICY

A student must pass all subjects taken (including P.E., Health, Foreign Language, Music, and the nine week Creative Arts courses) to be eligible for athletic competition. Grades will be pulled by the athletic secretary every Friday. Any student found to be failing a subject will be deemed "ineligible to practice/play" and will not be able to take part in any practice or competition for a period of **5 school days**. Should the student no longer show up on the "ineligibility list," or they have been academically cleared by the Athletic Supervisor, they will be allowed to return to practice/competition. Any student who fails a class when report cards are issued will not be able to take part in any practice or competition for a minimum of **15 school days** and must be academically cleared by the Athletic Supervisor before returning to practice/competition.

BEHAVIOR

Any student suspended in or out of school may not practice or play the day(s) of the suspension. (Grade teams with approval of the grade level administrator reserve the right to declare any student ineligible who is a chronic discipline problem in school). It's the hope of the administration that these policies are used in a constructive, positive manner to motivate students in the right direction. A student assigned an after school detention may participate in his/her activity at completion of the assigned detention. This policy applies to all extracurricular activities.

The extracurricular policy is designed to conform with the PIAA eligibility standards and also meet our own needs.

Keith Valley will participate in a positive behavior system. Students will have the opportunity to earn rewards for positive behaviors. These behaviors will be discussed at the beginning of the school year and reinforced through our advisory period throughout the year.

Students participating in extra-curricular activities and athletics will also be given copies of the KVMS Extra-Curricular Code of Conduct prior to the beginning of their event or sport. This should be reviewed and signed by parents, students, and coaches/advisors.

Conduct at Extra-Curricular Events

A. ATHLETIC EVENTS

The following guidelines for athletic contests should be adhered to by every contestant and spectator alike to insure that our athletic program is a credit to our school and the community:

1. The rules of the game are to be regarded as mutual agreements, the spirit or letter of which no honorable person would break.
2. Unsportsmanlike or unfair tactics are not to be used even if used by the opponents.
3. Visiting teams are to honored guests of the home team and should be treated with courtesy.
4. All decisions of the officials are to be abided by even if they seem unfair.
5. Every student spectator represents his or her school as much as the contestants and should act accordingly.
6. The practice of "booing" is regarded as discourteous and unsportsmanlike.
7. Any spectator who continually evidences poor sportsmanship will be denied the privilege of attending future contests.

B. ATTENDANCE

1. All PIAA attendance requirements are in effect for athletic events. Students *MUST* arrive by 11:30 a.m. to be eligible to play/practice that day.
2. Students who are suspended from school are unable to participate in any extracurricular activity.

C. DANCES/FUN NIGHTS

1. The event will begin promptly at 7:00p.m. No one will be admitted after 7:45p.m.
2. Students who are inappropriately dressed will be sent home.
3. Once inside, no student will be able to leave the facility. Anyone who is unable to follow this rule will be sent home.
4. While at the event, ALL SCHOOL RULES are in effect. Chaperones' directions are to be followed at all times.
5. Guests are not permitted at Keith Valley dances.
6. School events/Fun Nights will end promptly at 9:00 pm unless otherwise announced.
7. Students are to be sure they have a ride arriving promptly at the end of the event.
8. Students placed on the schools behavioral ineligibility list, because of suspension or excessive detentions, will not be permitted to attend school dances.

If these students try to attend, they will be asked to leave the event, and a refund will not be made.

KV GENERAL INFORMATION

ASSEMBLY GUIDELINES

1. Students will report to homeroom to await the call to the assembly.
2. When called, students will walk quietly and in a single file to the assembly.
3. Every student will be assigned a seat by his/her homeroom teacher and will be expected to sit in that seat.
4. During the assembly, students are to remain in their seats. Appropriate behavior must be shown at all times.
5. When the assembly ends, students are to remain seated until dismissed. One section of seats will be dismissed at a time.
6. When dismissed, students are to report immediately to the appropriate class.

BUS TRANSPORTATION

The bus privilege is open to those who can ride properly, with the safe operation of the bus foremost in their minds. "Riding The Bus Is A Privilege, Not A Right". Those students abusing this privilege will face the possibility of consequences, including the removal of bus privileges. Late buses run Monday through Friday.

“Rules for School Bus Riders”

1. School buses will pick up and drop off students only at designated stops as determined by the Transportation Department.
2. Students are required to be at their stop five (5) minutes prior to their scheduled pick up time.
3. Students should stand on the sidewalk or safe area until the bus arrives and stay out of the road while waiting for their bus.
4. Students should be considerate of private property and stay off the lawns of neighbors at the bus stop.
5. Students must wait for the bus to come to a complete stop before starting to board. Boarding should be done in an orderly manner. Do not push or shove while boarding or disembarking the bus.
6. Students should look both ways before crossing the street to board the bus.
7. If students are late, they should never run after a moving school bus.
8. Any item too large to be held on a student’s lap cannot be brought on the bus.
9. Students should remain seated at all times.
10. Eating or drinking is not permitted on the school bus.
11. Heads and hands should be kept inside the school bus at all times.
12. Aisles and emergency exits should be kept clear at all times.
13. Students should not throw any objects from the bus. Incidents such as this will be reported to the principal for disciplinary action.
14. Students should not deface or damage seats or other equipment on the bus. Students will be held liable for the costs associated with the repair.
15. Smoking, fighting, spitting, or the use of profane language is FORBIDDEN and may result in suspension or termination of bus privileges as determined by the principal.
16. The bus driver has the right to assign seats.
17. When disembarking the bus, students should cross in front of the bus where the bus driver can see them. Students should stay a safe distance away from the side of the bus.
18. Bus transportation is intended to bring students from home to school and from school to home. Other uses of district bus transportation are not allowed without permission from a principal.
19. Only assigned students may ride the bus.
20. Students are expected to be courteous and considerate to the bus driver and fellow students.
21. No adult/parent is permitted to board the bus for any reason unless prearranged.
22. Indecent conduct, loud or disruptive noise/language will not be permitted.
23. Skateboards are not permitted on the bus.
24. Musical instruments, science projects, etc. must be able to fit on the lap of the student without interfering with other students in the seat. If the item is too large, it is the parent’s responsibility to transport.
25. At school dismissal, once the bus doors are closed and we are directed to leave, no student will be permitted to enter the bus.

Late buses are provided for students who take part in athletics at 5:20p.m., and at 4:15p.m., for other activities. Cleats are not permitted to be worn on the athletic/late buses at any time.

Requests for students’ transportation other than assigned bussing will not be honored unless a note describing the reason is presented to a Keith Valley administrator at least 2 days prior to the date desired. The request will be forwarded to the Director of Transportation for approval. The bus drivers and parents will be notified of the temporary transportation approval or denial in a timely fashion. Such requests should be made only on an emergency basis.

ARRIVAL

All bussed students who arrive at school before 7:50 a.m., will report to the cafeteria (8th grade) or the gymnasium (6th and 7th grades) and enter the school through the rear gymnasium doors. Homerooms will be open to receive students at 7:50 a.m. Those students who walk to school should plan to arrive between 7:50 a.m. and 7:55 a.m. Students are not permitted to walk in the hallways before 7:50 a.m. without prior approval by a teacher or administrator.

DISMISSAL

Out-of-district students who ride an early bus or take a cab will report to the front of the building to depart from the school to board transportation in the north parking lot. Students must have written permission to leave the school in a vehicle driven by persons other than a parent.

LEAVING THE BUILDING

No pupil is allowed to leave the school building or property during school hours without permission from the nurse, a teacher, the attendance office or an administrator. Once the student leaves the school, the absence will be considered a cut. The Horsham Police will be called and the student will be returned to Keith Valley Middle School. Parents will

be notified. Once the school day is over, students may not leave school and return to Keith Valley Middle School to ride the activity bus.

CHANGE OF ADDRESS OR TELEPHONE NUMBER

If you have a change of address or telephone number during the year, inform the Guidance secretary so the emergency information can be changed and kept up to date.

Homeless Children's Initiative (McKinney-Vento Homeless Assistance Act)

Pennsylvania's Education for Children and Youth Experiencing Homelessness Program was established to make sure homeless youth have access to a free and appropriate public education while removing barriers that homeless children face. Its goal is to have the educational process continue as uninterrupted as possible while the children are in homeless situations. If you are homeless with school or preschool aged children please contact your child's school counselor or one of the individuals listed below for assistance:

[Kimberly B. Myers, Ed.S, NCSP](mailto:kmyers@hhsd.org): Hatboro-Horsham School District Homeless Liaison (215)420-5801
mconnor@bucksu.org Michelle Connor: Regional Site Coordinator 1-215-348-2940 ext. 1361

CLOSING OF SCHOOL DUE TO INCLEMENT WEATHER

The emergency closing number for the Hatboro-Horsham School District is 313. Tune to radio station KYW 1060, check the district's website at www.hatboro-horsham.org or Cable Channel HHTV 27 or FIOS Channel 33. Please do not call anyone connected with the schools for such information.

EMERGENCY DRILLS

The spirit of emergency drills is to practice with a purpose. Each drill will be planned to meet different challenges that may occur in a real crisis situation. During the school year there will be a minimum of one drill a month and an extra familiarization drill in September. These drills include but are not limited to the following emergency actions: fire, lockdown, shelter in place, evacuation as well as severe weather scenarios. Parent/student reunification and recovery methods are also planned and discussed.

Records of these drills are maintained by the school, the safety office and the fire marshal.

FINANCIAL OBLIGATIONS

1. At the close of each marking period a list will be drawn up by teachers and the librarian indicating which students, by team, owe financial obligations to these areas and specifying the nature of the obligation.
2. This list will be submitted to the grade level assistant principal and consequences may be administered.
3. A form letter provided and signed by the assistant principal must be filled out by the appropriate area teachers and sent to the parents of all students who owe obligations. This must be done at the same time the list is turned in to the grade level assistant principal. These form letters will be available whenever needed.
4. When obligations are cleared, this must be communicated by the special area person immediately to the grade level assistant principal by placing a note in his/her mailbox.
5. At the conclusion of the school year those students who owe financial and/or material obligations to the school will be handled in the following way:
 - a. Students and parents will be contacted prior to the end of the school year by the assistant principal.
 - b. If the obligations have not been satisfied by the end of the school year, a letter listing what is owed and how much will be sent home.
 - c. Failure to comply with this financial and/or material obligation will cause the school to hold the student's schedule for the next school year, both at Keith Valley and the High School.
6. Technology fee \$ 30.00. If you qualify for Free and Reduced lunches please contact the guidance office.

GRADING POLICIES

100 – 97 = A +	77 – 79 = C +
93 – 96 = A	73 – 76 = C
90 – 92 = A -	70 – 72 = C -
87 – 89 = B +	67 – 69 = D +
83 – 86 = B	63 – 66 = D
80 - 82 = B -	60 – 62 = D -
	59 - 50 = F

Incomplete = I

Medical Excuse = M

HONESTY AND INTEGRITY

Scholarship must be founded upon integrity. Students will be held responsible for standards of honesty and integrity in their academic work and in their dealings with fellow students and teachers. Students should understand why their own work, in tests or themes, for example, must be unquestionably their own.

Cheating Policy

Consequences for any student who has cheated on a given test or on a major assignment will be as follows:

1. The teacher will contact the parent and grade level administrator to discuss cheating incident and consequences related to the incident.

Plagiarism

Plagiarism, the use of another's words, concepts, drawings, etc., without giving the proper credit, has become easier because of the copy and paste function of the Internet browsers and various software programs. However, it is a *serious* offense and will not be tolerated here at Keith Valley. Students are taught at all levels to acknowledge and clearly cite their sources of information. Following the guidelines of the Hatboro-Horsham High School policy on plagiarism, students must give proper credit and cite their sources under the following circumstances.

1. Quotations used that are word-for-word or paraphrased unless common knowledge.
2. Statistics, facts, drawings or graphs that have not been done by the student himself.
3. Other peoples' ideas, opinions, themes or theories.

Should plagiarism occur the teacher will notify parents.

HONOR ROLL POLICY, HONOR SOCIETY AND REPORT CARDS

Report cards are available on line, three times a year. Since the emphasis at Keith Valley Middle School is on "learning" rather than teaching, each teacher will provide as much information about your child as possible. The ultimate goal of our school is to be able to show a growth in learning of the basic skills required by each student for each subject, thus allowing each child to progress through a pre-determined curriculum. One of the most important reasons for attending school is to learn as much as you are capable of learning according to your unique ability. We consider learning to be so important, and are proud of our students we want to recognize outstanding academic achievement through honor roll.

Distinguished Honor Roll = All A's in all subjects
Honor Roll = All A's and B's in all subjects

In an effort to build on the honor roll and distinguished honor roll concept, the staff and administration at the Keith Valley Middle School have instituted an Honor Society and Distinguished Honor Society. In order to achieve this status and be honored at the end of the school year, a student must do the following:

A student must achieve Honor Roll status each marking period to be eligible for Honor Society. Students who are inducted into the Honor Society receive certificates, and those 8th graders who receive Distinguished Honor Society all 3 years will receive plaques and have their names engraved on a large plaque which remains on display in the trophy case in the Keith Valley Middle School.

The National Junior Honor Society (NJHS) is a national premier organization established to recognize outstanding middle school students. The NJHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, Character and Citizenship. Seventh graders who meet membership criteria are invited to apply in the spring semester. Those selected as eligible are inducted in the late spring. Eighth grade members work diligently to maintain membership by achieving academic success, demonstrating good citizenship, displaying leadership in school and community activities, and participating in community service with the KV-NJHS and independently in the outside community.

STUDENT RECOGNITION END-OF-YEAR AWARDS

Robert "Bing" Crosby Award

Robert "Bing" Crosby served as Assistant Principal and Athletic Director at Keith Valley Middle School from 2000-2011. Mr. Crosby embodied the qualities of class, loyalty and hard work. He not only showed respect to everyone around him, but he earned respect from all those who worked with him. His friendly, caring personality helped students and staff to feel comfortable and accepted. The Robert "Bing" Crosby award will be given to a boy and girl student leader by the Keith Valley Administration who share the ideals and qualities that Mr. Crosby demonstrated during his years at Keith Valley Middle School.

Lisa Giardetti Award

The Lisa Giardetti Award was established in 2012 to honor the memory of Lisa Giardetti, the administrative assistant for the 7th grade and the athletic department from 2007 – 2011, who lost her battle with cancer in 2011. The award goes to one student from each 7th grade team who embodies Lisa's qualities of perseverance, personal growth and a positive attitude.

Seth Biemuller Award

The Seth Biemuller Award was established in honor of Mr. Biemuller, an assistant principal, principal and administrative assistant with the Hatboro Horsham School District from 1957 until 1973. Each year this award is presented to one seventh grade student from each team selected by the faculty as having made outstanding contributions in the areas of service, leadership, character, and loyalty. Each recipient receives an individual, engraved plaque and their name is added to the permanent plaque on display at Keith Valley.

Mark L. Stoughton Award

The Mark L. Stoughton Memorial Award was established by the students in 1973 in memory of Mark L. Stoughton. Mark lost his life in an unfortunate accident which typifies today's societal crisis concerning man's inhumanity to man. In memory of Mark, the award will be presented each year to one eighth grader from each team who has shown the most self-improvement and maturity while attending Keith Valley. Each recipient receives an individual, engraved plaque and their name is added to the permanent plaque on display at Keith Valley.

Billy Whitehead Memorial Award

The Billy Whitehead Memorial Award was established in memory of Billy Whitehead, an eighth grade student at Keith Valley Middle School who died on January 18, 1977 of a rare congenital heart defect. Billy was a student whose character traits reflected a basic love and respect for his fellow man. He enjoyed the adventure of life and genuinely liked people. In his 13 years, he lived life to the fullest, enjoying sports, music, scholastics, and the fellowship of friends. His sincere belief in his religion and God enabled him to meet the challenges of each day despite his medical problems. When stricken in September, 1975 with a heart attack, he never gave up faith nor felt sorry for himself. He continued to live each day with respect and consideration for others, with a feeling of compassion and sensitivity. He continued to strive for and achieved academic excellence and remained a young man of honesty and integrity. In his memory, an award is given to one eighth grade girl or boy from each team who has distinguished him or herself by the following outstanding character traits:

- Respect and consideration for fellow students & teachers
- Sensitivity and compassion
- Honesty and integrity
- Scholastic achievement

The student receives a plaque in recognition of his selection and his or her name is inscribed on a plaque which is on permanent display in the lobby of the Keith Valley Middle School.

Enid Milson Memorial Award

The Enid Milson Memorial Award was established in 1988 in memory of Enid Milson, an eighth grade Social Studies teacher at Keith Valley Middle School since its opening in 1972. Her sudden death on February 11, 1988 was a shock to the faculty and students. Mrs. Milson was both a teacher and friend to the pupils she taught. Her students described her as a caring and compassionate person. In her memory, this award will be presented each year to one eighth grade student who has shown the most improvement in Social Studies. The pupil will receive a cash award, and his or her name will be engraved on the Enid Milson plaque, which is displayed in the lobby of Keith Valley.

Robert T. King Memorial Award

The Robert T. King Memorial Award was established in 1993. Mr. King was an 8th grade Social Studies teacher for twenty-two years at Keith Valley Middle School when he died of a rare lung disease. In the words of a former student, "Mr. King was a true educator. He didn't just teach his course. He was so enthusiastic about American history that he passed it on to his students." In his memory, this award will be presented each year to an eighth grade student who has demonstrated academic excellence and enthusiasm for American history. The student will receive a personal plaque and have their names placed on a plaque which is on permanent display in the lobby of Keith Valley.

Harold V. MacNew Award

Mr. Harold V. MacNew was a lifelong sports enthusiast and neighbor of Keith Valley. To honor his memory through recognition of a characteristic he cherished-dedication- Mrs. Emma MacNew, his widow, established this award. Mr. MacNew loved all forms of sports. Annually, the name of the "Most Dedicated Boy Athlete" in the eighth grade will be engraved on the primary trophy, to be retained by the school, while a personal trophy will be presented to the winner.

Charles S. Jones Memorial Award

Mr. Jones served the Hatboro Horsham School District for 42 years. He loved all sports. This award is presented to one eighth grade girl athlete who demonstrates the characteristics of leadership, citizenship, athletic ability but above all, dedication. The student receives a personal trophy and her name is engraved on the permanent trophy on display at Keith Valley.

Thomas Evans Annual Memorial Award

The **TEAM** (Thomas Evans Annual Memorial) Award was established in 2003 by the Keith Valley faculty in memory of Mr. Thomas Evans, a 27 year veteran sixth grade teacher who lost his battle with cancer. This award will be presented each year to a sixth grade student who volunteers his/her service to the school and community. The recipient also consistently displays honesty, integrity and kindness. The student receives a plaque in recognition of his/her selection and a savings bond.

Character Counts

This award is presented by the guidance department to those eighth grade students who have demonstrated and developed attitudes, outlooks and day-to-day actions that reflect the six pillars of the Keith Valley Community of Character and Caring. These pillars are Responsibility, Fairness, Respect, Caring, Citizenship and Trustworthiness.

Horsham Rotary Band Award

The band award is presented each year by the Horsham Rotary Club to an eighth grade student who has not only displayed exceptional musical talent, but also enthusiasm, dependability, leadership, pride and a cooperative spirit.

Horsham Rotary Chorus Award

The Rotary Club of Horsham also presents an award each year to an eighth grade member of the chorus.

Academic Awards

Each year the eighth grade academic awards are given to students who excel in each major academic disciplines. The selection of winners is made by the subject matter teachers. The awards are based upon a marked interest in, as well as mastery of, a specific subject.

INSURANCE

Insurance for students, covering accidents which may occur in school or traveling between school and home, may be purchased at the beginning of the year at a nominal cost.

It is recommended that students who participate in athletics carry this insurance or give evidence that coverage is provided by other accident policies provided by the family.

KATS TEAM

Keith Valley Assistance Team for Students (KATS) is a team of faculty members, administrators, and mental health professionals offering assistance to students who are having problems in school because of issues regarding behavior, academics, health and attendance. The team helps to identify those students considered "at risk" and then intervene through referral to school based resources, development of formalized action plans, and/or referral to an outside mental health agency for further professional assessment.

KEITH VALLEY HOME AND SCHOOL ASSOCIATION

The Keith Valley Home and School Association is the official parent organization established at the beginning of the 2000-2001 school year. The purpose of the association is to:

1. Promote the welfare of children and youth in home, school and community.
2. Bring into closer relationship the home and school.
3. Cooperate with parents/guardians and teachers in activities that promote the educational quality of our school.

Meetings are held once a month (see the school calendar). Guest speakers and special programs are scheduled.

Officers are elected annually at the May meeting. The KVHSA will serve as a channel for parent involvement, e.g. locating volunteers, assisting on field trips, serving as hosts for special incentive parties, etc.

Since the main purpose of the KVHSA is to foster good communication and involvement between the school and community, we encourage all parents to become involved.

LIBRARY GUIDELINES

Students are welcome to visit the library school days from 7:50 a.m. to 3:20 p.m. The librarian will be available to assist students with any work or project, including reading, studying, and researching during the school day. The library assistant is available to provide some guidance in these efforts as well during library hours.

Students may use the library during PACE to exchange books, research, read quietly, or use one of the fourteen computer workstations. Use of computers is on a first-come, first-served basis for schoolwork, but the librarian may use her discretion to delegate priority usage. Students may come to the library during class time only by obtaining permission and a pass from their classroom teachers. Students are encouraged to use the library before and after the regular school day: no pass is needed at that time.

Teachers may bring entire classes to the library when prior arrangements have been made. The classroom teacher works with the librarian to co-teach information skills/research and/or to conduct lessons in the library. **Students are expected to behave appropriately when their classes come to the library.**

The library website may be accessed at <http://libguides.hatboro-horsham.org/kvmslibrary>. **There are many great resources including research sites, databases, and tools available on the library website through any internet-enabled device.** The librarian provides instruction on these tools and encourages students to make use of their remote access. The librarian may be contacted at lquinn@hatboro-horsham.org.

Circulation Procedures

Books may be checked out for two weeks. A renewal period is permitted for most items, unless hold requests have been placed on the book. The book must be scanned for renewal in the library. If there is a great demand for a specific item, renewals may be limited or the librarian may request that the item(s) be returned to be placed on reserve. Items placed on reserve will be re-shelved after 5 days.

Students are permitted to borrow a total of up to 4 items at a time, including books, magazines, and up to 1 Playaway device (with parental permission form on file). **The library offers a wide variety of titles and reading levels to accommodate our diverse learning community.** Young Adult (YA) books are provided to challenge advanced readers and to provide developmentally appropriate books and subjects of interest to more mature students. Parents may opt to notify the library that their children are not permitted to borrow YA books. Opt out forms are available on

the library's website, and they will be available upon request in the library. Questions or concerns may be addressed by Mrs. Quinn.

Overdue Materials

Returning library materials on time is important so that other students may use them. At checkout, due dates are stamped in the back of each book. Students may also access their patron accounts online,* using their school network username and password. The library staff encourages students to write book due dates in their agenda books.

*Online Access: Students may access Keith Valley Library's OPAC through the following website:

<http://destiny.hatboro-horsham.org>

Click on Keith Valley Middle School and log in to search the Catalog or to view your patron account (choose the My Info tab in the Catalog).

Lost Books:

1. In all cases, the library prefers the return of the original book to payment for a replacement copy. However, the book must be returned in good condition, with only a reasonable amount of wear. The librarian will decide whether a damaged book requires full replacement or repair, and the actual cost of either option will be charged to the patron.
2. Lost book charges are determined by the current replacement cost of the book.

Student Expectations

Students are expected to be respectful at all times. They will be respectful of one another, teachers and staff, and the physical holdings and structures of the library. Trash and recycling containers are available at the door and by the printers. Students should leave the library in the same or better condition than they found it, which means that all chairs should be pushed in and no papers, pencils, wrappers, etc. should be left behind on the tables, workstations, floors, or at the printers/copier. Students must return borrowed writing implements, rulers, calculators, scissors, etc. to the circulation desk so that another student may borrow them. Books used in-library should be placed in the book return: students are not to re-shelve materials. Students should use paper and printers conservatively, printing only what they really need, and only after proofreading their work on-screen.

Patron Obligation Notification

Students are responsible for their behavior while using the library and its media. Therefore, students are responsible for the return of borrowed materials by the due date.

Students and their parent(s)/guardian(s) are able to monitor their own patron accounts by logging in to Destiny. This service is available via any internet connection: <http://destiny.hatboro-horsham.org>.

All overdue materials and lost book charges are considered library obligations. Students will be notified by their team captains of any library obligations. **Obligation notices for overdue books will be emailed to the guardian(s) email address available in the Parent Portal. This system is meant as a communication tool between the student's home and school, to remind the student to take appropriate responsibility.** Library privileges will be suspended until obligations have been met. Exceptions will be made for extenuating circumstances at the librarian's discretion. **If a student does not meet his/her obligation after two weeks, his/her grade level principal will be notified.**

Consequences for continued student Library obligations may include:

1. Mandatory locker clean out during homeroom or lunch period
2. Lunch or after school detentions
3. Referral to grade level principal
4. Inclusion of Library obligation on student eligibility list for participation in extra-curricular athletic or musical performance.

In all cases, the student is encouraged to talk with the librarian. The library staff reviews each patron's status on an individual basis:

1. If a book is overdue, the student is reminded to locate and return the book.
2. If a book was returned late, the student is asked to donate to the KV food pantry.
3. Library privileges will be suspended until obligations have been met. Exceptions will be made for extenuating circumstances at the librarian's discretion.

Failure to Return Library Materials

Library use is a privilege issued to all Keith Valley students. Students are expected to behave respectfully and responsibly at all times. Failure to return overdue materials will result in the suspension or restriction of library privileges. Unaddressed library obligations will result in a student conference with a grade level principal. Further consequences may be applied at the principal's discretion.

LOCKERS

Students may use their lockers between any class periods. Students may not use their lockers at any other time unless they have a pass from a teacher. Students should not be late to class as a result of going to their locker.

1. Use the assigned locker.
2. Lockers are loaned for student use and students are responsible for keeping them in good condition.
3. Lockers should be kept clean and not defaced in any way.
4. Students are financially responsible for any damage done to lockers.
5. Never tell another student your locker combination.
6. Keep locker locked at all times.
7. Do not store food overnight.
8. Do not slam the locker doors.
9. Any locker problems are to be reported to a student's homeroom teacher or Grade Level Assistant Principal.
10. School lockers are the property of the Hatboro Horsham School District and at no time does it relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspection of lockers may be conducted by school authorities for any reason at any time. School authorities may search a student's locker and seize any illegal materials. Such materials may be used as evidence against the student in disciplinary proceedings. Prior to a locker search, a student shall be notified and given an opportunity to be present. However, where school authorities have a reasonable suspicion that the locker contains materials which pose a threat to the health, welfare and safety of students in the school, a student's locker may be searched without prior warning.

LOST AND FOUND

The lost and found department is located in the main office and the corner of the cafeteria. When lost property is found, it should be taken directly to the main office. Unclaimed lost and found items will be collected and donated to a charitable organization at the end of each marking period.

POWER SCHOOL

Power School is the Hatboro-Horsham School District's Student Information System. Power School is a web-based student information system that provides grade management and viewing for teachers and students alike. Using PowerSchool, teachers are able to record grades and attendance for students to view at home. Power School also includes a Parent Access feature which allows parents to check all of their child's grades as soon as they are posted. The Power School Parent Access feature also provides an opportunity for parents to sign-up for weekly reports which will then be automatically emailed. In addition, at the middle school, report cards will be made available online for parents to view and print at home.

PROMOTION POLICY

1. If a student fails one of the following courses, an online summer school program or tutoring by a certified teacher is required. These programs will be arranged by your child's guidance counselor.
 - a. Any one major course (Social Studies, Science, Math, Language Arts).
 - b. Creative Arts/World Language – if a student's final average of all Creative Arts rotations equals a failing grade.
 - c. Health/Physical Education – if a student fails both as a combined grade.

2. If a student fails two courses, summer school will be required for both. If the student does not attend summer school or again fails both courses at summer school, he or she may be retained. Promotion is at the discretion of the principal.
3. If a student fails three courses, summer-school will be required for at least two of them. If the student fails to attend summer school or does not pass the two courses, he or she may be retained. Promotion is at the discretion of the Principal.
4. If the student fails more than three courses, he or she will be retained.
5. The summer school sessions offer two types of courses: make-up work and additional offerings for students desiring to enrich their educational knowledge and experience. The make-up program includes required subjects in the school curriculum and several elective subjects. Additional information will be issued in early June each school year.
6. Please contact grade level counselor for more information.

PUBLICATIONS

Newspaper

The HATTER CHATTER is a student publication which comes out several times during the school year. Its purpose is to give interested students the opportunity to research and write school, local, national, and world news. In addition, they will improve writing and editing skills, experiencing firsthand the functions of a newspaper. Students who join the HATTER CHATTER staff will be assigned to a newspaper homeroom.

Yearbook

The *Hatrack* is a collection of pictures depicting the special events of the school year. It contains each student's individual photograph, faculty photos, and snapshots of activities. There is a charge for the yearbook, which may be ordered in advance.

SCHOOL STORE

The School Store is operated by the Parent Home and School Association and is located diagonally across from the rear doors of the gymnasium. For the convenience of the students, it is open during lunches on Thursdays.

STUDENT COUNCIL

The Student Council of Keith Valley Middle School is an organization formed to achieve a closer cooperation between the faculty and the student body, to serve as liaison between the student body and the administration, to produce a finer school spirit, to provide the student body with a variety of student activities and to provide an opportunity for some participation in the regulation of certain student affairs

Selection for Members

1. The presidents and the vice-presidents will be elected by the student body. They must be 8th grade students.
2. The secretary and the treasurer will be elected by the student body members. Elections are held in May for the next year. These officers can be either 7th or 8th grade students.
3. The homeroom representatives will be selected by the homeroom teacher. There should be one rep per homeroom. If there are others who are qualified they can be listed as an "At Large" member. These students should attend all meetings and should report to those homerooms whose representative's were not in attendance.
4. Each representative should be responsible and be a good citizen exhibiting the following characteristics; manners, academics, respect and kindness.

STUDENT PICTURES

Individual student pictures for purchase are taken in the fall and the spring of the year. Pictures taken in the fall are used in the school's yearbook. Retakes are available late in the fall for students who are either absent or dissatisfied with their pictures.

TELEPHONE/STUDENT CELL PHONE USE

Students are permitted to bring personal cell phones to school. They must be turned off and kept in the student's locker from 7:50 a.m. until 3:00 p.m. Cell phones should be in bookbags inside locked lockers. At no time should a student use cell phones to communicate via verbal, text, or other method to another party during the school day. Failure to follow the KV expectations will result in assigned consequences from the Keith Valley Middle School Administration. Students are encouraged to use the student phone in the office or contact a staff member directly if they have an emergency or a unique situation.

TEXTBOOKS

Textbooks are supplied by the Hatboro Horsham School District. Each book is stamped and numbered inside the cover. All textbooks must be covered at all times. Students are responsible for these books. If they are lost or

damaged, a fine is incurred. When a pupil has lost his or her book, he or she should go to the teacher and request a note which states the condition and price of the text. The secretary in the main office will issue the pupil a receipt for the book upon payment of the amount shown thereon. The student must present the receipt to the teacher, who will retain it, and thus entitle the individual to another copy of the text. If the lost book is found and returned, the money will be refunded. The procedure for damaged books is the same as that for lost texts.

VISITOR SIGN IN PROCEDURE

PURPOSE: To avoid incidents of consequence by controlling the flow of visitors, parents, vendors and guests within our classroom buildings and hallways. A secondary but equally important purpose is to document who is in our buildings if there is a catastrophic event.

RATIONALE: All of the schools and buildings within the Hatboro-Horsham School District are important places. These buildings house our most precious commodity, the children of Hatboro and Horsham. In order to maintain the level of safety that the School District has enjoyed, a decision has been made to control the flow of visitors in all of our buildings and document the specific location visited.

PROCEDURE: Each building has signs posted at the entrance noting that all visitors, including School District employees from other buildings, parents, vendors, and guests must be signed in before entering. Listed below are the proper procedures:

- The visitor will go to the sign in area or kiosk, produce photo identification which is entered into the Visitor Identification System, and state their business. If the visitor does not have photo identification, an administrator must approve the visit. School District employees from other buildings must show their school ID.
- If the business is valid as prescribed in the handbook, the visitor will be signed in to the Visitor Identification System listing the information from their photo identification and the area or person to be visited. School District employees from another building must sign in to the Visitor Identification System.
- After signing in, the visitor will be issued an identification badge that contains the visitor's full name, the date, and who they are visiting within the building. School District employees must display their employee identification badge while in the building.
- Upon leaving the building, the visitor's badge will be returned to the main office and the visitor will be checked out of the Visitor Identification System.

Visitors who have not made prior arrangements with teachers will not be issued a visitor's pass.

Unscheduled visitations result in interruptions to the school education program and create a potential liability issue. Unauthorized visitors are not permitted on school grounds during regular school hours and may be subject to legal prosecution.

Students are requested not to bring guests to school.

Parents/guardians always have access to the school to discuss, without delay, problems needing immediate attention. Forgotten money, lunches, books, etc. should be left at the office; and your child should come to the office for the item you leave for them. The office is not required to contact the student.

Parents/guardians who wish to discuss their child with a teacher in person must call beforehand and arrange an appropriate conference time.

WITHDRAWAL FROM SCHOOL

Students withdrawing from the school must properly check out at the Counselor's Office before a transcript will be forwarded to another school or employment papers or any other type of withdrawal papers will be issued. This applies to students withdrawing at the end of the school year as well as those leaving while school is in session.

1. Notify the Counselor's Office as soon as possible, giving the date of departure, new address, and name and address of the school or school district the student expects to attend.
2. Apply at the Counselor's Office for withdrawal papers on the last day of attendance.
3. The withdrawal form should be completed immediately and returned to the office. When transferring to another school, a transfer card will be issued at this time and a transcript of the student's records will be mailed to the new school upon request.

WORKING PAPERS

Working papers are issued at the Guidance Office for all students living in Hatboro and Horsham. Working papers must be obtained for each employment by students under eighteen years of age, unless they have graduated from high school. After acquiring a job, the student must obtain a Promise of Employment form from the Guidance Office. This form must be completed by the Employer and a Doctor. This form is then brought back to the office with proof-of-birth date. A parent must accompany the student at the time. The form must be signed by the parent in the Guidance Office. An Employment Certificate is then filled out in the office and signed by the student. This certificate is sent by the office to the employer.

7 Habits of Highly Effective Teens

By: Sean Covey

Habit 1: BE PROACTIVE.

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Habit 2: BEGIN WITH THE END IN MIND.

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision.

Habit 3: PUT FIRST THINGS FIRST.

I spend my time on things that are most important. This means I say *no* to things I know I should not do. I set priorities, make a schedule, and achieve my goals. I am disciplined and organized.

Habit 4: THINK WIN-WIN.

I balance courage for getting what I want with consideration for what others want. I make deposits in others' emotional bank accounts. When conflicts arise, I look for third alternatives. I look for ways to be a good citizen.

Habit 5: SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD.

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

Habit 6: SYNERGIZE.

I value other people's strengths and learn from them. I work well in groups, even with people who are different from me. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us can alone. I am humble.

Habit 7: SHARPEN THE SAW.

I take care of my body by eating right, exercising, and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I take time to find meaningful ways to help others.



CHARACTER EDUCATION AND STUDENT BEHAVIOR EXPECTATIONS

Keith Valley Middle School is an innovative learning community committed to excellence in academics, citizenship and co-curricular activities. Its mission is to empower all students to pursue their educational and career goals by providing a supportive, engaging and challenging environment which cultivates learning as an active, relevant and lifelong process. In order to allow students to develop to their full potential, our school community must be a physically, emotionally and intellectually safe place to teach and learn.

To aid in bringing about the proper environment for student learning and development, there must be a set of reasonable rules which define expected student behavior and discipline procedures. These rules and behavior expectations should be based on mutual respect and cooperation among all members of the school community. This mutual respect and cooperation is based on the Hatboro-Horsham School District's K – 12 Character Development Program.

The Character Development Program has as its foundation the six pillars of good character which are trustworthiness, respect, responsibility, fairness, caring and citizenship. Each character pillar includes several "descriptors" which help define and illustrate its essence. If students would base their decisions and actions on these pillars and descriptors, they would never violate the Hatboro-Horsham School District's Code of Conduct. The six pillars and their descriptors are as follows:

Caring

- Be kind to others
- When someone does something for you, say "Thank You"
- Do something nice without being asked
- Be sensitive to other people's feelings
- Be a good listener
- Be patient with yourself and others

Responsibility

- Do what you are supposed to do
- You are in charge of your choices, your actions, and your life
- Always try your hardest and do your best
- Think before you act
- Consider the consequences of your actions

Citizenship

- Make a positive contribution to your school and community
- Respect the rules and laws
- Protect the environment and recycle
- Make your school a better place
- Get involved

Trustworthiness

- Be honest
- Show good sportsmanship
- Keep your promises
- Be loyal to people you care about
- Have the courage to stand alone

Fairness

- Play by the rules
- Don't take advantage of others
- Treat everyone equally

Respect

- Treat others the way you want to be treated
- Consider the feelings of others
- Obey the rules and the people in charge
- People's differences
- Feel good about yourself and who you are

KEITH VALLEY MIDDLE SCHOOL – CODE OF CONDUCT

By authority of Pennsylvania School Code Chapter 12, The Hatboro-Horsham School Board has adopted Policy 218 which states a Code of Student Conduct will govern student discipline, and students shall not be subject to disciplinary action because of race, gender, color, religion, sexual orientation, national origin or handicap/disability.

All examples, procedures, and disciplinary responses are applicable in school, on school buses, while traveling to and from school, during school sponsored field, trips, including school activities. Any student misconduct committed on school district property or at school related activities or that substantially interferes with normal school functions or educational process at any time including weekends and/or evenings is subject to disciplinary action. Principals and assistant principals will exercise discretion in dealing with offenses involving special education students following consultation with the Director of Special Education. All Board approved Policies can be accessed on the Districts web-site at www.Hatboro-Horsham.org and at the Principal's office.

Level- I Description of Behavior	Examples List is not all inclusive	Procedures	Possible Disciplinary Responses
<p>Level I misconduct involves behavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school.</p>	<ul style="list-style-type: none"> • Inappropriate attire • Late to class/or school • Bullying/Cyber • Bullying (Minor) • Classroom disturbance • Cheating or lying • Disrespectful* language/gestures • Leaving area without permission • Use of electronic devices (CD players, cell phones, laser pens, I-Pods, radios, hand-held gaming devices,) during the school day • Public display of affection • Lying or insubordination • Hallway misbehavior • Failure to report to homeroom 	<ul style="list-style-type: none"> • Intermediate intervention is required by the staff member who is supervising the student or who observes the misbehavior. • Repeated misbehavior may require a parent/teacher conference; conference with the counselor and/or administrator. • A record of the offenses and disciplinary action is maintained by the staff member. 	<ul style="list-style-type: none"> • Verbal reprimand • Special assignment • Behavioral contract • Parent conference (person or phone) • Teacher detention • Withdrawal of privileges (e.g. assembly, special events) • Administrative detention • Lunch detention • Confiscation of electronic device by teacher or administrator
<p>Level II misconduct involves behavior whose frequency or seriousness disrupts the learning climate of the school. These infractions, which usually result from the continuation of LEVEL I misbehaviors, require the intervention of personnel on the administrative level because the execution of LEVEL I disciplinary response(s) has failed to correct the situation.</p>	<ul style="list-style-type: none"> • Bullying/Cyber • Bullying (Repeated) • Continuation of LEVEL I offenses • Class cuts • Cheating • Repeated school tardiness • Forgery • Disruptive classroom behavior • Throwing food in cafeteria • Abusive language • Dangerous horseplay • Failure to serve a detention • Willful disobedience • Leaving school grounds without permission • Truancy • Verbal altercation/confrontation • Failure to report to Attendance office upon arrival • Violation of AUP (minor) 	<ul style="list-style-type: none"> • The student is referred to the administrator for appropriate disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences. • The administrator meets with the student and may confer with the parent about the student's misconduct and the resulting disciplinary action. • A record of offenses and disciplinary action is maintained by the administrator. • Parent/guardian contact is made via email, telephone or US mail 	<ul style="list-style-type: none"> • Administrative Detention • Lunch detention • Parent/Staff conference • Behavioral contract • Withdrawal of privileges • Referral to Guidance Services • In School Suspension • Out of School Suspension • Withdrawal of bus privileges • Referral to Student Assistance Program • Referral to Magisterial District Judge/Juvenile Probation • Saturday School

<p>Level III can involve continuation of prior misconduct or are misconduct acts of misbehavior that take on added seriousness because they involve a violation of the personal property rights of others and/or acts which are criminal or illegal.</p> <p>Level III misconduct acts are immediately handled by the administration. Those acts which are criminal or illegal will automatically be referred to the appropriate law enforcement office.</p>	<ul style="list-style-type: none"> • Continuation of unmodified LEVEL I & II misconduct • Bullying/Cyber bullying repeated • Fighting (simple) • Vandalism (minor) • Truancy • Theft • Threats to other students • Throwing harmful objects • Obscene language or gestures • Harassment sexual/cultural/ethnic • Extortion • Smoking or possession of tobacco products; vapor-pens, or e-cigarettes • Misbehavior in In-School Suspension • Violation of AUP (major) • Skateboarding 	<ul style="list-style-type: none"> • The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences. • The administrator meets with the student and confers with the parent about the students' misconduct and the resulting disciplinary action. • A record of offenses and disciplinary actions is maintained by the administrator. • Restitution of property and damages may be required. • Parent/guardian contact is made via email, telephone or US mail 	<ul style="list-style-type: none"> • Temporary removal from class • Withdrawal of event privileges • Withdrawal of bus privileges • Loss of computer privileges • Guidance Services/Referral for risk assessment • In-School suspension • Out of School suspension • Parent conference and/or hearing with Superintendent • Charges under Pennsylvania Civil/Criminal Code and referral to appropriate law enforcement agencies • Saturday School
<p>Level IV can involve continuation of prior misconduct or are misconduct that involves acts which result in violence to another's person or property or which pose a direct threat to the safety of others in the school.</p> <p>The school superintendent shall report to the Department of Education all incidents relating to expulsions for possession of a weapon on school grounds, school sponsored activities or public conveyances providing transportation to a school or school sponsored activity. Reports shall include all information as required by the School Code.</p>	<ul style="list-style-type: none"> • Continuation of unmodified LEVEL I, II, or III misconduct • Arson • Assault/battery • Bullying/Cyber bullying repeated • Vandalism • Theft/possession/sale of stolen property • Bomb threat or false alarm • Explicit threats/offensive actions (sexual, cultural or ethnic) • Deliberately threatening/striking a district employee • Possession of unauthorized substances (drugs/alcohol, real or perceived) or paraphernalia (drug or alcohol related) • Using or under the influence of unauthorized substances (drugs/alcohol, real or perceived) or paraphernalia (drug or alcohol related) • Possession or conspiring with the intent of furnishing, transferring or selling of unauthorized substances (drugs/alcohol, real or perceived) or paraphernalia (drug or alcohol related) • Possession/use/transfer of weapons or explosives (real or perceived) and conspiracy to deliver • Risking a catastrophe • Terroristic threats 	<ul style="list-style-type: none"> • The administrator verifies the offense, confers with the staff involved, and meets with the student. • The student is immediately removed from the school environment. Parents are notified. • School officials contact law enforcement agency and assist in prosecuting offender. • A report is submitted to the superintendent for board action. • Any student who is determined to have brought a weapon onto any school property, any school sponsored activity or any public conveyance providing transportation to a school or a school sponsored activity will be expelled for a period of not less than (1) year, <u>(Section 1317.2)of the school code.</u> 	<ul style="list-style-type: none"> • Withdrawal of bus privileges • Loss of computer privileges • Guidance Services/Referral for risk assessment • Out of School suspension • Parent conference and/or hearing with Superintendent • Expulsion • Alternative Education placement • Other board/administrative action which may be considered appropriate • Charges under Pennsylvania Civil/Criminal Code and referral to appropriate law enforcement agencies • Saturday School

*Disrespectful is defined as rude, impolite, bad-mannered, discourteous, insolent, impertinent or ill-mannered behavior.

ATTENDANCE GUIDELINES – The link for the new HHSD K-12 Attendance policy is as follows:
<http://www.hatboro-horsham.org/Domain/1113>.

MAKE-UP WORK GUIDELINES

Students are allowed the same number of days to make-up work missed that they were absent. For example: if a student is absent one day he/she will have one day to make-up the work, two days absent two days to make-up the work etc. as a result of the absence. If he/she are absent for an extended period it is his/her responsibility to make arrangements for make-up work with his/her teacher. Any work missed due to absence *MUST* be made up in the time frame stated above.

LEAVING DURING THE SCHOOL DAY/EARLY DISMISSAL

No student is permitted to leave the building or its premises during the school day unless their parent physically signs them out in the attendance log located in the main office. Parents requesting an early dismissal for a doctor/dentist appointment should provide the attendance secretary with a medical note upon returning to school. It is understood that students who have an early dismissal from school due to illness are not to return to the school building or school property to participate in any extra/co-curricular activities for the rest of the day.

If a student becomes ill during the school day, he/she should report to the school nurse. The nurse will determine whether the student should be sent home due to illness. No student will be sent home without the presence of the parent or the person designated on the emergency card to physically sign him/her out from school. It is important that emergency card information is current and updated as needed. A physician will not treat a student without a parent's direct consent.

INCOMPLETE GRADE POLICY

Sometimes due to circumstances such as illness, a student needs more time to complete his/her work and is given an incomplete grade at the end of the term. All students are expected to turn in assignments according to the time schedule established by the teacher/administration and in some cases, the student and teacher for independent study projects. In special cases due to long-term illness, for example: the teacher may make special arrangements with a student beyond this time span. Under no circumstances should a student be allowed to make up work after nine weeks without consultation with the principal.

CAFETERIA REGULATIONS

All students use the cafeteria for lunch. Students may bring their lunch or purchase all or part of it as they desire. Students are expected to conduct themselves as ladies and gentlemen, as they would at home or in any public eating establishment. Students are to abide by the decision of the administrator in charge in regard to seating arrangements and other concerns. Conversations at the tables should be carried on in a quiet, pleasant manner. The following procedures are unique to our cafeteria for efficient operation:

1. Enter and leave the cafeteria in an orderly manner.
2. No books are allowed in the cafeteria area during lunch.
3. When students enter the cafeteria you are expected to remain there until you are dismissed by the administrator in charge.
4. Students can purchase lunch with cash or through the school district's Point of Sale Lunch System. The Point of Sale is a computerized cash register system that allows parents to prepay for breakfast, lunch and snacks.
5. No food or drink may leave the cafeteria.
6. Students may not reserve seats. Students will be permitted to eat with whomever they choose unless the administrator in charge feels it is necessary to assign seats.
7. When you finish your lunch:
 - a. Clean up your area at the lunch table.
 - b. Return your tray to the dishwashing room.
 - c. Place trash and recycling in the containers provided.
 - d. Wait at the table until you are dismissed by the administrator in charge.
8. *Be courteous and polite to the cafeteria workers.*
9. Follow all directions given to you by the lunch supervisor.
10. Conduct yourself at all times in a reasonable manner. Do not throw anything or create a mess at the table.
11. Remain seated at the end of the lunch period until you are dismissed. *The bell does not dismiss you – the administrator does!*
12. Students who are unable to follow any of these rules may lose the privilege to eat in the cafeteria.

DETENTION HALL POLICY

Detentions are held in the LGI-B from 3:05 p.m. until 4:10 p.m. on Thursdays.

Detention Procedures

1. Each student will be issued a written notice indicating the reason for the detention and the date it is to be served. Students are expected to share this notice with their parents.
2. If a student's behavior disrupts the detention hall, he/she will be referred to his/her grade level principal.

NOTE: A teacher detention may be issued at any time and the teacher may request that the student serve the detention on the day it is issued. Teachers will contact parent regarding issued detention. Teacher detentions may be held before school in the morning or at lunchtime as per teacher request.

DRESS CODE

It is commonly understood that student behavior and the total school environment are strongly influenced by the dress and appearance of the students. While we are establishing basic standards of behavior and dress, our goal is to establish self-discipline.

Obviously, we do not intend to set standards that are arbitrary or cause unnecessary expense. However, we do believe that the following recommendations will assist in maintaining the proper academic atmosphere in our school by avoiding disruption of the educational environment.

Middle school students should maintain a clean and neat appearance, and their clothing should be in good taste at all times. *Any apparel or unusual accessory that detracts from school decorum will not be permitted.*

1. Shorts or Skirts
 - a. Lycra or spandex shorts are not permitted.
 - b. Shorts or skirts should be an appropriate length.
2. Shirts
 - a. Muscle shirts, undershirts, and tank tops are not permitted.
 - b. Spaghetti straps, bare midriff blouses or shirts, bare shoulders, and open-exposed backs are not permitted.
3. Chains worn from the pants and baggy pants worn below the waistline are not permitted.
4. Hats, bandannas or other head coverings are not permitted.
5. Pajamas or coats are not to be worn in the building.
6. Appropriate footwear should be worn at all times during the school day.
7. *Any clothing that advertises drugs, alcohol, tobacco products, weapons or offensive language is not permitted.*

DRUG POLICY

This policy will apply to all dangerous drugs and narcotics as defined by the laws of the Commonwealth of Pennsylvania, with the exception of those medicines or drugs dispensed to a student, pursuant to a physician's prescription, which are registered with the school nurse and maintained or used on school premises in accordance with her instructions or the instructions of the prescribing physician.

1. The possession, use, or distribution of illegal drugs is not permitted in the school or on the school campus.
2. Any student who desires information, help, or assistance concerning any phase of the drug problem will have all available facilities of the school district at his or her disposal. The psychologist, nurse, counselor, teacher, or principal may all be asked to help individually or as a member of a team. SAP team information concerning a student will be kept strictly confidential and will never be made part of a student's permanent record.
3. A student identified as exhibiting symptoms of being under the influence of drugs will be taken immediately to the school nurse and the principal will be notified.
 - a. A conference will be held between the student and appropriate school personnel to explore the reasons for the exhibited symptoms and afford the student an opportunity for explanation regarding the exhibited symptoms.
 - b. If the denial and explanation are questionable, the parents will be contacted, apprised of the situation, and invited to offer possible explanations for the student's exhibited symptoms. If a medical examination and diagnosis is believed necessary, the parent's permission will be requested. The local police will be informed immediately.
 - c. Upon confession from the student, or confirmation from the examination that the student is under the influence of drugs, the student's school attendance will be temporarily suspended for up to two weeks, and the superintendent will be notified. The student will, however, be permitted to receive and complete his or her daily school assignments.
 - d. In order to re-enter school.
 - (1) He/she must show evidence of having seen a psychologist, social worker, physician, or must have taken some steps to begin to get rehabilitation.
 - (2) Readmission will be recommended only after a complete review of the circumstances or the case by a drug abuse team. This drug abuse team will be composed of school personnel, as well as, select representatives from the community. In every instance, a conference with the parents will be held before readmission. The student's previous

record, the prospect of rehabilitation, and the welfare of the student body as a whole are matters of prime consideration

4. Students must be aware of the fact that lockers and desks may be subject to inspection at any time by school authorities

The following is an excerpt from the Hatboro-Horsham School District Policy Handbook:

CONTROLLED SUBSTANCES/PARAPHERNALIA

The board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances.

For purposes of this policy, controlled substances shall include all:

1. Controlled substances prohibited by federal and state law.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue or aerosol products
7. Prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

Under the influence shall include any consumption or ingestion of controlled substances by a student.

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities.

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

OFF-CAMPUS ACTIVITIES

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

1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement to complete a transaction outside of school that would violate the Code of Student Conduct.
5. The conduct involves the theft or vandalism of school property.

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

1. Establish procedures to deal with students suspected of using, possessing, being under the influence, or distributing controlled substances in school, up to and including expulsion and referral for prosecution.
2. Disseminate to students, parents/guardians and staff the Board policy and district procedures governing student abuse of controlled substances.
3. Provide education concerning the dangers of abusing controlled substances.
4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

All employees shall report to the building principal any known or suspected instance(s) concerning *controlled substance use or possession* by students.

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

Book bags, backpacks, purses and other such objects are permitted in school and at school sponsored events only so long as they are used for legitimate purposes. As a result, students shall have no expectation of privacy in their lockers or desks, or their book bags, backpacks, purses or other such objects or vehicles while on school property or at a school district sponsored event.

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

Any student who desires help with any problem connected with the use of *controlled substances* will be assisted with his/her problem. All possible help will be offered to attempt to effect rehabilitation. All information will be kept in strictest confidence.

ANABOLIC STEROIDS

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

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

The following minimum penalties are prescribed for any student athlete found in violation of the *prohibited use of anabolic steroids*:

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

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

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

SEARCHES

The Hatboro-Horsham School District ("District") acknowledges the need for students to bring book bags, backpacks, purses, and other inanimate objects onto school grounds, for safe in school storage of books, clothing school materials and other personal property and areas for parking vehicles when students are granted parking privileges. The Board permits students to bring book bags, backpacks, purses and similar objects and provides lockers and desks for such storage and parking areas subject always to the need to ensure the health, welfare and safety of students and employees. All lockers, desks and parking areas are and shall remain the property of the school district. Book bags, backpacks, purses and other objects are permitted in school and at school sponsored events only so long as they are used for legitimate purposes. As a result, students shall have no expectation of privacy in their lockers or desks, or their book bags, backpacks, purses or other such objects or vehicles while on school property or at a school district sponsored event. In order to attempt to reduce or discourage the presence of weapons, controlled substances, drugs, non authorized medication, or alcohol, the Board also authorizes the use of trained dogs with their handlers to protect, safety and welfare of students, employees and visitors. Periodically or as the situation warrants, a trained dog may be used to sniff the air around vehicles, lockers, desks, book bags, backpacks, purses, or other inanimate items that are on school district property or at a school sponsored event. Dogs shall not be used to search students. More details are contained in Board Policy 226.

HALL REGULATIONS AND PASSES

To create and maintain good order in the halls and stairways at all times, pupils are asked to observe the following regulations:

1. Keep to the right and keep moving.
2. Move in a single file on the stairways.
3. Refrain from running, pushing, or boisterous behavior in the corridors and stairways at all times.
4. It is the duty of each student to maintain cleanliness in the halls and stairways. Each student, therefore, should not only refrain from dropping anything on the floor or placing anything on top of lockers, but should feel responsible for picking up and disposing of any debris.
5. You are to use your passing time between classes to get ready for your next class by:
 - a. Knowing your schedule so you are organized for classes between locker use time and can arrive on time with all necessary materials.

- b. Using the bathroom facilities if necessary.
6. Students will not be able to leave class unless it is in emergency as recognized by the teacher.
7. Students who are sent from a class by a teacher must have a signed pass designation the date, time they left class and purpose for leaving.
8. Students who are in the hallways or other areas of the school without a pass could be assigned a detention through the team coordinator of their team.

IN-SCHOOL SUSPENSION

Those students who serve an in-school suspension will report to their grade level principal at 8:10 a.m. Then they will report to the main office, in a highly structured, closely supervised atmosphere, and will remain until 3:00 p.m. All regular classroom teachers will make study assignments on an assignment sheet for completion by the student. Parents will be notified as to the reasons for the child's suspension. The student is expected to bring all necessary supplies and abide by the posted rules. Anyone assigned an ISS is **not** permitted on school property after 3:00 p.m., unless he/she has an outstanding detention and is not permitted to attend any after-school event or practice.

SCHOOL PARTICIPATION POLICY

The KV Administration reserves the right to deny or allow participation on a trip, event or activity based on a student's overall disciplinary record.

SKATEBOARDS

Skateboards are not permitted at any time on school property. Signs are posted at various locations on the school grounds explaining this. Students who disregard this rule and these signs will face disciplinary consequences at discipline Level III.

SMOKING POLICY

Hatboro-Horsham School District Policy #222 references tobacco use and possession. The board policy recognizes tobacco to include a lighted or unlighted cigarette, cigar, pipe or other smoking product or material and smokeless tobacco in any form to include e-cigarettes, vapor pens, and vaporizers. The Board prohibits possession, use or sale of tobacco by students at any time in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.

Any student caught smoking or with tobacco products, vapor pens or e-cigarettes in his/her possession will face a suspension and have a criminal complaint filed against him/her with the local magistrate.

TERRORISTIC THREATS POLICY

Any student making a terroristic threat will be removed immediately from class and school. Parents will be contacted immediately. In addition, law enforcement and mental health professionals will be involved to determine if threats are real or not. If warranted, violators will be arrested and prosecuted to the fullest extent of the law. Permanent expulsion from the Hatboro-Horsham School District will also be considered.

WEAPONS POLICY

The possession of a weapon on school property or school transportation vehicles is a misdemeanor of the first degree. The term "weapon," as defined by the PA Crimes Code "shall include but not be limited to any knife, cutting instrument, cutting tool, nun-chuck stick, firearm, starter gun, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury." This also includes any incendiary device or explosive. (CPA Crimes Code, Section 912.)

All lockers, desks and parking areas are and shall remain the property of the school district. Book bags, backpacks, purses and other such objects are permitted in school and at school sponsored events only so long as they are used for legitimate purposes.

As a result, students shall have no expectation of privacy in their lockers or desks, or their book bags, backpacks, purses or other such objects or vehicles while on school property or at a school district sponsored event. (detailed in Board Policy 226).

Any student in violation of this law will initially be suspended for up to ten (10) days. The Superintendent of Schools will also recommend to the Board of School Directors that the student be expelled from school for no less than one year from the date of the violation. The student's parent/guardian and the Horsham Police Department will be notified at the time of the violation.

BULLYING PREVENTION GUIDELINES/HARASSMENT

Procedures: Any student who feels he or she is being bullied, harassed or discriminated against, or who is aware of bullying, cyber bullying, harassment, or discrimination, should report it immediately to an administrator, guidance counselor, teacher, school nurse or call the district tipline at 215-420-5100 or e-mail tips @ hatboro-horsham.org. The tipline and e-mail address that have been established are anonymous. In addition, a report form for complaints of bullying or cyber bullying can be completed. (See attached form pg 47).

Any student who is found to have engaged in behavior that is related to bullying, harassment, and/or discrimination will be subject to immediate and severe disciplinary action (pursuant to Hatboro-Horsham School District Policy). Actions may include but not be limited to detention, suspension, and/or expulsion from school. In the event of suspension/expulsion, guidelines will be followed in accordance with Hatboro-Horsham District Policy #249.(See attached policy)

Student Handbook - Bullying and Cyber Bullying Statement Policy 249

Protecting the health and well-being of all students is of utmost importance to the Hatboro-Horsham School District. The newly revised **Policy 249, Bullying and Cyber Bullying**, along with recent changes in the **Pennsylvania Crimes Code regarding Cyber Bullying** will guide practices to assist in protecting students through the following steps:

1. Students will learn the definition of bullying/cyber bullying and what actions and methods constitute bullying/cyber bullying.
2. Students who feel that they are being bullied or wish to report the bullying of another student are informed of available avenues to report such bullying.
3. Students are made aware of the consequences for violations of this policy.
4. Students are made aware of the district's responsibility to promptly investigate all complaints of bullying that occur on school property, during school hours, and at school related functions.
5. Within a school culture of respect and support, all are invited/encouraged to report and prevent bullying of either themselves or fellow students.
6. For a more detailed review of **Policy 249**, please go to the HHSD website.

Recently the Pennsylvania Legislature added language to the existing Pennsylvania Crimes Code Harassment Section (Section 2709). The modification of the Harassment section now specifically includes cyber bullying and makes it a punishable crime under Pennsylvania law. Some of the modifications are:

1. Defines cyber harassment of a child and makes it a crime.
2. Explains what occurs if a juvenile is charged with this offense.
3. Defines the following: *emotional distress*, *repeatedly communicates* and *seriously disparaging statement*.
4. Becomes effective September 8, 2015.

For a more detailed review of Pennsylvania Crimes Code Section 2709(c) (2) please go to the following resource: <http://www.legis.state.pa.us/WU01/LI/LI/CT/htm/18/18.htm> and review section 2709 - Harassment

Anti-Hazing Statement

Keith Valley Middle School has zero tolerance for hazing. As an organization responsible for representing the school community in a positive light, we must remain vigilant and attentive to the prevention of hazing. Hazing harms our students, our school, our programs, our community and sheds a negative light on the extracurricular programs at the middle school. Oftentimes hazing causes more mental distress than actual physical harm - something that is difficult to quantify.

Hazing is defined as:

“Any act committed against someone joining or becoming a member or maintaining membership in any organization that is humiliating, intimidating or demeaning, or endangers the health and safety of the person. Hazing includes active or passive participation in such acts and occurs regardless of the willingness to participate in the activities. Hazing creates an environment and school climate in which dignity and respect are absent.”

Ultimately, we want all students to be empowered to get involved in extracurricular life and reach their fullest potential as student-athletes and members of school sponsored clubs and activities. This is only accomplished through a common philosophy that all students are treated with respect and dignity regardless of age or ability level.

KVMS will:

- Support and encourage school-wide hazing prevention efforts and positive steps and activities that could have a profound effect on building teams and students through empowerment and dignity rather than degradation and humiliation.
- Hold team meetings at the beginning of each season where the guidelines are provided and explained by the coaching staff.
- Include the anti-hazing procedures in the School and Athletic Code of Conduct, which can be found in the Student/Parent Handbook and on the Hatboro-Horsham School District website.
- Include hazing/bullying/harassment prevention on the agenda of appropriate meetings.
- Instruct the coaching staff to monitor team and locker room behavior including behavior outlined in the anti-hazing procedure. Any inappropriate behavior should be reported to the Athletic Director and/or member of the middle school administrative team. Coaches will sign off on receipt of the coaches' manual annually. By signing off, coaches acknowledge and understand the enforcement of the anti-hazing procedure.

Reporting Procedure:

- Any coach, school employee, parent or athlete that witnesses or hears about hazing events should contact the Athletic Director and/or building administrator immediately. We will attempt to maintain the confidentiality of all witnesses to the best of our ability. The middle school administration will follow-up with an investigation of every reported incident.

Sanctions:

Students and/or teams found to be involved in hazing could face one or more of the following consequences:

- Suspension and/or expulsion from school (*to be determined by the Superintendent of Schools*)
- Temporary suspension from a team or activity
- Removal from a team or activity
- Team forfeiture of a game(s)
- Cancellation of season for the entire team in the sport involved in violation
- Required counseling and mandated restorative measures
- Report filed with the local authorities

Appeal of any KVMS administrative or coach's decision based on violation of the anti-hazing guidelines should be addressed through the process outlined in the Athletic Code of Conduct.

Keith Valley Middle School's Anti-Hazing Statement is consistent with the Hatboro-Horsham School District Hazing Policy which was approved by the Hatboro-Horsham School Board on August 22nd, 2016. For more information on this policy, please see the Approved Board Policy number 247 on the district website.

REPORT FORM FOR COMPLAINTS OF BULLYING OR CYBERBULLYING

Complainant: _____
Home Address: _____
Home Phone: _____
School Building: _____
Date of Alleged Incident(s): _____

Alleged harassment was based on: (circle those that apply)

- | | | |
|----------|--------------------|-----------------|
| Race | Color | National Origin |
| Gender | Age | Disability |
| Religion | Sexual Orientation | Other |

Name of person you believe violated the district's Bullying/Cyber Bullying policy: _____

If the alleged Bullying/Cyber Bullying was directed against another person, identify the other person: _____

Describe the incident as clearly as possible, including what force, if any, was used; verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved. Attach additional pages if necessary:

When and where incident occurred: _____

List any witnesses who were present: _____

This complaint is based on my honest belief that _____ has Bullied/Cyber Bullied me or another person. I certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant's Signature

Date

Received By

Date

INTEGRATED PEST MANAGEMENT PLAN

The Hatboro-Horsham School District uses an Integrated Pest Management (IPM) approach for managing insects, rodents and weeds. Our goal is to protect every student from pesticide exposure by using an IPM approach to pest management. Our IPM approach focuses on making the school building and grounds an unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through routine cleaning and maintenance. We routinely monitor the school building and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance, office and teaching staff and includes our students. Pest sightings are reported to our IPM coordinator who evaluates the "pest problem" and determines the appropriate pest management techniques to address the problem. The techniques can include increased sanitation, modifying storage practices, sealing entry points, physically removing the pest, etc.

From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary, and will not be routinely applied. When chemicals are used, the school will try to use the least toxic products when possible. Applications will be made only when unauthorized persons do not have access to the area(s) being treated. Notices will be posted in these areas 72 hours prior to application and for two days following the application. Parents or guardians of students enrolled in the school may request prior notification of specific pesticide applications made at the school. To receive notification, you must be placed on the school's notification registry. If you would like to be placed on this registry, please notify your child's school principal in writing. Please include your e-mail address if you would like to be notified electronically.

If a chemical application must be made to control an emergency pest problem, notice will be provided by telephone to any parent or guardian who has requested such notification in writing. Exemptions to this notification include disinfectants and antimicrobial products; self-containerized baits placed in areas not accessible to students; gel type baits placed in cracks, crevices or voids and swimming pool maintenance chemicals. Each year the district will prepare a new notification registry. If you have any questions, please contact Joseph Crowe, Director of Operations and IPM Coordinator at 215-420-5492.

DISTRICT ASBESTOS MANAGEMENT PLAN

The Toxic Substance Control Act (also known as "TSCA") requires that every local education agency, such as Hatboro-Horsham School District, establish an Asbestos Management Plan which contains information regarding inspections, response actions and post-response action activities, including periodic re-inspection and surveillance activities that are planned or in progress at any of its facilities. The Hatboro-Horsham School District maintains a complete, updated copy of a management plan for each school which is available for inspection by the public, including teachers, other school personnel and their representatives and parents during normal business hours at the school administrative office. The Hatboro-Horsham School District reserves the right to charge a reasonable cost to make copies.

Glossary of Terms

- A. **Administrative detention** - A detention administered by an administrator spent by the student in the school detention hall supervised by a staff member to atone for their behavior.
- B. **Alternative Education Placement**- Enrollment in an alternative education setting.
- C. **Behavioral Contract** - Establishing a contract between staff member and student regarding appropriate behavior.
- D. **Charges under Pennsylvania Civil/Criminal Code and Referral to Appropriate Law Enforcement Agencies** – The student is referred to the appropriate law enforcement agency when their acts are criminal or illegal.
- E. **Credit Denial** – The student may have his/her grade reduced or lose course credit.
- F. **Detention** - A period of time spent by the student with the assigning teacher or administrator at lunch or after school to atone for their behavior.
- G. **Expulsion** - Removal from school for a period of time ranging from 1 to 11 days or permanent removal from school.
- H. **Grade Reduction** – A student's course grade is reduced by one letter grade.
- I. **In School Suspension** - Student is assigned to the In-school-Suspension room under highly structured supervision for the school day. All regular classroom teachers will make study assignments on an assignment sheet for completion by the student.
- J. **Loss of Computer Privileges** - Not allowed to use school computers for a specific time or permanently as determined by administration
- K. **Loss of Points** – Student loses four (4) points from his/her course grade for cutting class or school.
- L. **Lunch detention** – Lunch detention can be assigned by a teacher, an MA or administrator.
- M. **Out of School Suspension** - The student is not permitted in school or on school property for the period of time during the suspension. The student is responsible for all school work missed which will be due upon return to school.
- N. **Parent Conference (person or by phone)** - Communication between staff members and parents of student to discuss appropriate methods of resolving behavioral problems
- O. **Parent Conference and/or Hearing with Superintendent** – The student and parent may be required to attend a conference with an administrator and/or a conference with the Superintendent before reinstatement after an Out-of-School Suspension.
- P. **Referral for Risk Assessment** – Referral to outside agencies for evaluation.
- Q. **Referral to Guidance Services** - Student meets with counselor.
- R. **Referral to Magisterial District Judge and/or Juvenile Probation** – This may occur for a violation of the Code of Conduct that could include truancy, possession of tobacco or smoking on school property.
- S. **Referral to Student Assistance (SRT, KATS, SAP) Program** - Student Assistance program meets and develops interventions to support student's progress
- T. **Saturday School** – Student must attend a session at Keith Valley on a specified Saturday from 8 A.M. to 11 A.M. due to a disciplinary infraction. Saturday school can be assigned by an administrator only.
- U. **Special assignment** - Student given additional or special school work to do in a separate location
- V. **Temporary Removal from Class** - Student removed from classroom.
- W. **Verbal reprimand** – Explanation/warning to the student by staff member of the implications of the student's actions, expected behavior, and future consequences.
- X. **Withdrawal of Bus Privileges** - Removal of student from bus transportation.
- Y. **Withdrawal of Driving Privileges** – Student loses the privilege of driving to school for a designated period of time.
- Z. **Withdrawal of Privileges** - Removal from assemblies, special events, sports, extra-curricular and co-curricular activities.