

Emory H. Markle Intermediate School

South Western School District



**2018 – 2019
Handbook**

Greetings

Dear Learners and Parents/Guardians:

On behalf of the School Board of Directors, Administration, and Staff, we take pride in welcoming you to the 2018-19 school year at Emory H. Markle Intermediate School. There is no doubt that our building is a special place. Our proudest moments are defined by the positive relationships and culture of trust built between our adults and young adolescents. We are excited about the learning opportunities that await our learners in the year ahead!

The purpose of this handbook is to make learners and parents/guardians aware of South Western School District Policies and Procedures as approved by the School Board of Directors. This handbook is a guide to reference how such policies are followed at Emory H. Markle Intermediate School. It is important to understand the expectations and consequences for particular areas of focus including attendance and discipline. Please read and discuss with your learner the contents found within the handbook policies and procedures. We request that the Learner Handbook Signature Page and The Children's Online Privacy Protection Act (COPPA) be signed and returned to the homeroom teacher by Friday, September 7, 2018.

Also included within this handbook are informational items and resources to help with understanding the daily operations of the intermediate school. The appendix contains resources for your planning purposes (E.H.M.I.S. Master Time Schedule, E.H.M.I.S. Building Map, E.H.M.I.S. Directory, and South Western School District Excuse for Absence or Tardiness). The middle years are filled with various changes and new experiences. We want our learners to reach their maximum potential while becoming career, college, and life-ready. We STRIVE to provide a rigorous and relevant learning experience for each child while fostering the skills of good citizenship and service to others. Contact information for team members that will support you and your learner throughout sixth, seventh, and eighth grades is readily available.

We encourage our learners to take advantage of the many opportunities to gain new knowledge, explore interests, refine talents, and develop strong relationships as a COLT at Emory H. Markle Intermediate School!

Regards,

Jeffrey Smale, Principal
Lori Billman, Assistant Principal
Robert Long, Assistant Principal

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General Information

Emory H. Markle Intermediate School

225 Bowman Road
Hanover, Pennsylvania 17331
web: www.swsd.k12.pa.us.
phone: 717-633-4840
fax: 717-633-7073

Mr. Jeffrey Smale, Principal
Mrs. Lori Billman, Assistant Principal
Mr. Robert Long, Assistant Principal

DISTRICT VISION STATEMENT

Learners have a voice and choice for self-directed, customized learning supported by a caring and progressive network of educators.

Adopted May 2014

DISTRICT MISSION STATEMENT

The South Western School District is dedicated to providing a continually improving educational environment, through a cooperative effort with the family and the entire community, in which all students are encouraged and expected to achieve their full potential, to express themselves clearly, to think reflectively, and to interact responsibly in preparation for lifelong personal growth.

Adopted October 1990, Revised March 2002

OUR BELIEFS

- All students are unique, can be successful, and are entitled to a quality education that will help each to reach his or her greatest potential.
- Every staff member has the responsibility to be a model of effective communication, cooperation, and lifelong learning.
- Quality education requires the cooperation and support of students, parents, staff, and community.
- Responsible behavior is nurtured in a learning environment that provides opportunities for students to make and be held accountable for their decisions.
- Quality education provides a myriad of learning opportunities that helps each student develop confidence, teamwork, and compassion for others.
- The school environment must always be safe and promote the ideals of respect for others, strong work ethic, and self-discipline.
- The utilization of new methodologies and technologies is essential to providing students a quality education in a constantly changing world.
- Effective teaching addresses individual differences, promotes self-esteem, and encourages students to maximize educational opportunities.

Adopted September 25, 1996

SOUTH WESTERN SCHOOL DISTRICT CODE OF ETHICS

A code of ethics was adopted by the South Western School Board as part of [policy 101](#). The code expresses the values that should be modeled and maintained by all adults and students who are part of the South Western School District. The purpose of the code is to ensure that all adults and students know the expectations regarding how all people are to be treated. The following values should be modeled and maintained by students and adults:

- **Hope** I will strive to overcome obstacles and believe in success.
- **Compassion** I will show concern and kindness for the well-being of others.
- **Respect** I will show high regard for myself, others, and my environment.
- **Honesty and Integrity** I will be truthful and do what is right, even when no one is looking.
- **Accountability** I will be responsible for my own choices and actions.
- **Diversity** I will embrace all people and seek to understand their beliefs and opinions.

Adopted May 2011

EHMIS MISSION STATEMENT

EHMIS recognizes the unique needs of middle level students; provides a safe, student-centered environment; develops academic, interpersonal/intrapersonal skills; and strives to develop life-long learners through a variety of age-appropriate activities.

ADMINISTRATIVE STAFF

Jay H. Burkhart, Ed.D., Superintendent
Daniel W. Hartman, Ed.D., Assistant Superintendent
Rob Freil, Ed.D., Director of Curriculum
Cynthia Renehan, Ed.D., Assistant to the Superintendent
Karen Kuntz, Ed.D., Director of Data and Instructional Technology
Jeffrey A. Mummert, Business Manager
Holly Daniel, Psychologist
Gregory Wentz, Psychologist
Mary Kay Kelly, Ed.D., Elementary Supervisor, Principal, Manheim Elementary School
Brian Cromer, Principal, West Manheim Elementary School
Eric Klanssek, Principal, Baresville Elementary School
Eric Seibel, Ed.D., Principal, Park Hills Elementary School
Jeffrey Smale, Principal, Intermediate School
Lori Billman, Assistant Principal, Intermediate School
Robert Long, Assistant Principal, Intermediate School
Keith Downs, Principal, South Western High School
Judy Berryman, Ed.D., Assistant Principal, South Western High School
Ryan Melhorn, Assistant Principal, South Western High School

Board of Education

Vanessa M. Berger	President	M. Ann Rinker	Member
Thomas M. Zimmerman	Vice President	G. Paige Wingert	Member
Cindy A. Boyer	Member	Clint A. Wright	Member
Jay A. Clouspy	Member	*Jeffrey Mummert	Secretary
James S. Harris	Member	*Douglas A. Fuhrman	Treasurer
Ray M. Mummert	Member	*Gareth D. Pahowka	Solicitor
		<i>*Denotes Non-Member</i>	

Important Information

IMPORTANT CONTACTS		
Building Principal	Mr. Jeffrey Smale	632-2548 (ex. 22900)
Assistant Principal	Mrs. Lori Billman	632-2548 (ex. 22901)
Assistant Principal	Mr. Robert Long	632-2548 (ex. 22902)
Grade 8 Guidance Counselor	Mr. Travis Wildasin	632-2548 (ex. 22910)
Grade 7 Guidance Counselor	Mrs. Jessie Gobrecht	632-2548 (ex. 22913)
Grade 6 Guidance Counselor	Mrs. Andrea LaManna	632-2548 (ex. 22914)
Building Secretary	Mrs. Charlotte Carbaugh	632-2548 (ex. 22922)
Attendance Secretary	Mrs. Vicky Higgins	632-2548 (ex. 22920)
Nurse	Mrs. Jennifer Myers	632-2548 (ex. 22810)

IMPORTANT FACTS	
learner start and end times	8:15 a.m. to 3:18 p.m.
office hours	7:30 a.m. to 4:15 p.m.
school colors	Black and White
school mascot	Colt

LEARNER INFORMATION – PARENT/GUARDIAN RESPONSIBILITY	
emergency information	<p>All learners must have a student data sheet on file in the school office which provides emergency contact information and directives.</p> <p><i>If there are any changes of information, it is the responsibility of the parent/guardian to update the information with the appropriate school official.</i></p>
health emergency information	<p>All learners must have a health emergency sheet on file in the health room which provides emergency contact information and health notes.</p> <p><i>If there are any changes of information, it is the responsibility of the parent/guardian to update the information with the appropriate school official.</i></p>
change of address and phone	<p>We must have your correct home address and a telephone number where parents can be reached during the school day for emergencies. A Proof of Residency Form must be filled out and submitted with a form of proof (tax bill, lease, mortgage documents, utility bill, driver's license, bank statement, etc.)</p> <p><i>If there are any changes of information, it is the responsibility of the parent/guardian to update the information with the appropriate school official.</i></p>

VISITING EMORY H. MARKLE INTERMEDIATE SCHOOL	
school visitors	<p>ALL visitors must register at the front desk in the main entrance of the school. Upon entering the school building, the receptionist will ask for your name and purpose for visiting. You may be required to show a photo identification in order to gain further entrance into the building or to travel with a learner. Entrance beyond the main office will require visitors to wear a badge at all times.</p> <p>All classroom visitations must be authorized by an administrator.</p>

911 TOLL FREE STUDENT TIP LINE

Learners having any concerns about information involving potential learner threats upon individuals and/or property are strongly encouraged to contact school officials or local law enforcement immediately. In the event the learners would like to report the information and remain anonymous, they may then utilize the 911 Student Tip Line.

This line will not trace call numbers and the caller may choose to remain completely anonymous involving information provided.

At the prompt, the learner may press the pound and key 4 if they prefer to speak directly to a 911 supervisor or at the message prompt, the learner may choose to press the number 2 key and leave a recorded message.

When calling, it is extremely important the caller remember to provide the name of the school district and particular school building or location to be involved, the name or names of any learners and individuals involved (if known), the exact nature of the threat, (such as times and dates) with a detailed description of all information of which you are aware that relate to the threat, and how you became aware of the threat.

If the threat is not school related, learners are still encouraged to provide information involving potential criminal acts. The reporting hot line number is:

1-888-332-9283
1-888-332-WAVE

Learner Handbook Signature Page 2018-19

Emory H. Markle Intermediate School Handbook Waiver Form

In our continuing effort to keep learners and parents aware of school policies and regulations, we have prepared an electronic learner handbook that is accessible on the Emory H. Markle Intermediate School website. We ask that you and your child read this handbook and discuss the contents. Official Board policies are available on the district website (http://www.swsd.k12.pa.us/SW_sboard_policies.htm).

Please sign this form and have your child return it to their homeroom facilitator no later than Friday, September 7, 2018 (Signing this indicates that you and your learner have read and understand the handbook).

Parent's/Guardian's Name (Printed)	(Signature)	(Date)	
Learner's Name (Printed)	(Signature)	(Date)	(Grade/Homeroom)

South Western School District Report Card Distribution Waiver

I have read the report card distribution procedures on page 16 of the Learner Handbook. I understand and agree that Emory H. Markle Intermediate School will be posting all marking period report cards online through the Sapphire Grading System. These can be viewed 24/7 through the learner's Sapphire Backpack in the Sapphire Community Portal. Report cards will be mailed home for any learner who has failing grades.

(Parent/Guardian's Signature)	(Date)
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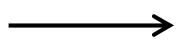
Technology Acceptable Use Policy

As the parent or guardian of this learner, I have read the South Western School District Acceptable Use Policy. I understand it is impossible for the South Western School District to restrict access to all controversial materials, and I will not hold them responsible for materials viewed or acquired by my child on the district network. Further, I understand that failure by my child to abide by the Acceptable Use Policy may result in disciplinary consequences that may include legal action.

Please see the Technology Acceptable Use Policy outlined in the handbook on page 11. Responsible use of district technology is expected of all learners and staff. Unacceptable use could result in not only district disciplinary consequences, but legal ones as well.

I, _____, (Learner's Signature) _____ (Date) have read the Technology Acceptable Use Policy and understand my responsibility to abide by the Acceptable Use Policy.

I, _____, (Parent/Guardian's Signature) _____ (Date) have read the Technology Acceptable Use Policy and understand my learner's responsibility to abide by the Acceptable Use Policy.



South Western School District Media Waiver Form

I give _____ (Parent’s /Guardian’s Signature and Date)

OR

I do **NOT** give _____ (Parent’s /Guardian’s Signature and Date)
my consent for the South Western School District to use my learner’s name, comments, photographs or video recordings to promote events and activities occurring within the school district for the upcoming school year.

South Western School District Online Account Waiver Form

I give _____ (Parent’s /Guardian’s Signature and Date)

OR

I do **NOT** give _____ (Parent’s /Guardian’s Signature and Date)
my consent for the South Western School District to create online accounts for my learner that will be used for instructional purposes during the upcoming school year.

The Children’s Online Privacy Protection Act (COPPA)

South Western School District is committed to providing your learner with the most effective web-based tools and applications for learning. The Children’s Online Privacy Protection Act (COPPA), a federal law, requires parental notification and consent for learner use of district approved online resources for instructional purposes. The law permits schools to act as the parent’s agent and can consent to the collection of learner information on the parent’s behalf with parent permission.

South Western School District creates learner accounts for several contracted computer software applications and web-based services that have agreed to protect learner privacy and adhere to COPPA regulations. A complete list of the programs with the privacy policy and terms of service for each can be found at this link: http://www.swsd.k12.pa.us/SW_COPPA.htm.

For more information on COPPA, please visit <http://www.ftc.gov/privacy/coppafags.shtm>.

I have been provided with a notice of the websites and online services our district may consent to on our behalf. This form constitutes permission for our district to create accounts for my child on these district-approved websites and services for instructional purposes, as required by the Children’s Online Privacy Protection Act (COPPA).

Parent’s/Guardian’s Name (Printed) (Signature) (Date)

Learner’s Name (Printed) (Grade/Homeroom) (Date)

II. Academic Information

Academic Honesty

Cheating is defined as taking the work, words, ideas, and/or efforts of another and presenting it as one's own or providing one's own work to be presented as another's. It is an act of dishonesty, which shows disrespect for self and others and shows lack of responsibility to apply oneself to completing satisfactorily the courses of study prescribed. Evidence of cheating will result in teachers requiring students to re-do the assignment and may result in further disciplinary actions.

Acceptable Use of Computer Network and the Internet

The use of the South Western School District's information technology tools and network facilities is a privilege, not a right. Inappropriate, unauthorized and illegal use may result in cancellation of the privileges of users and appropriate disciplinary action consistent with the District's disciplinary code. The use of District information technology tools, network facilities and the Internet for illegal, inappropriate or unethical purposes by learners or staff is prohibited. More specifically the following are prohibited:

1. Use of the network for commercial or for-profit purposes, product advertisement, political lobbying or to facilitate illegal activity.
2. Unauthorized attempts to access network resources, spamming or use of the network to develop programs or files that harass other users or infiltrate a computer system and/or damage the software components of a computer or system.
3. Accessing or transmitting files dangerous to the integrity of the District's information technology or network facilities.
4. Attempting to circumvent or disable any filter, information security or other security measure.
5. Use of the network to access materials, images or photographs that are obscene, pornographic, lewd or otherwise illegal.
6. Use of the network to transmit material likely to be offensive, objectionable or inflammatory to recipients such as hate mail, harassment or discriminatory remarks.
7. Use of the network to misrepresent other users on the network, forge electronic mail messages or quote personal communications in a public forum without the original author's prior consent. Loading or use of unauthorized games, programs, files or other electronic media.
8. Use of District information technology tools or network facilities to disrupt the work of others; intentionally disrupt information network traffic or crash the network and connected systems; and the hardware or software of other users shall not be destroyed, modified or abused in any way.
9. Loading or use of unauthorized games, programs, files or other electronic media.
10. Use of the network, which results in any copyright violation.
11. Posting of anonymous messages, possessing any data, which might be considered a violation of these rules in paper, electronic, or any other form or using inappropriate language or profanity.
12. Revealing personal information or passwords related to any users on the network other than by District staff in the performance of assigned duties.
13. Use of any social networking or communication medium, on or off-campus, that causes a disruption to the educational process (e.g. posting inflammatory comments about another learner or staff member).

14. Attaching personal technology tools directly to the network without the express permission of the Superintendent or designee.

ACTIONS RESULTING FROM MISUSE

Deliberate and/or negligent abuse of the network, computing resource or any other district resource could lead to disciplinary action. Any such action would be subject to applicable procedures established by the District. The network user, whether learner or employee, may be responsible for restitutions for damages to the equipment, system, or software resulting from negligent, deliberate, or willful acts.

Consequences of violations include but are not limited to:

- Suspension of information network access;
- Revocation of information network access;
- Suspension of network privileges;
- Revocation of network privileges;
- Suspension of computer access;
- Revocation of computer access;
- School suspension;
- School expulsion; and
- Legal action and prosecution by the authorities.

REMEDICATION AND RECOURSES

The District has the right to restrict or terminate information network access at any time for any reason. The District further has the right to monitor network activity in any form that it sees fit to maintain the integrity of the information network. The entire text of the Acceptable Use Policy of the Computer Network and the Internet Policy #815 is available for review in the school office or at this link, <http://www.swsd.k12.pa.us/schoolboard/Policies/815.pdf>.

Bring Your Own Device (B.Y.O.D.) Policy

The BYOD policy refers to personal electronic devices not owned by the district such as cellphones, iPads, Kindles, and laptops brought to school for educational use. South Western School District supports a BYOD initiative to help learners see and use their devices as learning tools. Building administrators and classroom teachers will determine when and how personal electronic devices may be used for learning during the school day.

Electronic devices with cameras should not be used to capture photographs or videos of others without consent, to harass, or endanger the safety of another learner. Electronic devices are not permitted to be used in areas where there is an assumption of privacy, including restrooms and locker rooms. Appropriate discipline will be taken if found in violation of this policy.

LEARNERS THAT CHOOSE TO PARTICIPATE IN BYOD EXPERIENCES AT SCHOOL MUST:

- Adhere to the District [Acceptable Use Policy #815](#), [Electronic Device Policy #815.4](#), and school rules for behavior.
- Abide by teacher and administrator directions for when and how personal devices will be used for educational purposes.
- Respect the privacy of others in regards to photography and recording.
- Recognize that the district shall not be liable for the loss, theft, damage or misuse of an electronic device brought to school.
- Accept responsibility for the safety, operation, troubleshooting, and repair of their personal device.
- Arrive to school with their personal devices functional and fully charged.

District-Owned Electronic Device

The South Western School District and its Board of Directors developed and adopted a six year Comprehensive Plan centered on customizing and personalizing learning. Technology plays an integral role in this process, as it serves as a vehicle for having access to mass information from a variety of expert sources, allowing learners to have anytime access to the learning curriculum, and allows them to collaborate with others in a way that is consistent with the 21st century marketplace. All learners will receive district-owned laptop computers, cases, and chargers during the 2018-19 school year. It is expected that the laptop will be transported using the district-issued case and that the device will come to school each day fully charged and ready for use. The responsibilities and consequences of all involved are stated in the South Western School District Board Policies [#815](#) and [#815.6](#).

District-Owned Electronic Device (Laptop) Optional Protection Plan

An optional non-refundable one-school-year protection plan is available for district-owned electronic devices (laptops). The terms and per-school-year costs are detailed in the District-Owned Electronic Device (Laptop) Optional Protection Plan document. The plan covers one incident per school year and includes parts and repairs due to accidental damage and system-related issues occurring through normal use. Any additional replacement or repair will cost the learner/parent/guardian the full cost of repair or the Full Market Value of the device.

Unpaid learner account balances that are 30 or more days past due may result in a loss of school privileges for the learner. Loss of school privileges may include, but not be limited to, dances and Positive Incentive Program (PIP) rewards.

E.H.M.I.S. Administrative Team may pursue the following steps at a needed second repair to the district-owned device:

- Conference with the learner
- Contact with the parent/guardian
- Restriction of the device to school only
- Restitution

COLT

COLT is an intervention period that occurs during every day of the six-day cycle. A variety of activities will occur during COLT. Learners may be assigned to various academic interventions, attend band, chorus, or orchestra, or another support or extension activity at this time based on their individual academic, social, emotional, or behavioral needs. This year we will pilot a program in which learners who are not in need of academic interventions will have a choice to select an enrichment activity that best helps them extend an interest through research, engage in a new learning opportunity, explore a concept beyond the classroom lesson, participate in seminar-style discussions, and solve real-life problems through collaborative teams. These needs and opportunities will be reviewed and designed every three cycles.

* See appendix for the COLT Pyramid of Interventions

Learner Records

The South Western Board of Education recognizes that learner records are an essential history of a learner's formal education in public schools. In the collection, maintenance, and dissemination of such records, the individual's right to privacy shall be of the highest priority. Learner information collected by the South Western School District for record purposes shall be classified according to the type of information collected. Parents, guardians, and individual learners have the right to inspect, review, and request amendments to records that relate directly to them. Further details of the records policy are available through the building principal or school counselor.

The South Western School District Pupil Records Policy for Exceptional Children has been prepared to insure the privacy rights of both the parents and the exceptional child in the collection, maintenance, release, and destruction of these records. Toward this end, the policy addresses specific procedures for collection of data through individual and representational consent, the conditions for disclosure of information, and access rights of parents or eligible learners to learner records. Copies of the Pupils Records Policy for Exceptional Children may be obtained from the office of any District Building Principal.

Testing Programs

The testing program is coordinated by the building administrative team and includes local assessments conducted throughout the year including I-Ready, Classroom Diagnostic Testing (CDTs), Study Island Benchmarks, SRI Lexile or SMI Testing, and Career Cruising surveys. The PA State Assessments (PSSA's) and Keystone Exams are conducted during the appropriate testing window as determined by the state. Contact the Guidance Department to confirm test dates.

Grading Policy and Practices

Learners will receive an **academic grade** representing their achievement and performance during each marking period for each class. Academic grades reflect what a learner knows and is able to do, rather than compliance. Only summative assessments of learning will be utilized to determine academic grades. Each subject area has identified appropriate reporting categories that reference state standards. A learner's academic growth is determined using the documented scale.

ACADEMIC GRADING SCALE		
4	Exemplary	Student consistently demonstrates in-depth knowledge of concepts and skills in this area and can apply at an extended level in addition to a new situation with accuracy and independence.
3	Proficiency	Student demonstrates a thorough understanding of essential concepts and skills in this category. He/she can apply these skills with accuracy and independence.
2	Foundational Understanding	Student demonstrates a foundational understanding of some of the essential concepts and skills in this area. He/she needs additional support and practice to perform independently.
1	Limited Proficiency	Student has a limited understanding of the concepts and/or skills in this area.
<i>The intermediate scores of 1.5, 2.5, and 3.5 are used to demonstrate that a student is approaching the next level of learning.</i>		

Learners will also receive a **Habits of Learning Grade** for each class that takes into account motivation, responsibility, and participation as defined in the following way:

HABITS OF LEARNING DESCRIPTORS	
Motivation	Self-directed learning; high level of engagement; effort with difficult or complex activities; stays on task; maintains a positive attitude.
Responsibility	Brings learning materials; completes assignments & homework on time; cooperates with others; arrives on time; is organized.
Participation	Participates in discussions, ask questions; advocates for his/her learning; collaborates appropriately with others.

HABITS OF LEARNING SCALE	
O	Students who earn an "Outstanding" rating consistently demonstrate expected habits and take initiative.
S	Students who earn a "Satisfactory" rating demonstrate expected habits the majority of the time.
N	Students who earn a "Needs Improvement" rating occasionally demonstrate expected habits and behaviors.
U	Students who earn an "Unsatisfactory" rating does not demonstrate expected habits and behaviors and needs ongoing interventions.

RE-TEACHING AND RE-ASSESSMENT OF LEARNING:

It is critical for learners to be fully engaged in the learning process. When a learner does not demonstrate an understanding of the content and concepts taught, it is expected that they will work in a partnership with the facilitator in order to learn and achieve.

RE-TEACHING & RE-ASSESSING GUIDELINES	
The <u>learner</u> will (with the help of the teacher):	In this partnership the <u>teacher</u> will:
analyze test results.	analyze test results.
identify area(s) of weakness or limited understanding.	facilitate a reflection process for assessments.
meet with the facilitator for re-teaching.	assist learners in identifying area(s) of limited understanding.
prepare for the assessment.	communicate and meet with the learner for re-teaching.
re-assess in the identified weakness areas.	re-assess and provide feedback toward learning.

Homework Policy

Homework should be assigned to establish and reinforce those concepts and skills previously introduced in class, develop within the learner a sense of responsibility for learning, and to foster the formation of habits and skills necessary for independent learning. In order for the purpose of homework to be accomplished, the responsibilities must be shared by the teacher, the parent, and the learner.

Homework assignments should:

1. Provide practice and reinforcement of skills shared through classroom instruction.
2. Broaden areas of interest through enrichment.
3. Provide opportunities for parents to know what their child is studying.
4. Encourage parent and child interaction.

On-line Grading System: Community Portal

The Sapphire software is designed to enable parents and learners to access current grades and attendance from their home computers. Please note that our facilitators will be using our K-12 Program as a grade book which means that all summative assessments will be listed. Please understand that the time required for careful grading and posting of assignments and assessments will vary based upon the nature of the coursework. The K-12 Program will enable communication with parents and learners in an ongoing and meaningful manner. This enhanced communication will strongly benefit our cooperative ability to promote the academic achievement of our learners.

Report Cards

In an effort to minimize the use of paper materials throughout the school year and to be more environmentally friendly, South Western School District will distribute all report cards via the Internet through the Sapphire Grading system. All report cards will be available through Sapphire's Community Portal. Report cards are issued at nine-week intervals throughout the school year. A parent conference with the administrator, counselor and/or facilitator can be requested at any time throughout the school year. It is practice for the building to schedule parent conference twice each year: once in the fall and once in the spring. End of the marking period report cards will be mailed to the home of each learner if he or she is failing. The final report card of each year will be mailed for all learners after the conclusion of the school year.

Advisory Program

The E.H.M.I.S. Advisory Program will be implemented during the 2018-19 school year for the purpose of providing a system that ensures an adult advocate for every learner, and relationship building with peers, the promotion of personal and academic growth, and engagement with school and community. Advisory groups will meet approximately two times per month for a half hour advisory period. The following topics will be shared during various advisory lessons/discussions: mindfulness, anxiety, diversity, self-concept, personal identity, stereotypes, acceptance, and inclusion.

Multi-Media Center (MMC)

The MMC is the hub of the school. Learners have access to an extensive print non-fiction collection as well as online resources such as POWER Library, Scholastic Go, and the Internet. The library has a growing collection of popular fiction titles available in print, audio, and digital format. Laptops and Mac computers are available for research projects as well as black and color printers. The MMC also houses the Tech Center for computer questions, repairs, and loaner equipment. Learners can reserve the library's One Button Studio to record video projects. The Makerspace is the place to try your hand at many different kinds of creative activities. LittleBits, Makey Makey, K'Nex and Lego Mindstorm are just some of the materials available for learners to use their imaginations and create fun projects. The MMC is open from 7:45 am - 3:15 pm. Most materials may be checked out for a period of two weeks. Magazines and DVDs are checked out overnight. Fines are charged for overdue materials and accumulate for each school day overdue.

Music Programs

CHORAL PROGRAM

Membership in chorus is available at each grade level. Each chorus performs a winter concert and a spring concert. Opportunities are sometimes available for dances, skits, and instrument playing, as well as small ensemble singing. For information on how to join or withdraw from chorus, please contact the Chorus Director.

INSTRUMENTAL MUSIC PROGRAM

Band and Orchestra instruction is provided to interested learners in grades six through eight. The orchestras and bands present a number of performances each year including winter and spring concerts, as well as other performances throughout the year. In addition, there are also opportunities for instrumentalists to perform in smaller groups or ensembles at various times throughout the years as an extracurricular activity. For information on how to join or withdraw from band or orchestra, please contact the Band Director or the Orchestra Director.

Promotion Policy

One of the main purposes of the Intermediate School is to treat each learner as an individual and educate him or her at their instructional level. Learners meeting fair standards of test results, daily workmanship, punctuality of daily work, contributions to class will be promoted upon completion of the academic year. Failure to meet these fair standards will result in consideration of the learner for social promotion or retention. This decision will be made with the best interest of the learner involved, determined by persons knowledgeable of the child and his/her ability. Communication with the parents/guardians will occur from the onset of such a concern.

STEEDS

The STEEDS program is an on-site alternative education program, which assists learners who, despite the support and best available services of the South Western School District, have been unable to succeed in a regular classroom setting or have otherwise violated school district rules or policies. The rationale for this program is to develop an alternate education option to meet the needs of those learners who are not coping effectively with the regular school program. The utilization of an alternative education program will provide a structured option that will meet the individual needs of the learner population. The STEEDS program is designed to meet the individual needs of at-risk learners and help preserve an environment where learning can take place without distraction for the remaining learners. Learners who meet specific criteria are selected for placement into STEEDS. Limited seating is available to maintain a low learner/facilitator ratio. Learners may be placed in the STEEDS program for a minimum of at least one semester.

Physical Education

Learners will have physical education classes on a co-educational basis. State regulations require each physically able learner to participate in physical education classes. When a learner cannot take part in physical education class due to a health concern, a written excuse from a parent/guardian is required. A parent/guardian excuse will be accepted for two consecutive classes. Afterwards, a doctor's excuse is required for extended health concerns that surpass two consecutive physical education classes. Modified or alternative activities will be planned by the physical education team.

It is the learner's responsibility to leave all valuables and money in their team locker, this includes personal electronic devices. In addition, no food or drink should be brought into the locker room/gymnasium with the exception of a water bottle. Body spray and spray deodorant should be kept to a minimum before and after class. Glass containers are prohibited.

All learners must change into appropriate PE attire, which is to be different from their clothes worn to school.

Physical Education Attire	
Athletic shorts.	School appropriate t-shirt. No tank tops.
Laced or fastened sneakers and socks. No flip flops, sandals, or boots.	Sweatshirts or sweatpants on cold days.
NO jewelry of any kind may be worn during class.	

Swim Suits

Male Suits – swim trunks or boardshorts with a drawstring (with lining or underclothing)

Female Suits – One-piece tank suit comparable to a competition swimsuit.

Learners will be required to wear a school issued swimsuit should they forget to bring their own.

III. Attendance

Regular school attendance aids greatly in promoting the success of learners. The educational process requires a continuous sequence of instruction. When interrupted by absence, this instruction can seldom be fully regained by extra work. The primary purpose of this attendance policy is to enhance academic success and to develop a sense of responsibility and good citizenship in each child. York County maintains an ongoing initiative to address attendance and truancy of all learners in the county. Learners who violate school attendance laws will be subject to fines and will be referred to York County Children and Youth Services.

ATTENDANCE RESPONSIBILITIES

Learner Responsibility

It is the responsibility of each **learner** to:

- attend school daily.
- arrive at school on time.
- arrive for each class on time.
- submit proper excuses for **absences** within **5 days**.
- submit proper excuses for **tardiness** within **5 days**.

Parent Responsibility

It is the responsibility of each **parent** to:

- ensure that his/her child attends school daily.
- ensure that his/her child arrives at school on time.
- submit proper excuses for **absences** within **5 days with a parent signature**.
- submit proper excuses for **tardiness** within **5 days with a parent signature**.

Chronic absenteeism is missing 18 or more school days a year.

GENERAL PROCEDURES FOR ABSENCES

1	Within 5 days after each tardy or absence a note or excuse and/or an appointment card attesting to the reason for the absences and signed by the parent/guardian and/or respective medical professional must be submitted to the office. If a learner is out of school for three or more consecutive days, he/she should submit a doctor's excuse verifying the illness and explaining any further treatment needed during school hours.
2	An initial letter (Doctor's Warning Notice) will be shared with parents/guardians as a concern develops regarding a learner's school attendance. An additional letter (Doctor's Note Required Notice) will be shared with parents/guardians if the concern regarding a learner's school attendance continues after the initial communication. This letter will require the learner to submit a doctor's excuse from a practicing physician for all tardies and absences after the dated letter.
3	After three days of unexcused/illegal absences by a pupil under the age of 17 years, a First Notice Letter will be sent to the learner's parent/guardian and copied to the York County Children and Youth Services, as required by the Pennsylvania School Code.
4	Upon the fourth illegal absence by a pupil under the age of 17 years, a first offense referral may be made to the magistrate for a violation of Pennsylvania's Compulsory Attendance Law.
5	Any learner 17 years of age or older who accumulates 10 consecutive days of unexcused absence shall be given written notification that these absences are deemed excessive and he/she will be removed from the attendance rolls.
6	Absences due to suspension are considered excused.
7	<p>Make-up work: Following an excused learner absence, class work should be made up as soon as possible. Arrangements should be made as soon as the learner returns to school or prior to the absence if it is prearranged. The primary responsibility for making up work missed due to absence rests with the learner. As a general rule, 24 hours to submit make-up work will be allotted for each day of absence (1 day of absence = 24 hours of make-up time, 2 days of absence = 48 hours, etc.).</p> <p>Make-up time shall not exceed two weeks unless special extenuating circumstances exist. On such occasions, the building principal may grant an extension.</p> <p>By the third day of a consecutive absence, a request should be made to the guidance office for make-up assignments. The guidance office will contact the teachers and assignments will be made available within 24 hours of the request.</p>

TYPES OF ABSENCES

Legal absences
from school are defined as:

- illness
- professional health care or therapy from a licensed practitioner
- quarantine
- impassable roads
- pre-approved educational travel
- re-approved urgent reasons

Illegal/Unexcused absences
from school are defined as:

- absences for reasons other than those listed as legal
- absences for which a signed note or excuse card has not been submitted with 5 days
- absences that may result in disciplinary action
- absences that may result in the loss of PIP Reward participation

Habitual truancy is six or more illegal absences in a school year.

TARDIES

Tardiness is . . . the *arrival* at school between **8:15am and 10:05am** and any **early dismissal** occurring after **1:30 pm**.

It is recorded on school records and may be cause for related disciplinary action.

Habitual tardiness will result in disciplinary action and may be cause for legal action by the district.

Excusable tardiness is defined as:

tardiness resulting from **illness** and attested to by the parent/guardian on a signed note or excuse and/or appointment card upon the learner's arrival to school or return the next day, but **no later than 5 days after the occurrence**. Limitations may be placed on a learner in the event of excessive abuse.

Illegal/Unexcused tardiness is defined as:

tardiness that which occurs for reasons **other** than illness or for which a signed note or excuse and/or appointment card is **not presented within 5 days**. **After the third unexcused tardy, an after-school detention will be assigned.**

Habitual tardiness will result in disciplinary action and may be cause for legal action by the district.

LENGTH OF ABSENCES

One day of absence is charged when:

- the learner does **not** report to school
- the learner reports but leaves school **before 10:05am**.

One half day of absence is charged when:

- the learner reports to school **after 10:05am**.
- the learner completes the morning session but leaves school **before 1:30pm**.

Learners who demonstrate a consistent lack of school attendance may be placed on doctor's excuse which will **require** the learner, **for each subsequent absence or tardy**, to submit a doctor's excuse to the office upon his/her return to school.

EXCUSED ABSENCES OTHER THAN FOR ILLNESS AND RELATED PROCEDURES

Appointments

Because regular school attendance is essential for maximum benefit from the educational program, appointments for non-school activities or services should be scheduled outside the school day. If a learner must see a doctor, dentist, etc., during the school day, the following apply:

- Written parental permission must be submitted to the school office **prior to the appointment day**.
- Learners will be required to provide medical appointment verification from the practitioner who scheduled the appointment.
- Illegal absences will be recorded if excess time is used while moving to and from the place of appointment.
- For security reasons, all students must be picked-up in the school office unless other arrangements have been made prior to the appointment day.

Educational Travel

Learning is an experience that is not limited to the confines of a school building. Travel or other activity of an educational nature will be considered excused if properly planned and carried out. Educational Trips will not be approved for learners during PSSA testing days. **Educational travel is strongly discouraged during the first 10 and last 5 days of each semester. Attendance during these times is of utmost importance for the education of learners.**

To qualify for excused educational leave:

- The learner must have maintained a regular pattern of attendance.
- An application form must be requested from the office and returned a minimum of **one week in advance** of the planned absence along with an excuse card.
- The parents, learner, and responsible administrator or guidance counselor must agree on the provisions for enhancing the educational experience, or in the case of an educational function other than school, the purpose for attending.
- An absence shall not be marked excused until provisions are completed. This shall be **within one week of return** unless otherwise specified.
- Excused educational absences may not exceed 5 school days in a given year unless specifically approved by the building administration.
- Upon written request from parents/guardians, a learner will be excused from regular school attendance for the nationally recognized Take Your Child to Work Day provided if the absence has been **pre-approved at least 24 hours in advance** and the child has **maintained a regular pattern of school attendance**. Any make-up work missed must be submitted to the facilitator within 24 hours of the absence.

Hunting/Fishing: Although any missed day for hunting/fishing is unexcused/illegal and will be recorded as such, accommodations will be made for such during established seasons. No disciplinary action will be taken against those who comply with the following: learner possesses a regular pattern of attendance, a written statement signed by a parent/guardian is provided to the office requesting release for absence, a copy of the current hunting/fishing license is submitted, and the request is submitted to the office at least one day in advance of the absence.

ATTENDANCE REQUIREMENTS FOR PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Learners must earn the privilege of participation in athletic, musical, social activities (sports, theatrical productions, prom, dances, etc.) by fulfilling the following attendance requirements:

- A learner must arrive at school by **8:36 AM** in order to be eligible to attend/participate/practice in an extracurricular activity that day. Upon arrival, a learner must attend all scheduled classes.
- A learner must fulfill all attendance requirements on Friday in order to be eligible for weekend extracurricular activities.
- Learners may be granted permission to participate in weekend activities after presentation of a doctor's excuse for a Friday absence to the coach/advisor in charge of the activity.
- Extenuating circumstances resulting in excused absence (funerals, approved travel, etc.) can be reviewed by administration. Participation privileges may be granted at the discretion of the administration.
- Learners who leave school for health reasons may not return on the same day to participate/practice in extracurricular practices or activities.
- Learners are expected to report for school on time on the day following an extracurricular activity. Abuse of this regulation may result in disciplinary action.

Learner attendance at or participation in evening and weekend school activities is contingent upon successful compliance with the above requirements.

External Instructional Programs are programs in which part of the learner's regular instruction takes place in a setting other than the school. These programs are coordinated with the in-school program and must be approved in advance by the school principal.

Homebound Instruction

Homebound instruction will be provided at district expense for pupils whose physicians and parents request this service due to long-term absence for medical reasons. This instruction is usually limited to a maximum of five hours per week. Homebound instruction may not be provided for pupils with contagious diseases for which exclusion from school is mandated. Complete guidelines and procedures are contained in School Board Policy [#117](#).

1. Requests should be made in writing to the building principal by the attending physician and the parent.
2. The principal will make all necessary arrangements for homebound instruction.

Withdrawals from School

Due to Relocation: The School Laws of Pennsylvania require that accurate records be kept of all pupils in each school. When withdrawal of a learner becomes necessary due to family relocation, it is imperative that the parents or guardians provide the district with the exact date of withdrawal, their new address, and the name of the school district they will enter. The district will issue a transfer card, the report card, and the immunization card to the withdrawing pupil. All scholastic records will be sent directly to the new school upon their request.

Questions, Clarifications, Extenuating Circumstances

This is only a summary of the most commonly needed information regarding attendance regulations and procedures. In the event of extenuating circumstances or the need for clarification, building principals should be contacted. School attendance details can be found in School Board Policy [#204](#).

IV. Extra-curricular and Co-curricular Activities

<u>Girls Athletic Teams</u>	<u>Boys Athletic Teams</u>
Basketball Cross Country Field Hockey Track Volleyball	Basketball Cross Country Football Track Wrestling

Code of Conduct

PHILOSOPHY STATEMENT

The extracurricular and co-curricular programs of the South Western School District are designed to promote the growth and development of our learners. Participation in our programs is a privilege contingent upon compliance with established rules. The regulations set forth in this Code are designed to promote growth, development, and team orientation of our participants. The success of our programs will depend upon each individual participant developing to their fullest extent and accepting his/her responsibility to the organization. Adherence to the regulations contained in this Code will enable our participants to maximize their ability while fulfilling their classroom responsibilities. Learners are expected to uphold the high standards of behavior of a South Western student while participating in our extracurricular or co-curricular programs.

DEFINITION OF A SOUTH WESTERN EXTRA/CO-CURRICULAR PARTICIPANT

Any learner whose name appears on the academic eligibility checklist (ACADEL) during the previous or current school year is considered a South Western Extra/Co-curricular participant.

PERIOD OF APPLICABILITY

The regulations set forth in this Code are in effect from the first legal practice date for fall activities (or the first day of school for all other participants) until the last day of the school year. In the event that an individual or organization continues to compete beyond the last day of school, the participants will be expected to adhere to all rules until the completion of the last event.

CONFIRMED VIOLATION

The Code of Conduct will be enforced when an incident has been confirmed by an advisor, member of the coaching staff, teaching staff, administration, school district directors, or by law enforcement records.

Category I Regulations

The sale or distribution of alcoholic beverages, controlled substances, anabolic steroids, or their look-a-likes is prohibited.

FIRST OFFENSE

1. Suspension of eligibility to participate in any South Western Extra/Co-curricular activity for a period of one (1) year from the date of the first offense.
2. Referral to the Student Assistance Program.

SECOND OFFENSE

3. Permanent suspension of eligibility to participate in any South Western Extra/Co- Curricular activity from the date of the second offense.

Category IA Regulations

The possession or use of tobacco products, alcoholic beverages, controlled substances, anabolic steroids, or look-a-likes is prohibited. (State law requires that any anabolic steroid violation result in expulsion for the remainder of the year.)

FIRST OFFENSE

1. A minimum suspension of thirty (30) calendar days up to a maximum of expulsion from the organization activity for the remainder of the year. The head coach or advisor will determine the exact disciplinary action based upon the investigation of the offense.
 - a. If the coach decides to “suspend” a participant for a Category IA violation, the coach or advisor may allow the participant to continue to practice with the organization; however, the participant will not be allowed to dress, travel, or be with the organization for performances and/or competitions. A member who fulfills his/her responsibilities of suspension will be eligible for school and special awards at the end of the season.
 - b. If a participant is “expelled” for a Category IA violation, the participant will be removed from all program activities and forfeit all eligibility for school and special awards at the end of the season.
2. An activity suspension will continue for thirty (30) calendar days regardless of the extra/co-curricular concluding date.
3. Placement on one (1) year “Extra/Co-curricular Probation” from the date of the first offense. During this probationary period, if a participant violates any other Category IA regulation, the participant will lose his/her eligibility to participate in any activity for a period of one (1) calendar year from the date of the second offense.
4. Drug or alcohol violators will be referred to the Student Assistance Program for evaluation and referral. It is expected that the student will comply with all recommendations of the program in order to maintain eligibility to participate in any Extra/Co-curricular activity.
5. A re-entry conference involving the coach or advisor, the student and his/her parents or guardians will be required before eligibility will be reinstated following a suspension.

SECOND OFFENSE

6. Suspension of eligibility to participate in any South Western activity for a period of one (1) year from the date of the second offense.

THIRD OFFENSE

7. Permanent suspension of eligibility to participate in any South Western Extra/Co-curricular activity from the date of the third offense.

Category II Regulations

Any behavior unbecoming of a South Western Extra/Co-curricular member is prohibited and is justification for disciplinary action at the discretion of the coach or advisor. "Category II shall include, but not be limited to, South Western School District's policy forbidding any and all forms of "Hazing". Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a learner willingly participates. For the purposes of this policy, hazing is defined as an activity that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or membership in or affiliation with any organization recognized by the South Western School Board. No learner, coach, sponsor, volunteer or district employee shall plan, direct, encourage, assist, or engage in any hazing activity.

FIRST OFFENSE

1. A coach or advisor will determine the degree of offense and administer appropriate disciplinary action up to one (1) week suspension from participation. After reviewing the situation with the Athletic Director or High School Principal (or designated administrator), disciplinary action beyond this point will be determined by the coach or advisor.

Additional Regulations

Additional rules may be established by coaches or advisors for their respective sports and activities. These rules must be in writing, receive the approval of the administration, and be on file in the High School Administration Office. All participants must be provided with a written copy of all rules at the beginning of each activity's school year.

Appeal Procedure

A conference will be conducted between the participant and advisor or school official prior to any disciplinary action being taken. This conference will constitute an informal hearing. If the participant is dissatisfied with the results of the informal hearing, the participant may appeal his/her case to the building principal. The final level of appeal will be the Building Principal. The parents or guardians of the participant may be present at the appeal level hearings.

Regulations for Extra/Co-Curricular Programs

It is the philosophy of our school that learners must earn the privilege to participate in extracurricular/co-curricular activities by fulfilling the following academic requirements.

1. Learners' grades will be monitored on a weekly basis in order to determine academic eligibility. E.H.M.I.S. learners who are not demonstrating at minimum a foundational understanding (2.0) in assigned courses will not be eligible for participation in extra-curricular activities for that week (Saturday through Sunday). *School administration has the discretion to permit a student to participate based on extenuating circumstances.*
2. A learner's work completion, participation in tutorial sessions, progress on projects, performance on assessments and habits of learning will be considered in this decision.

3. Learners who are not displaying a foundational understanding (2.0) in all domains within their coursework at the end of a marking period will not be allowed to dress, travel or participate in extracurricular contests or performances for a period of fifteen school days from the date report cards are issued.
4. Learners who are not displaying a foundational understanding (2.0) in all domains within their coursework at the end of a school year will not be eligible to dress, travel or participate in extracurricular practices, contests or performances for a period of fifteen school days during the next school year.
5. Extracurricular activities are to include Ski Club. It is the responsibility of the learner to remain in good academic standing in order to participate in this club and their trips beyond school hours. No refunds will be issued for any trips if a learner is unable to attend due to academic ineligibility.
6. Extracurricular activities are privileges, not a right. Learners may be prohibited by school administration from participation due to behavior and conduct.
7. It is the responsibility of coaches and advisors to provide learners with a copy of the district's Extracurricular Code of Conduct.
8. A learner must be present the day of the extracurricular event in order to be eligible to participate in that activity. A learner must arrive at school no more than sixteen minutes after the scheduled opening in order to participate/practice in an extracurricular activity that day. Friday attendance is necessary for participation in weekend activities. A learner may be granted permission to participate in weekend activities after presentation of a doctor's excuse for a Friday absence to the coach/advisor in charge of the activity.

If a learner is placed on academic ineligibility from a school-sponsored activity, it is expected that he/she will put forth an effort to remediate his/her grade. During the period of ineligibility, the learner should use before/after-school time, after-school tutorial and COLT to meet with his/her classroom teacher.

Attendance at Athletic Contests

Learner attendance at our athletic events is both encouraged, and appreciated. It is the expectation of the school district and athletic department that learners will at all times represent our school district with class and support our athletic teams through an appropriate display of positive sportsmanship and enthusiasm. Learners may be removed from any athletic contest if our security staff, management, or police determine behavior is inappropriate or unacceptable.

HOME FOOTBALL GAMES

- Specific to the above expectation includes the expectations for attendance at our home football games.
- At no time will students be permitted at the visitor bleachers. Sitting in the visitor bleachers or walking in front of the visitor bleachers by South Western learners is prohibited and cause for removal from the game.
- The lower gate will only be opened for restroom use during the designated halftime period. At all other times entry and exit must occur at the main ticket gate.
- At no time may learners be unsupervised on the hill at the South end of the stadium. The use of the hill is with parent or adult supervision only.

While the South Western School District and athletic department understands that an athletic event provides a time for socialization for our learners, and creates a strong connection to our schools, the above expectations must be followed to foster positive school spirit and keep our sporting events safe for all spectators.

Learner Activities

E.H.M.I.S. AFTER-SCHOOL STUDY (HOMEWORK CLUB)

This program is open to any learner of EHMIS who would like a structured environment and help with completing homework assignments, Learners may only be placed in the program with a parent's permission. Two certified teachers will be available to assist learners with their work. Builders Club Members act as peer tutors and support the program when schedules allow. The program will be run on Tuesdays and Thursdays from 3:30 PM to 4:20 PM. The learner will be provided with an environment in which a facilitator or learner is available to provide assistance with homework upon request in order that educational success can be attained. Homework has been a barrier to success for several of our learners at EHMIS. In order to assure learner success in school some learners need structure and assistance to complete homework successfully. The teams in the middle school have tried a variety of strategies to encourage learners to complete assignments. For many learners, these strategies work. Each grade level has a small population of learners who have not responded to any strategy that has been tried. The After-School Study Program has been designed to help these learners develop good homework and study habits.

INTRAMURALS

Our intramural program is designed to provide our learners an opportunity to participate in a wide variety of activities including academics, arts and crafts, and recreational and competitive sports. Each activity will be supervised by professional staff members who are knowledgeable in the activity they sponsor. Attendance is encouraged but not mandatory. Emphasis is on fundamental skills and fun, not competition. Most of the activities will take place on our campus and will begin at 3:25 P.M. and end at 4:45; however, exact times and sign-ups will be announced in school. Various intramural activities take place during the fall, winter, and spring. A list of offered intramurals can be found on the E.H.M.I.S. website within the first month of school. Below are examples of the past year's offerings to specific grade level learners:

Art Club	FCS Club	Performing Arts
Basketball	Field Hockey	Photography
Battle of Gettysburg Tour	French Language	Sci-Let's Experiment
Book Chat	Geography Bee	Ski Club
Bowling	German Club	Spanish Language
Cheerleading	Hunter Safety	ST Math
Chess Club	Maker Club	Street Hockey
Color Guard	Math Counts	Volleyball
COLT Vision Club	Math Olympiad	Weight Lifting
Creative Minds Club	Math Tutorial	Woodworking Club
Crochet Club	Minecraft.EDU	World Culture Club
Diversity Club	Mountain Biking	Writing Club
Dragsters	Painting	

PUBLICATIONS

A building newsletter is published quarterly and is distributed at the end of each 9-week period. There are two learner publications at the Intermediate School that are written and produced by learners:

1. Equus is the intermediate school art and literary magazine. It is overseen by the “Writing Club” and the art department.
2. Hoofprints is a memory book type of publication and is distributed in the spring of the year at a cost to the learner.

STUDENT ADVISORY COUNCIL (S.A.C.)

Student Council is comprised of learners from all grade levels at E.H.M.I.S. Membership in the group is based upon an application process. Students who choose to apply will be considered for membership based on the application, prior service, and teacher recommendation. Not only do members of Student Council serve as a liaison between learners and administration, they also promote school spirit, accept leadership experiences, and provide service throughout the school and community. The council meets regularly throughout the school year under the supervision of two staff members to fulfill the aforementioned vision.

WHERE EVERYBODY BELONGS (W.E.B.)

WEB is an organization comprised of eighth grade learners who are selected through an application process. In addition to serving as mentors to our 6th grade students, these leaders plan and execute activities and classroom lessons designed to build and promote community and a positive school culture.

BUILDERS CLUB

The Builders Club is dedicated to volunteering within the school and community. The Builders Club is currently open to all eighth-grade students who have an interest in service activities, maintain academic standards required for extracurricular activities, and receive parental permission. The Kiwanis Club of Hanover sponsors this club. Information about the Builders Club and membership applications are distributed to all eighth graders early in the school year. Past activities have included the E.H.M.I.S. Feed-a-Friend Marathon support, child/dog Easter Egg Hunts, park clean-ups, concert help, the Crop Walk, elementary and middle school PTO activities, and Kiwanis One Day.

V. Code of Conduct

School Wide Expectations

E.H.M.I.S. school wide expectations are represented in the STRIVE acronym. These are expectations for all learners at E.H.M.I.S.:

- Safety First
- Take Responsibility
- Respectful Behavior
- Include Everyone
- Value Opportunities
- Effort

Failure to meet a school wide expectation will be considered a disciplinary infraction according to the school's discipline policy. See the **appendix** for more information and the **behavior matrix**.

Positive Incentive Program (PIP)

What is the purpose of PIP?

- PIP is designed to recognize and reward learners who regularly meet school-wide expectations.

What are the qualifications for each semester PIP Reward?

- Habits of Learning
- Attendance
- Discipline
- Financial Obligation

**Learners who are suspended in or out of school on the date of the PIP activity are automatically ineligible to attend the PIP activity or event. Learners who move into the district late will be held to the same eligibility requirements. The school may deny any learner participation in PIP activities for major discipline violations at the administrator's discretion.*

E.H.M.I.S. Building Discipline Policy and Procedures

GENERAL EXPECTATIONS OF ALL TEACHERS AND TEAMS – SCOPE OF AUTHORITY

School rules and discipline guidelines occur not only on school property during the school day, but on all school-sponsored trips and at school events that occur during non-school hours, and at any time on school property. Administrators and facilitators may discipline learners during school-sponsored trips and events during non-school hours.

1. School Wide Expectations and General Classroom Rules are clearly stated, displayed in the classroom, taught, modeled, and reinforced to all learners.
2. The facilitator addresses any discipline problem immediately with the offending learner.
3. Learners acknowledge the inappropriate behavior to the facilitator.
4. Learners and teams will implement teacher level interventions and consequences for level 1 and level 2 infractions including parent contact and learner conferences (individual and team) prior to office involvement.

5. Any time a learner is removed from the classroom setting for disciplinary reasons, it is expected that the teacher will make a home contact.
6. Any time a learner is referred to the office (office referral) for disciplinary reasons, it is expected that the teacher should make a home contact to share with the parent/guardian the concern being reported. An administrator will follow-up with communication home after discussion with the learner and the determination of any needed consequence.
7. E.H.M.I.S. Behavior Report: E.H.M.I.S. Behavior Reports indicate team discipline for level 1 & 2 infractions and will be managed in the following way:
 - 1st Behavior Report-** documented learner warning
 - 2nd Behavior Report-** team representative communication home
 - 3rd Behavior Report-** one hour of team detention assigned
 - 4th Behavior Report-** office referral to review choices

** All learners with three or less behavior reports in any quarter will start the next quarter with a clean slate.*

Any learner who receives four or more behavior reports in any quarter will be managed in the following way during the next quarter:

- 1st Behavior Report-** one hour of team detention assigned
- 2nd Behavior Report-** one hour of team detention assigned with a team, parent, and student conference requested
- 3rd Behavior Report-** office referral to review choices

** In most cases, the classroom teacher involved should resolve disciplinary problems (School Board Policy [#218](#)). Level 3 & 4 disciplinary infractions may be referred to the office on an office referral form when deemed appropriate by the teacher.*

GENERAL EXPECTATIONS OF SCHOOL ADMINISTRATION

1. Assigned assistant principal will deal with all referrals for level 3 and 4 behavioral and disciplinary infractions.
2. All learners will be given appropriate due process when it comes to disciplinary issues. Reported discipline incidents will be handled through a consistent process of fact-finding, looking at individual considerations, and addressing what disciplinary measures will best correct the undesired behavior.
3. Reports of disciplinary matters will be investigated. Investigations may include learner witness interviews and statements, fact-finding, and use of video surveillance. Appropriate consequences will be determined based on infraction guidelines.
4. Confidentiality for both victims and those accused of violating disciplinary policies will be respected at all times.
5. Parents will be contacted anytime the educational setting of a student is altered (in-school suspension or out-of-school suspension). Parent contact may be made at other times at administrative discretion.
6. When possible and/or necessary, restorative measures may be taken to correct behavior. This includes corrective teaching, learner reflection, restitution, community service, and collaborative behavior action plans for learners.
7. **Discipline of Learners with Disabilities:** It is recognized that learners with service plans, IEP's, behavior management plans, or other special needs learners will be treated on an individual basis. Behavioral interventions shall be used with learners with disabilities to promote and strengthen desirable behaviors and to reduce identified inappropriate behaviors.

8. Police contact may be made at administration discretion for disciplinary issues that may involve a legal matter. Parent notification will be made when police contact is deemed necessary
9. STEEDS or other alternative educational placements may be recommended if persistent and pervasive disregard for school policies is evident.

DEFINITION OF BEHAVIORAL/DISCIPLINARY INFRACTIONS

1. **Level I Infractions:** Level I infractions are those behaviors that although undesired, sometimes take place during adolescence. These behaviors, unless they become persistent, should be handled with teacher/classroom level interventions.
2. **Level II Infractions:** Level II infractions, although not major infractions, interfere with the safety of learners and/or the educational process if they become persistent. These infractions should be handled with teacher/classroom level interventions including a call home from the affected facilitator, team interventions, and possible documentation on a behavior report. Persistent and repeated violation of Level II infractions may be referred to the office.
3. **Level III Infractions:** Level III infractions are considered serious violations of discipline guidelines, school rules, and/or policy, but do not present an immediate disruption. These infractions should be referred to an administrator, but do not require immediate removal of the learner from the instructional setting or administrative contact. Level III infractions may result in detention, in-school suspension, out-of-school suspension, or expulsion in serious cases.
4. **Level IV Infractions:** Level IV infractions are considered very serious violations of discipline guidelines, school rules, and/or policy. Level IV infractions involve an immediate safety concern or extreme disruption to the education process where the learner(s) needs immediate removal from the instructional setting. Administration should be contacted immediately to come to the scene of the incident, or at the teacher's discretion, the learner should be sent to office with referral. Level IV infractions may result in in-school suspension, out-of-school suspension, or expulsion in serious cases. ***In a situation involving a serious threat to learner safety, the school's emergency response procedures should be followed.***

**See EHMIS Discipline/Consequence Guidelines in the appendix for examples/types of infractions with appropriate consequences and interventions.*

DUE PROCESS

In a case involving a suspension or possible expulsion, the learner is entitled to a formal hearing, which is a fundamental element of due process.

A formal hearing may be held before the board of school directors or a duly authorized committee of the board, preferably composed of no fewer than three members of the school board. The hearing committee's decision is advisory to the school board where expulsion is recommended. A majority vote of the entire school board is required to expel a learner.

1. Prior to the suspension a learner will be informed of the reasons for the suspension and be given opportunity to respond.
2. Parents will be notified of the length and reasons for the suspension.
3. Parents may request a conference with the building principal to review the nature of the suspension. The purpose of this informal hearing is to enable the learner/parent(s) to meet with the appropriate school official to explain the circumstances surrounding the event for which the learner is being suspended, to demonstrate that there is a case of mistaken identity, or to show that there is some compelling reason why the learner should not be suspended.

Examples of Office/Administrative Interventions, Consequences, and Disciplinary Actions:

OFFICE DETENTION

Learners assigned office detention will serve an hour before or after school. Learners assigned to detention will be given a day's notice prior to the date(s) assigned. The following guidelines apply for office detention:

- Learners are responsible for transportation and must leave school premises immediately following dismissal from detention.
- Learners who are absent on the day of an assigned detention are responsible for making up the detention.
- Failure to attend detention will result in further disciplinary action.
- Learners are expected to work on academic assignments while in detention.

IN-SCHOOL SUSPENSION (ISS)

Learners in ISS receive assigned classwork and additional related assignments and work under the direction of an assigned facilitator while remaining isolated from the regular school population. The program serves as a final step before an out of school suspension.

General guidelines for ISS are as follows:

- **During the period of assignment, the learner may not participate in any school activities during or after the school day.**
- Learners will be required to complete all assigned work before returning to the regular classroom setting.
- Learners who misbehave while in in-school suspension will receive an out of school suspension.

** Learners who have already been assigned ISS two times in a given marking period or three times in a semester, will no longer be assigned ISS and will automatically be assigned Out of School Suspension for further disciplinary infractions.*

OUT-OF-SCHOOL SUSPENSION (OSS)

Out of school suspension is the removal of a learner from on-going instruction within the school building. An out of school suspension may not exceed ten consecutive school days. It is reserved for those learners who continually disregard school discipline policies and/or learners whose violations are of the most serious nature. Only the superintendent, principal, or assistant principal may assign an out of school suspension. Generally, the following questions should be considered prior to suspending a learner:

- Does having the learner in the classroom setting or on school grounds present a safety concern?
- Will having the learner in the classroom setting or in school interrupt the learning of others and the educational process?
- Will a suspension result in correcting the behavior?

Suspension Guidelines:

1. Learners will be given appropriate **Due Process** rights in incidents where suspension is considered.
2. **During OSS, the learner may not participate in any school activities during or after the school day.**

3. Learners or parents may request assignments for the period of time a student is suspended from school.
 - Recommendation for Expulsion
 - Restitution
 - Additional administrative actions may include parent contact, verbal warnings, lunch detention, police notification, student reflect/behavior assignments, assigned service, request for a parent/facilitator conference, or loss of specific privileges

EXPULSION:

Expulsion shall mean exclusion from school for a period exceeding ten school days and may be permanent exclusion from the school rolls. Only the School Board on the recommendation of the principal and the superintendent may take such action.

CORPORAL PUNISHMENT

Corporal punishment may not be used to discipline learners. Reasonable force can be used to:

1. quell a disturbance.
2. obtain possession of weapons or other dangerous materials.
3. to defend oneself.
4. protect persons or property.

Additional Discipline Information

Items that become a disturbance to the learner or educational environment are often addressed in the following manner: temporary loss in the classroom, temporary restriction of the item while stored in the office, and temporary restriction of the item with adult pick-up requested. The privilege of having the item at school will be determined at that point by school administration.

BANNED ITEMS

In addition to banned items such as weapons and contraband, items that are brought to school for the intention of a) damaging school property, b) distracting others, c) causing a disturbance, or d) are unsafe are banned from school. Examples of these items include laser-pointers, "hornets", fireworks, and lighters.

CELL PHONES

Learners may bring cell phones to school; however, learners should not be making personal phone calls, sending text messages, or taking pictures and/or recording with their phones throughout the school day. Learners who need to contact a parent during the school day should go to the main office, and parents who need to contact their child should call the main office. Cell phones should never be taken into areas of the building where there is an assumption of privacy, including restrooms and locker rooms. **Learners who are using phones inappropriately or violating the BYOD policy may have their phones confiscated. Phones will only be returned to the learner when the parent or guardian comes to the office to pick them up.** Repeat offences may result in further disciplinary action. The exception to this rule is that when learners are using cell phones for academic purposes, they act under the direction of a facilitator and in accordance with the district BYOD policy.

DRESS CODE

Good grooming and dress are expected at EHMIS. It is expected that learners will strive to look their best at all times, keeping in mind that cleanliness, good grooming, and appropriate dress transcend all school attire. The school recognizes that each learner's mode of dress and grooming is a manifestation of personal style and individual preference. The school will not interfere with the right of learners and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or affect the health and safety of others. The following guidelines will be followed:

1. Clothing should not be too tight, short, suggestive, or revealing. Examples of inappropriate school apparel include, but are not limited to the following:
 - a. Tank tops, muscle shirts, tube tops, or spaghetti straps less than "three fingers" wide.
 - b. Visible undergarments.
 - c. Tops or pants that do not meet at the waist (midriff baring).
 - d. Boxer shorts worn as outerwear.
 - e. Short skirts or shorts that do not meet the tips of the thumbs when standing in a normal manner.
 - f. Leggings (spandex) that are not accompanied by a top (shirt or sweater) that reaches the thigh area.
 - g. Clothing of any kind with a suggestive connotation, message, or design, that may include obscenities, profanity, tobacco, drugs and alcohol, sexual innuendos, or a message that intends to harass, threaten, or intimidate others.
 - h. Sunglasses, caps, hats, bandanas, or any type of head covering
 - i. Head, wrist, or leg sweatbands.
 - j. Decorative contact lenses (excluding colored contacts).
 - k. Pajamas and/or slippers.
 - l. Pacifiers.
2. Attention-getting clothes or jewelry are not acceptable at any time- this includes but may not be limited to large decorative chains, spikes, etc. that are deemed unsafe.
3. Clothing, jewelry, or accessories that may be damaging to school property.
4. Learners should dress appropriately and according to weather conditions.
5. Outerwear, including jackets, coats, hats, and gloves, may be worn to and from school but must be kept in a locker and not worn throughout the school day. Hooded sweatshirts may be worn, but hoods must not be worn up while inside the school building.
6. Bare feet in school are permitted only in the locker room and pool area.

Any item of clothing deemed not acceptable will require the learner to make an immediate change of clothing. Parental notification will occur if necessary to obtain a change of clothing and appropriate discipline will be administered should problems persist. Learners will not be permitted to return to regular classes until the appropriate changes have been made.

The following images act as references for dress and grooming:



BACKPACK, BOOK BAG, AND HANDBAG REGULATION

Backpacks and book bags will be allowed to transport school supplies to, from school, and to physical education class. Upon arrival to school, learners are to place their backpacks and book bags in their school lockers. Learners will follow the direction of their teachers regarding access to their materials for physical education class. Athletes are to store their equipment bags in their lockers if possible, or in a designated area to be determined by a coach or a teacher. Backpacks, book bags, and large handbags are not to be carried in the hallways during the regular school day.

DRUGS AND ALCOHOL: LEARNER USE AND ABUSE

This synopsis of School Board Policy [#227](#) represents the South Western School District’s commitment to deal openly and effectively with the use and abuse of prohibited substances by any member(s) of the learner population. The entire School Board Policy may be found in the district office, school libraries or on the district website. The Board mandates that any learner on school property or at a school-sponsored activity, regardless of location, who is under the influence, possesses, uses, dispenses, sells, or aides in the procurement of controlled substances shall be subject to discipline and rehabilitative efforts in accordance with this policy. Board Policy #227 requires that all learners found in violation of the policy be taken to the Board of School Directors for an expulsion hearing.

HARASSMENT

South Western School District is committed to providing a positive environment free of discrimination and harassment based on race, color, religion, age, sex, national origin, disability, or any other protected status. Offensive or harassing behavior will not be tolerated against any learner.

Offensive conduct or harassment may include but is not limited to:

- Offensive physical action, written or spoken language, and graphic communications.
- Any type of physical contact when the action is unwelcome by the recipient.
- Expectations, requests, demands, or pressure for sexual favors.
- Slurs, jokes, comments, posters, cartoons, and gestures that are offensive.

Any such offense will be considered a form of harassment when any of the following are true:

- Such conduct has the effect of creating an intimidating, hostile, or offensive environment, or unreasonably interferes with a learner's learning performance.
- The sexual conduct or communications of others offends a third party.

Harassment is considered a Level III or higher violation of the student code of conduct, which carries the consequences of detention, suspension, expulsion, and referral to an outside agency, and/or law enforcement.

Anyone who believes they have been harassed is encouraged to report promptly, orally and in writing, such incidents to the designated teacher/administrators. Confidentiality of all parties shall be maintained. Under no circumstances, will a learner be penalized for reporting what they believe to be harassment under this policy.

SEXUAL HARASSMENT

It is South Western School District Policy to maintain learning and working environments that are free from sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any member of the school staff to a learner, any learner to another learner, or from a learner to a member of the school staff. Any learner who alleges sexual harassment should report it immediately to the building principal or guidance counselor. The right to confidentiality will be respected.

LEARNER SEARCH AND SEIZURE

The Supreme Court has found that learners do have constitutional rights, which must be respected, in the schools, but these rights must be balanced against the duty of the schools to maintain an environment in which learning can take place. To this end, school officials may legally search a learner and/or other personal possessions if there is reasonable suspicion to justify a search. Any search and seizure, if reasonable, may lead to disciplinary action and/or criminal charges being brought against the learner.

WEAPONS POLICY

The South Western Board acknowledges that all learners have the right to feel safe in school and that conduct is closely related to learning; an effective instructional program requires a wholesome and orderly school environment and the efficacy of the educational program is, in part, reflected in the behavior of learners. **Weapons and replicas of weapons are forbidden on school property.**

Weapons shall include, but not be limited to: firearms, knives, metal knuckles, straight razors, explosives, noxious, irritating or poisonous gases, poisons, drugs or other items fashioned with the intent to use, sell, harm, threaten or harass learners, staff members, parents and patrons.

Dangerous weapon means any weapon, device, instrument, material or substance, animate or inanimate, which under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury. Any loaded or unloaded firearm or dangerous weapon possessed on or about a person while on district property is subject to seizure or forfeiture.

Pocketknives of any type are not permitted in school, and they will not be considered as weapons with regard to this policy unless they are used to threaten or inflict bodily harm on another person. Possession of a pocketknife will be covered by regular discipline procedures unless it is a repeat offense. Repeat offenders will be issued more severe consequences that may include being taken to the School Board of Directors for an expulsion hearing and/or police notification. Incidents of learners possessing weapons will be reported to the learner's parents.

The school district shall expel, for a period of not less than one (1) year, any learner who brings a weapon onto any school property, any school-sponsored activity, or any public conveyance providing transportation to a school or school-sponsored activity. The Superintendent shall report the discovery of any weapon prohibited by this policy to local law enforcement officials and shall report all incidents relating to expulsions for possession of a weapon on school grounds to the Department of Education.

**Any issue relating to learner discipline that is not reviewed in the student handbook but is addressed under South Western School Board Policy is also applicable to the learners of the South Western School District.*

USE OF DOGS TO SEARCH SCHOOL PROPERTY

It shall be the policy of the school district to permit the administration to invite periodically law enforcement agencies or other qualified agencies or individuals to search school property with dogs trained to detect the presence of illegal substances, subject to the following:

1. The administration shall authorize the search and have a designee on hand while the search is taking place.
2. Parents and facilitators will be notified of this policy through its inclusion in the learner/parent handbook.
3. All school property such as lockers, classrooms, parking areas, and storage areas may be searched.
4. Individual(s) shall not be subjected to a search by dogs.
5. Once notification has been given to parents and learners, through the inclusion of the policies in the learner and/or parent handbook, the school district will have met its obligation to advertise the searches. Additional notices need not be given and actual times or dates of planned searches need not be released in advance.
6. Law enforcement agencies will be given full authorization to investigate and prosecute any person(s) found to be responsible for illegal substance(s) on school property.

**The entire text of School Board Policy [# 226.1](#) is available for review in the school office or on the district website.*

TERRORISTIC THREATS/ACTS

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

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

Terroristic act – shall mean an offense against property or involving danger to another person.

The board prohibits any district learner from communicating terroristic threats or committing terroristic acts directed at any learner, employee, board member, community member or school building.

Staff members and learners shall be responsible for informing the building principal regarding any information or knowledge relevant to a possible or actual terroristic threat or act. The building principal shall immediately inform the Superintendent after receiving a report of such a threat or act.

When an administrator has evidence that a learner has made a terroristic threat or committed a terroristic act, the following guidelines shall be applied:

1. The building principal may immediately suspend the learner.
2. Based on further investigation, the Superintendent may report the learner to law enforcement officials.
3. The Superintendent may recommend expulsion of the learner to the Board.

If a learner is expelled for making terroristic threats or committing terroristic acts, the Board may require, prior to re-admission, that the learner provide competent and credible evidence that the learner does not pose a risk of harm to others. If a learner is expelled for making terroristic threats or committing terroristic acts, upon return to school, the learner shall be subject to random searches. In the case of exceptional learners, the district will take all steps necessary to comply with the Individuals with Disabilities Education Act.

**The entire text of School Board Policy [#218.2](#) is available for review in the school office or on the district website.*

BULLYING PREVENTION

EHMIS is dedicated to creating a physically and emotionally safe environment. We are committed to developing socially responsible learners who maintain a safe, positive, learning climate in which all individuals participate, learn, and enjoy.

As defined by the district's bullying policy, "Bullying/cyberbullying shall mean an intentional electronic, written, verbal, or physical act, or series of acts, directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent, and pervasive and has the effect of doing any of the following:

1. Substantially interfering with a student's education;
2. Creating a threatening environment; or
3. Substantially disrupting the orderly operation of the school.
4. Hurtful behavior done as a single event is not bullying.

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

Any bullying incident reported to staff members will be thoroughly investigated and appropriate discipline may result. Bullying or cyberbullying may also constitute the crime of cyber harassment and as such may be subject to criminal prosecution in addition to disciplinary action under this Policy.

EHMIS Bullying Prevention and Intervention

- Students are expected to report any allegation of bullying to the counseling department or school administration.
- The counseling department and/or school administration will take immediate action to investigate and respond to the situation.
- The parent and or guardian of the perpetrator(s) and the bullying target(s) will be contacted and the results of the investigation will be shared with each.
- When appropriate, the school administration will assign consequences in accordance to the EHMIS discipline policy. Incidents involving substantial threats will be reported to the local police.
- In addition, any disciplinary consequence for the specific behavior, school administrators, counselors, psychologists, or social workers will work with all students involved including: the student who engaged in the bullying behavior, the student who was the target of the bullying in addition to the by-standers who witnessed the behavior. The primary goals of these interventions are:
 - To ensure that the student(s) who engaged in the behavior understand the potential harm and impact of the behaviors and that the behavior is unacceptable and will not be tolerated
 - The safety of the target will be ensured that they are safe at EHMIS and the goal is for all students to feel a part of a positive learning community. In addition, proactive approaches will be shared on dealing with this type of behavior in the future.
 - Any witnesses or by-standers will learn that they have a responsibility to report behaviors considered bullying to adults, and effective strategies for intervening will be reinforced.

** More specifics relating to the South Western School District's bullying / cyber bullying policy #249 can be referenced at the following link: <http://www.swsd.k12.pa.us/schoolboard/Policies/249.pdf>.*

VI. Health Services

To insure the health protection of your child, a nurse is available from 7:40 AM to 3:20 PM every day. Learners must obtain a pass or have their teacher sign their agenda book before reporting to the nurse's office.

Dispensing Medication

When a learner requires medication during school hours, the parent must bring to the school nurse:

1. The medication needed in a container appropriately labeled by the pharmacy or physician.
2. A medication form signed by the parent and the physician prescribing the medication. Upon receipt of this form, the nurse will administer the medication.
3. The self-administration of emergency medications, including asthma inhalers, will be permitted with the following guidelines:
 - a. A written order from a physician.
 - b. A statement from the parent/guardian giving permission and acknowledgement that the school is not responsible for ensuring the medication is taken.
 - c. The learner agrees to use responsible behavior in carrying and/or taking the medication.

At no time should a learner bring medication on to school property. A parent or guardian must deliver the medication. The school reserves the right to withdraw permission for a learner to carry emergency medication if the above procedures are not followed. A violation of this policy [#210](#) will result in an out of school suspension.

Excused from School for Illness

At no time should a learner leave school for reasons of illness without first being excused by the school nurse. If a learner leaves school for reasons of illness without the consent of the school nurse, any and all time missed from school that day will be marked as unexcused/illegal and disciplinary measures may be taken. If the condition is thought to be serious enough, the following guidelines will be used:

1. The parents will be contacted and the child will be taken home. Parents must provide transportation of an ill learner.
2. In case of an emergency when parents cannot be contacted, the child will be taken to the family physician, the school physician, or the hospital emergency room at the parent's expense.
3. All learners suspected of having a communicable or infectious disease will be excluded from school and will be issued an exclusion notice stating the reason for exclusion.
4. It is requested that learners with a fever of 100 degrees Fahrenheit should not return to school for at least 24 hours. This symptom and request will be documented on the excuse card when picking up the learner in the office.

Latex Allergy Alert

Because of the increased number of learners with latex allergies, latex balloons are not permitted in school.

Immunizations

Pennsylvania Department of Health regulations require that all learners attending school must be fully immunized. To keep your child's health and immunization records up to date, please send a note to the school nurse whenever your child receives additional protection including boosters. Parents are required to provide proof of having received the following immunizations:

1. Four doses DTP, TD, or DT vaccine for protection against tetanus (one dose on or after the 4th birthday).
2. Three doses of Oral Polio Vaccine or, if prescribed by a physician, four doses of Salk Injectable Polio Vaccine (Students 18 years of age or older are exempt).
4. Two doses of live attenuated Rubella Vaccine (German measles) or a blood test showing immunity).
5. Two doses of Live attenuated Measles Vaccine or a blood test showing immunity.
6. Two doses of Live attenuated Mumps Vaccine or a signed statement from the physician stating that the child has had the disease.
7. Three doses of Hepatitis B.
8. Two doses of Varicella (chicken pox) vaccine or proof of disease. Any suspected and/or confirmed case of **chicken pox** must be **reported to the school** immediately.
9. Seventh graders must also have one MCV4 vaccination and a Tdap (if 5 years has elapsed since the last tetanus immunization). This must be *completed before they can enter 7th grade*.

Medical Examinations

A complete physical examination is required on each pupil on original entry in grades K or 1, 6, and 11. Parents have the option of having the examination conducted by their family physician or having the school physician do it if the parental permission form is signed and returned to the health room in a timely manner when the school physician will be there doing the physicals.

Additional health services include:

1. An annual weight, height, and vision screening in all grades.
2. An annual hearing test in grades K, 1, 2, 3, 7, 11.
3. An annual hearing test will be conducted for special ungraded classes.
4. A hearing test for any learner who is known to have a hearing loss or history of hearing difficulties.
5. A dental examination is required to be submitted to the school in grades K, 1, 3, & 7. Those who have returned a completed permission form for a school dental can have one if the permission form is returned in a timely manner.

VII. Learner Services

English as a Second Language (ESL) Services

In order to identify learners who would benefit from ESL instruction, every learner in the district completes a Primary Home Language Survey. Those learners whose home language is other than English are then evaluated to determine if they are proficient in English, or in need of additional language instruction. Depending on the degree of need, learners receive daily pullout ESL instruction along with major adaptations in the regular curriculum, participate in regular classes with appropriate adaptations, or are monitored to ensure appropriate placement. Services are provided until learners are capable of full participation in the regular curriculum. All identified learners are monitored until they reach proficiency in English. All ESL learners are tested yearly to determine adequate progress in language acquisition. The ESL instruction encompasses all aspects of communication: vocabulary acquisition, oral and written comprehension, and speaking, reading, and writing in English.

Guidance Services

Guidance services to learners are provided by three counselors at the middle school and are assigned by grade level. These counselors are charged with the educational, emotional, and social development of all learners in relation to their total school experience. Counselors work directly with learners and serve as resource persons for parents, teachers, and administrators in helping learners meet their developmental needs. Group counseling is provided by schedule; individual check-ins are arranged by conference. Counselors also conduct specialized testing and provide programs for career education and personal development. Counselors serve as a first line of communication between the home, the school, and the community. In this consultative role, counselors act as interpreters and coordinators of information about individuals or groups. For any questions regarding our guidance services or to contact a specific counselor, notify the guidance office at 717-632-2548 x22924.

Counselors are assigned by grade level and remain with the learner for the duration of his/her time at the intermediate school. Assignments for the 2018-19 school year:

- Mrs. Andrea LaManna, Sixth Grade Counselor ext. 22914
- Mrs. Jessie Gobrecht, Seventh Grade Counselor ext. 22913
- Mr. Travis Wildasin, Eighth Grade Counselor ext. 22910

Student Assistance Program (S.A.P.)

The Student Assistance Program (SAP) is designed to identify learners who are having school-related problems because of alcohol or drug use. It also identified learners who are believed to be emotionally at risk. It serves as an intervention and referral program. The Student Assistance Program consists of a group of concerned members of the professional staff who have received specialized training in recognizing and working with local drug and alcohol and mental health agencies that serve as members of the SAP team.

Learners may be referred to the S.A.P. Program in the following manner(s):	
self-referral	faculty or staff referral
peer referral	parent referral

When a learner is referred to the SAP, information is gathered to determine the severity of the situation. If necessary, recommendations/referrals will be made to appropriate agencies. The referral process will be handled with confidentiality. Referral forms may be obtained in the guidance office. Completed forms may be given to any Student Assistance team member listed below.

Learner Insurance Information

At the opening of the school term, information will be sent home concerning school medical and dental insurance. If you wish to purchase the insurance, please fill out the necessary forms and follow directions as to their proper forwarding procedure. Medical insurance claim forms can be obtained from the office. It should be noted that both medical and dental insurance policies have prescribed limits of coverage. Policy information should be read carefully.

Lockers

School lockers are school property provided for student use. School authorities may enter them at any time with reasonable cause. Learners are expected to keep lockers locked at all times. Articles taken from an unlocked locker are not the school’s responsibility. It is the responsibility of learners to keep lockers locked and cleaned.

VIII. School Safety

Emergency Drill Procedures

Periodic drills at regular intervals are required by law, are an important safety precaution, and will be conducted at the discretion of the administration.

FIRE DRILL

When the fire alarm sounds, pupils will leave the room in a quiet manner at the direction of the teacher. Learners will use the exits as indicated by the teacher. Walk briskly, but do not run. Learner talking should be kept to a minimum during the entire drill. Any student in a lavatory or otherwise not directly under a facilitator's supervision should step into line with the first group of learners and become part of that group. Once outside, the learner should report to designated location, whenever possible.

WEATHER DRILL

During a severe weather emergency, all learners will move in a quiet manner as directed by the teacher, to the location, which provides the greatest degree of security and safety.

MEDICAL EMERGENCY DRILL

An announcement signaling a medical emergency throughout the building calls for a Core Response Team to support the health professionals administer care to an individual in need. Most learners continue with their daily activities. At times, a restricted movement may be requested in order to limit travel and support the medical needs.

INTRUDER DRILL

Learners and teachers respond to a directive that an individual is in the building that has not been permitted clearance through the office. When the building has been cleared of the concern, a second directive prompts learners and facilitators to resume their daily activities.

Emergency Operations Plan

The District's emergency plan provides for response actions to be taken in all types of emergencies; therefore, several types of protective responses are planned as follows:

<u>Condition</u>	<u>Response</u>
Building Evacuation	Evacuation to safe area on school ground in case of fire.
Delayed opening Cancellation of Classes Early or delayed release of students	These actions are normally taken in case of a winter storm. Cancellation of classes may be necessary in case of disruption of public utility service.
Shelter In-place	Sudden occurrences such as tornadoes and hazardous material accidents may dictate taking cover in place as the best immediate response.
Evacuation	Total evacuation may become necessary if the school is in an endangered area. Hazardous material accidents, major storms, etc. are examples.

Additionally, if your residence should be in an endangered area, and the school is not, your children will be cared for in their regular school until the danger has passed, or you or a person you authorize may come to the school to regain custody. If a total evacuation becomes necessary, your children will be bussed to a host school unaffected by the emergency. That school is/may be designated by the York County Emergency Management Agency as the reception center to which the general public evacuates should the latter also be necessary. In either case, you will be kept informed on the location where you can regain custody of your children through local radio and television announcements.

Parents or others authorized to pick up a learner will be required to provide identification at the pick-up point, and sign a release register prior to release of a learner to their custody.

In the event your child has a personal means of transportation (auto or motorcycle) at school during a declared emergency and ordered evacuation, your consent is also required before the learner (child) will be released and authorized to evacuate in his/her own mode of transportation.

We specifically urge that you not telephone schools, or attempt to make different arrangements. That will only create confusion, and divert staff and faculty members from their assigned emergency duties.

In the event telephone service is lost, mass media will be used to communicate status, procedures, and future considerations. Loss of mass media communications could necessitate the use of route altering and/or a neighborhood communications network.

Parent/Child Reunification Process

The concept of a Program/Child Reunification Process is the orderly and efficient process of reuniting children with their parents or guardians in response to a school-related or community emergency and/or crisis.

GOALS OF PARENT/CHILD REUNIFICATION

The primary goals during an emergency for the district and emergency responders are life safety and life-sustaining actions. It is a secondary goal of this school district to reunite students with their families as soon as it is practical and tactically safe to do so after a potential emergency, crisis or other disaster. Once the incident has stabilized, the parent /child reunification process will begin which will allow for the safe and orderly reunification of parents and children. Communicating the Parent/Child Reunification Process

Pre-Incident

The district shall regularly make parents aware of the processes and procedures to follow for efficient parent/child reunification should an emergency, disaster or catastrophe impact the school district. Parents should be fully aware that processes will not be published since we cannot conceivably delineate exact locations and procedures for all potential emergencies that may occur. Parents need to complete emergency contact forms as requested by the district to assist in parent/child reunification when an emergency occurs and provide updates as necessary.

During an Incident

During an emergency, the district will utilize the news media, along with any notification and communications systems to notify parents of the emergency and appropriate parental actions to take. Such internal notification and communications system could be any of the following: email notification, phone call, and/or text notifications.

Post-Incident

After an emergency has been stabilized or concluded, parental notification will be made using appropriate methods as determined by the superintendent or designee.

IX. Parent/Guardian Information

Mandatory Parent Meetings

The Board desires to develop a positive, caring relationship with the parents/guardians of its learners. Given the opportunity to meet with parents, administration may share with parents the importance of them maintaining a significant presence in their children's school lives, which is critical to the learner's academic and personal success.

The Board directs establishment of mandatory parental meetings when a learner enrolls in the District or moves from one level to another, i.e. elementary, middle school and high school. These meetings shall require the presence of appropriate staff members and a parent/guardian. The focus of the meeting shall be to make parents/guardians aware of the developmental changes that will occur with their children at each level. The administration shall also share the District's counseling and academic services with the parent/guardian at these sessions.

Parenting strategies, signs of at-risk behavior and counseling and school readiness skills available through the District shall be emphasized. The content shall focus on information critical for success at each level: parenting strategies, signs of at-risk behavior, school readiness skills, safety, peer relations, and any other area the staff believes important.

Mandatory meetings would be held as each student enters a new level in the school system: elementary, middle school and high school, and for any student transferring into the South Western School District from another district or home school or cyber school. Letters shall be sent to parents/guardians during the summer to explain mandatory meetings. An evening meeting will be scheduled at each level for all parents/guardians to attend.

Two evening make-up meetings will be held to accommodate parents/guardians who are unable to attend the regularly scheduled meeting. Failure to attend any of the three opportunities may be followed up by a home visit. All parents attending any of the meetings will be required to sign in as they enter the meeting. At least one parent/guardian with whom the child resides must attend a meeting.

Conferences

1. Learners and parents may confer with teachers by contacting them and establishing a mutually agreeable time and place for a meeting.
2. Learners will be able to confer with the principal and assistant principal throughout the school day.
3. Parents are invited to confer with the principal or the assistant principals by calling the school office 717-633-4840.
4. Parents are invited to confer with teachers by calling the main office 717-633-4840 or contacting them via email to arrange a mutually agreeable time.
5. Building parent conferences are planned twice a year (once in the fall and once in the spring). A teacher and/or a parent may request a conference.

Parental Participation

Parental participation in our school is crucial to our success. Parent volunteers should show an interest in the educational program, the enjoyment in helping children, and a sincere belief that by volunteering, a contribution would be made to the learning process. The volunteer should complete the disclosure form referenced within Policy #916. Positive attitudes towards schoolwork and the importance of education help to insure maximum student achievement. Parents play an important role in the success of their child. Please contact your child's teachers or school administration for tips and suggestions on how to best support your child at school.

Parent-Teacher Organization (PTO)

PTO is our Parent Advisory Committee, and membership is open to all parents of E.H.M.I.S. students. This committee meets regularly throughout the school term and functions primarily as a liaison between learners, parents, faculty and administration discussing and solving various concerns as they develop during the school term. Committee members represent academic teams during meetings. All parents are invited to become active members of PTO.

Free and Reduced Lunch Program

Information concerning the free or reduced breakfast/lunch program is available in the main office and at the following link: <http://blog.swsd.k12.pa.us/foodservices/free-and-reduced-meals-2/>.

Learner Emergency Information

At the beginning of each school year, parents are requested to review the information that exists in our Sapphire Database as presented on the Student Data Form. Any necessary corrections to this form should be made directly on this sheet and returned to the learner's homeroom teacher. This provides the school district with the necessary information in case of an emergency. Any changes throughout the school year should be communicated to the school guidance secretary.

Family Emergencies

If a learner is to be notified of an emergency for which he/she is to be excused, please call the school office (717-633-4840). The school office and attendance office must be notified prior to a learner leaving school property. Learners can only be released to the parent/guardian and/or emergency contact listed within our database (with parent request). Proper photo identification will be requested of the adult prior to the learner being released.

Weather and Related Emergencies

In case of inclement weather or impassable road conditions, please listen to radio stations WHVR or WSBA for school closings. Please do not call the radio stations or school, as it is essential that telephone lines remain open for emergency use. Announcements will be made before 7 a.m. whenever possible or whenever it is determined to close school early. For weather related school cancellations or delays, please check our district website for information.

Integrated Pest Management

From time to time, it may be necessary to use chemicals to control pest problems. When chemicals must be used, the school will try to use the least toxic products and the treated areas will be secured against unauthorized use/access. Notices will be posted at the application sites and will remain there until the posted safe re-entry time is met. If a parent/guardian would like to be placed on the

notification registry a request must be made to Mr. Nathan Osborne **in writing** to the district office (225 Bowman Road). Please include the school where your child attends.

Gifts for Facilitators/Learners

Gifts exchanged between teachers and learners are discouraged.

Smoking on School Property

All school district property is designated “smoke free,” including buildings, grounds, the stadium and environmental centers.

School Board Policies

All school board policies, including those not summarized in this handbook, are available on the district’s website, http://www.swsd.k12.pa.us/SW_sboard_policies.htm and in all district buildings.

X. Learner: For Your Information

Assembly Programs

The regular school program is supplemented each year by a number of assembly programs, which are both educational and entertaining. Proper respect for those persons involved in assembly programs, whether from our own schools or visitors, must be displayed at all times if assemblies are to remain part of the school program.

Hall Passes

A learner must have in his/her possession a signed pass from a staff member when traveling throughout the building except during class changes. It is the learner's responsibility to obtain the teacher's permission and the signed pass in order to leave the classroom. Learners are also required to sign out and in on the clipboard located inside the classroom. This is necessary for safety and emergency procedures.

Books and Supplies

All textbooks and general supplies such as paper and pencils will be supplied to each learner at the expense of the district. Additional items may be supplied upon request. It is the learner's responsibility to exercise proper care when using public material, equipment, and facilities. Learners are accountable for the care and maintenance of school-owned property and will be held liable for all repairs or replacements necessitated by student neglect or abuse. Charges will be imposed.

Cafeteria

The cafeteria is designed to provide an area for eating and wholesome socialization for students. Breakfast is available for learner purchase of \$1.65 between 7:40 and 8:10 a.m. Learners are expected to report immediately to the cafeteria and remain in the cafeteria during their designated lunch period. Learners may select a school lunch at a reasonable cost or may bring a lunch from home. A lunch will cost \$2.55 for an intermediate school learner during the 2018-19 school year. Learners that have a negative lunch account balance may be limited with their lunch choices. While in the cafeteria, learners:

1. are to conduct themselves in an orderly manner;
2. should be seated at a table unless they are in line to purchase food;
3. refrain from throwing food or items in the cafeteria;
4. request a pass from designated personnel and sign-out before leaving the cafeteria.
Learners will not be permitted to go to their lockers during lunch.
5. use only the back hallway restrooms during lunch.

Learners who misbehave may be assigned lunch detention or separated from the rest of the learners at an assigned table.

Delivery of food to the school for learners is prohibited. Learners are permitted to have a clear bottle containing water throughout their school day. No outside foods or drinks are permitted beyond a packed lunch for safety reasons. Health concerns that present a need for food and drink throughout the school day should be documented by a medical professional and shared with the school nurse.

Juice and Snack Machines

The juice and snack machines are available to provide drinks and snacks for learners and staff after school. The hours of operation are from 3:30 p.m. until the school building closes at the end of the day.

Fundraising Policy

All groups wishing to engage in a fundraising activity must follow the following procedures:

1. All groups requesting fundraising activities must demonstrate a need or purpose for the requested activity.
2. A written plan of the proposed fundraising activity must be presented at the time of request. This plan should designate the participants, list suggested dates for beginning and ending of the activity, identify the intended use of the profits, etc.
3. Plans for all fundraising activities should be developed by group sponsors or advisors and learner representatives and must be approved by the building principal or his assistant.
4. All groups or organizations that are associated with the school and use the school name and/or facilities must clear all dates for fundraising activities with the principal or assistant principal.
5. All plans shall be developed and conducted in compliance with existing district and school regulations.
6. Money, cash, checks, or sale items never should be left in student lockers.
7. No individual or private fundraising (selling) by students is permitted.
8. The sale of consumable food items (candy, lollipops, etc.) is prohibited. All fundraising products must be approved by the administration.

XI. Transportation

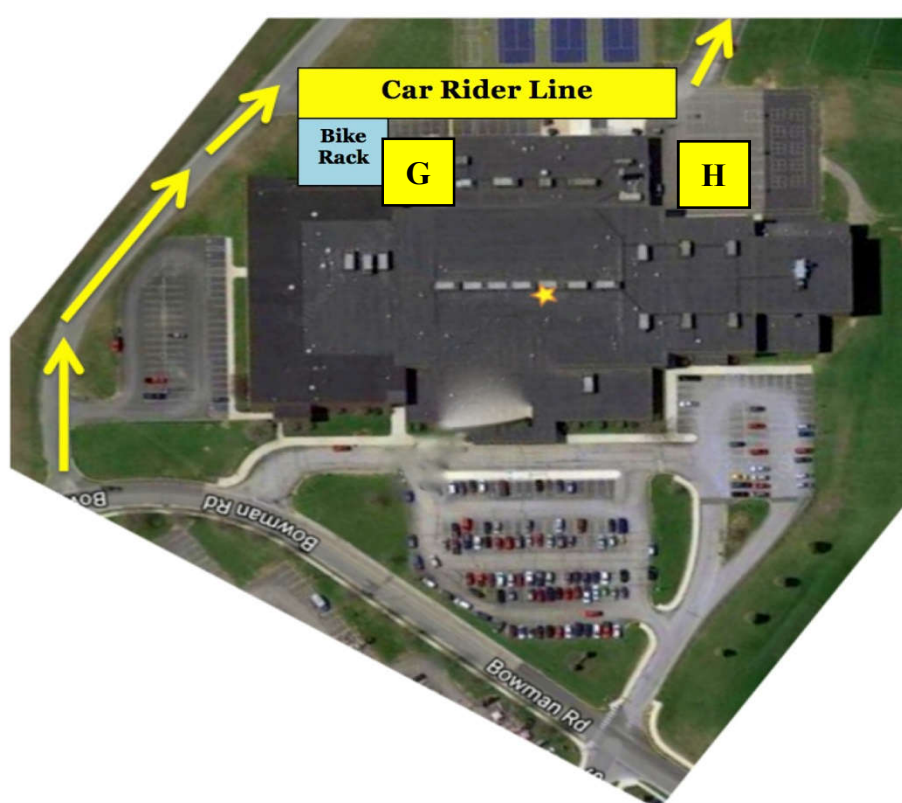
Private Transportation

Private transportation refers to the parent, guardian, or other driver that chooses to use their own means of transportation to deliver and/or pick-up the learner to/from the school. Learners brought to school in private transportation or picked-up by private transportation should adhere to the following guidelines:

1. Between 7:15-8:30 AM and 2:50-3:30 PM, **BUSES and SCHOOL VANS ONLY** will be permitted in the front of the school.
2. All students using private transportation must be dropped off in the back of Emory H. Markle Intermediate School. Vehicles should enter and proceed on the lot between the tennis courts and school building. Travel should continue in this manner and then exit left at the playground lot passing between the tennis courts and the baseball field. Please note that this route is a one-way travel path. Vehicles should pull to the right side for learners to exit/board. In order to exit, vehicles should merge into the center lane. Learners enter the building using entrances G and H but primarily exit the building using entrance H at the conclusion of the school day.

G – near the technology education area

H – near the cafeteria entrance



3. All students using private transportation must depart using entrance H (near the cafeteria/playground) at the rear of the building.

*** Visitor parking area is located in the lot directly in front of the school.**

Traveling to and from School

1. Upon leaving home, learners must come directly to school. When leaving school, learners must go directly home.
2. If walking to and from school, learners must walk single file and to the left of the road facing traffic when sidewalks are not available.
3. Learners must always ride bicycles single file, obey all traffic rules and park bicycles in the bike rack at the rear of the building immediately upon arrival at school.
4. All pupils who are transported by school bus are reminded to observe safety regulations. The bus driver is in charge of the pupils assigned to his/her bus. Failure to observe the bus rules and directives of the driver will likely result in a referral to the office. Flagrant disregard for regulations will result in a suspension of bus privileges.
5. All learners arriving prior to 7:30 AM should report to the main office and be seated.
6. Between 7:30-8:10 AM, all learners will participate in walking in the outer hallways (SPARK Walk) of the first floor. The choice to eat breakfast or unless arrangements to meet with a teacher are exceptions.
7. All learners arriving at school after 8:10 AM may go to their homerooms after registering at the attendance office.

Bus Transportation

GENERAL INFORMATION REGARDING BUS TRANSPORTATION	
1	Be at the bus stop no less than 5 minutes or more than 10 minutes before the scheduled bus arrival time.
2	As the bus approaches, form a line.
3	Stay at least 6 feet from the curb or the road's edge.
4	Enter the bus without pushing or crowding. Go directly to your assigned seat, since the bus will not move until all students are seated.

WHEN ON THE BUS, LEARNERS SHOULD:
Remain properly seated when the bus is in motion.
Open windows only with the driver's permission.
Keep all limbs inside the bus.
Be accountable for any damage caused to the bus.
Refrain from throwing objects inside or out of the bus.

Refrain from drinking or eating any food or beverage.
Refrain from bringing parcels, which are too large to be placed on the student’s lap.
Refrain from any act distracting to the driver, which endangers the other passengers.
Refrain from sitting on the back of the bus seat.
Refrain from littering on the bus.
Show consideration and respect for the bus driver, other passengers, and school and personal property
Understand that all school rules apply.
AFTER LEAVING THE BUS, LEARNERS SHOULD:
Cross in front of the bus before the driver leaves or turns off his/her safety lights.
Go directly home or to an assigned alternate location.

BUS TRANSFERS

Although the administration prefers to accommodate all special requests, their volume makes this impossible. Requests for temporary bus transfers will be honored due to an emergency. All requests must be in writing, including the learner’s name, bus change needed, date or dates involved, reason for the change, and signature of the parents. These requests should be presented to the office at the beginning of school the day of the requested transfer.

BUS DISCIPLINE

1. Bus drivers are permitted to pick up or discharge learners only at the learner’s stop. For other considerations, parents must submit a written request to the building principal prior to the date of the change. Notes from parents to bus drivers are not acceptable for such arrangements.
2. Disciplinary infractions will be reported in writing by the bus drivers to the building principal.
3. Seats shall be assigned at the discretion of the bus driver.
4. Learners are not to bring water pistols, slingshots, or skateboards on the bus.
5. Learners violating the bus code of conduct may receive a warning, detention, or may have bus-riding privileges suspended. Further violations may result in the Board of School Directors or its designee denying a learner the privilege of riding a school bus for up to one year.
6. VIDEO CAMERAS (BOTH AUDIO AND VIDEO) are used on our busses to monitor safety.

ACT 65 UNAUTHORIZED SCHOOL BUS ENTRY: *Act 65 of 1998 Amends the Crimes Codes to classify as a third degree misdemeanor the entrance onto a school bus without proper authorization, and with the intent to commit a crime, disrupt or interfere with the driver, or refusal to disembark from the bus after being ordered to do so.*

Bicycles

Special parking facilities (bike rack at the back of the school building) are provided for learners who choose to ride bicycles to school. Learners are encouraged to keep locks on their bikes when they are parked in the racks. **Bicycles, scooters, and skateboards are not to be brought into the school building or taken on any school buses for any reason.**

XII. Appendix

E.H.M.I.S. STRIVE School-Wide Expectations Behavior Matrix

	Classroom	Bus	Cafeteria & Recess	Hallway	Bathroom	Assemblies & Field Trips	Extracurricular	Technology
Safety First	Follow classroom expectations and report inappropriate behavior.	Remain in seat at all times.	Remain seated while eating. Be aware of those around you to prevent injury.	Be aware of your surroundings Walk to all locations in the school.	Use the bathroom for its intended purpose.	Stay in assigned area with teacher or chaperone.	Use equipment and materials appropriately and for its intended use.	Use device appropriately and for its intended use.
Take Responsibility	Bring all necessary materials to each class every day.	Keep floors, seats, and vehicle in good condition.	Clean up after yourself. Raise your hand and wait for acknowledgment before leaving the table.	Always carry your agenda with you and have it signed.	Clean up after yourself.	Follow all directions or guidelines set by teacher.	Take care of materials and put everything back where it belongs.	Bring device to class and keep it charged.
Respectful Behavior	Respect every student's right to learn and feel safe.	Listen to the bus driver.	Use inside voices Respect others' personal space.	Keep hallways and lockers clean.	Respect others' personal space and privacy.	Represent your school with pride.	Follow the expectations of coaches and/or intramural leader(s).	Think about what you post online and how it affects others.
Include Others	Be willing to work with all members in your classroom.	Be kind to others.	Invite others to sit with you at lunch. Ask others to play a game or activity.	Make sure everyone has a chance to use his or her locker.	Be patient and wait your turn.	Be polite to host and/or visitors.	Listen to and motivate others with positive comments.	Help others when they struggle with technology.
Value Opportunities	Appreciate the opportunity to learn.	Appreciate the privilege to ride the bus to school.	Explore new food options. Participate in different activities.	Use time wisely while traveling in the hallway.	Use time wisely and follow EHMIS restroom policy.	Ask appropriate questions at appropriate times.	Appreciate the opportunity to participate in activities of your choice.	Understand the positive impact of access to technology.
Effort	Maintain a positive attitude toward learning and try your best each day.	Have a positive attitude while following all bus rules.	Use your manners while interacting with adults and peers.	Take pride in the appearance of the hallways.	Leave the bathroom in better condition than when you arrived.	Have a positive attitude about the experience.	Be an active participant while at your extracurricular activity.	Use technology to your advantage.

E.H.M.I.S. Discipline/Consequence Guidelines

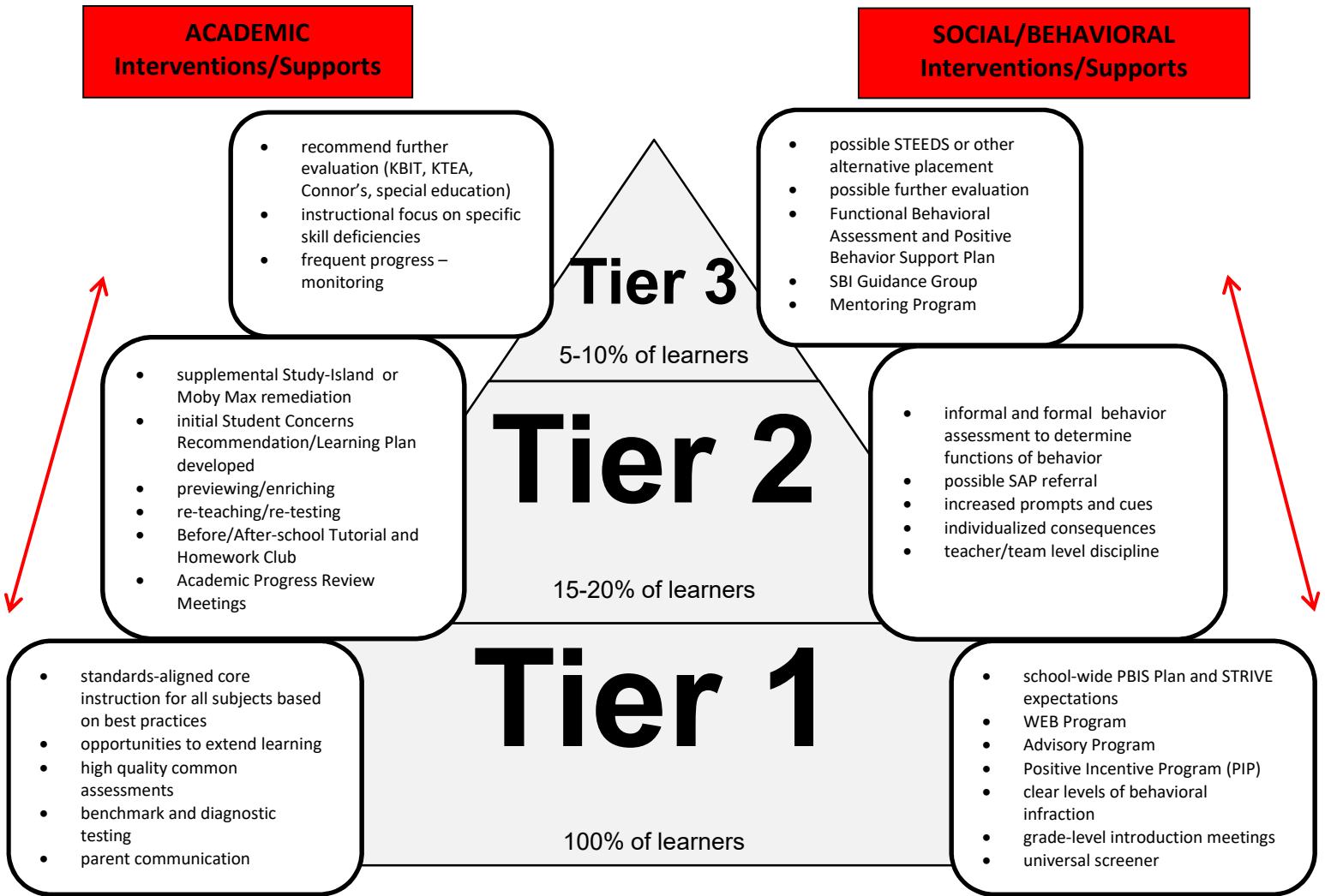
Examples		Appropriate Teacher-Level Interventions for Level 1 Infractions						
Level 1 Infractions	Classroom Disruption	<p>Examples of interventions/disciplinary measures teachers should implement:</p> <ul style="list-style-type: none"> • Corrective Teaching (Explaining inappropriate behavior, problem-solving, expectations for future behavior) • Conferencing privately with student before/during/after class. • Parent phone call or email. • Learner Written Reflections/Problem-Solving Forms/Essays/Time-Out Lessons • Alternate assignments or re-doing assignments • Behavior Reports and facilitator held detentions (before school, lunch, or after school) • Informal Behavior Plans <p>-Disciplinary problems should be resolved by the teacher involved in the situation. In extreme or repetitive cases (level III and IV infractions), referral may be made to building administration (SB Policy 218).</p> <p>-Learners should not be removed from the classroom setting for disciplinary reasons unless they are sent to the office for a Level IV infraction, or if the purpose of the removal is to complete a re-teaching or problem solving activity.</p> <p>-Any time a student is removed from the classroom setting for a disciplinary reason, a parent contact from the teacher is expected.</p>						
	Running/Horseplay in Hallway							
	Failure to Follow Directions							
	Disregard for Class Rules/Expectations							
	Profanity (not aimed at another)							
	Gum in "Gum-Free Zone"							
	Putting hands/feet on another student							
Examples		Appropriate Teacher/Team Interventions for Level 2 Infractions						
Level 2 Infractions	Persistent violation of Level I infraction	<p>Examples of Team-level interventions/disciplinary measures:</p> <ul style="list-style-type: none"> • Corrective Teaching (explaining inappropriate behavior, problem-solving, reviewing expectations for future behavior) • Conferencing with student as a team • Parent phone call, letter, or email • Student Written Reflections/Problem-Solving Forms/Essays/Time-Out Lessons • Alternate assignments or re-doing assignments • Behavior Reports and team detention (before school, lunch, after school) • Informal Behavior Plans and Token-Economy Systems. <p>-Facilitators who record a behavior report should contact parents, when a learner has received enough behavior reports to receive team detention, the Team Captain will make contact with a parent/guardian.</p> <p>-When learners are given a behavior report, it should be used as an opportunity to re-teach learners appropriate/expected behavior.</p>						
	Disregard for School-Wide Expectation							
	Misbehavior for a Substitute							
	Plagiarism							
	Public Display of Affection (PDA)							
	Verbal Altercation Between Learners							
	Pushing/Shoving							
	Skipping Learning Lunch							<ul style="list-style-type: none"> • Team captains made aware of first offense and learner given behavior report. • Team captains send referral to office for second-offense, detention assigned.
	Late/Tardy to Class							<ul style="list-style-type: none"> • First time learner is tardy to class the facilitator will give them a warning. The learner will receive a yellow-slip for any subsequent tardy.
Dress Code Violation	<ul style="list-style-type: none"> • First Offense: Learner may change, or go to office to call home and have clothes brought to school. • Second Offense: Written up as an office referral. 							
Cell Phone/Electronic Device Violation	<ul style="list-style-type: none"> • If a cell phone or other electronic device is being used inappropriately or out when it is not supposed to be, the learner should be asked to put the phone away. • If this becomes a chronic issue with a learner, the phone may be confiscated and given to the office where a parent will be required to pick up the device. 							
Appropriate Teacher/Team Interventions for Level 3 Infractions								
Infraction	1 st Offense	2 nd Offense	3 rd Offense	Infraction	1 st Offense	2 nd Offense	3 rd Offense	
Persistent Violation of Level II Infractions	Parent Contact, Detention	ISS	ISS	Vandalism/Destruction of School Property	ISS, Restitution, Police Notified	Suspension, Restitution, Police Notified	Suspension, Restitution, Police Notified	
Bullying, Cyber-bullying, Harassment	Detention, Required Guidance Meeting	ISS	Suspension	Failure to attend team detention or disregard for other team discipline	Detention	Detention (increased days)	ISS	
Sexual Harassment	Suspension	Suspension, FBA or Behavior Plan	Expulsion Recommended	Pornography Possession	ISS	Suspension	Suspension	
Racial/Ethnic Harassment or Intimidation	Suspension FBA/ Behavior Plan	Expulsion Recommended	X	Computer Violation/AUP Violation	Detention, Restitution, Parent Contact	Network Suspension, Restitution	ISS, Restitution, Network Suspension	
Roaming the Halls	Detention	Detention or 1-week lunch detention	Detention, Automatic Loss of PIP Privileges	In unauthorized area of building without permission	ISS	Suspension	Suspension, FBA or Behavior Plan	
Level 3 Infractions								

	Theft (Of school property or against another student)	ISS, Restitution Possible Police Notification	Suspension, Restitution, FBA or Behavior Plan, Police Notification	Suspension, Restitution, Possible Alternative Education Placement, Police Notification	Truancy	Follow Attendance Laws (See Attendance Policy)		
	Insubordination	Detention	ISS	Suspension, FBA or Behavior Plan	Continuous Disregard for School Policies	Suspension	Suspension, FBA or Behavior Plan	Expulsion or Alternative Education Recommended
	Forgery	Detention	ISS	Suspension				

Appropriate Teacher/Team Interventions for Level 4 Infractions								
	Infraction	1 st Offense	2 nd Offense	3 rd Offense	Infraction	1 st Offense	2 nd Offense	3 rd Offense
Level 4 Infractions	Arson	Suspension, Restitution, Police Notification, FBA/Behavior Plan	Suspension, Restitution, Expulsion or Alternative Education Recommended	X	Tobacco Violation (use/possession/ distribution)	ISS, Citation	Suspension, Citation	Suspension, Citation
	Assault (on learner or staff)	Suspension, Police Notification, FBA/ Behavior Plan	Suspension, Expulsion or Alternative Education Recommended	X	Learner Leaves School Building Without Permission	ISS	Suspension, FBA or Behavior Plan	Suspension, Possible Alternative Education
	Fighting	Suspension, Police Notification, FBA/ Behavior Plan	Suspension, Police Notification, Possible Alternative Education	Expulsion Recommended, Police Notification	Pocket Knife Possession	ISS	Suspension, Police Notification	Expulsion Recommended, Police Notification
	Profanity (towards Facilitator/ Adult/Learner)	ISS	Suspension	Suspension, FBA or Behavior Plan	Weapon Possession/ Violation	Expulsion Recommended, Police Notification	X	X
	Threatening Comments	ISS, Threat Assessment, Police Notification	Suspension, Police Notification, FBA or Behavior Plan	Suspension, Expulsion or Alternative Education Recommended	Inappropriate Sexual Contact	Suspension	Suspension, FBA or Behavior Plan	Suspension, Alternative Education, or Expulsion Recommended
	Alcohol Violation (use/possession/ distribution)	Expulsion Recommended, Police Notification	X	X	Causing a Major Disruption to the Educational Process	Suspension	Suspension, Police Notification	Expulsion Recommended, Police Notification
	Controlled Substance Violation (Use/Possession/ Distribution)	Expulsion Recommended, Police Notification	X	X	Disorderly Conduct	Suspension	Suspension, Police Notification	Expulsion Recommended, Police Notification

The above chart is to be used as a guideline. The recommended consequence and duration are left to the discretion of administration based on the seriousness of the incident and a learner's discipline history.

Pyramid of Interventions



DECISION - MAKING PROCESS	
Three Essentials for Making Learner Decisions	Decision - Making Protocol
Data Driven	Teacher refers learner for Student Concerns after Tier I interventions and other interventions have been unsuccessful.
Collaborative	<p style="text-align: center;"><u>Student Concerns and Academic Progress Review Discussions:</u></p> <p style="text-align: center;">referring teacher shares learner strengths</p> <p style="text-align: center;">referring teacher shares concerns (based on data/evidence)</p> <p style="text-align: center;">others share evidence to support concern</p> <p style="text-align: center;">team brainstorms solutions</p> <p style="text-align: center;">action plan developed</p>
Research & Evidence Based	follow-up discussion held

Emory H. Markle Intermediate School - Chain of Command/Communications

Parent and Community Chain of Command Communications Flow Chart

Area of Concern	First	Second	Third
academics	teacher	guidance counselor	grade level principal
athletics	coach	athletic director	building principal
attendance	attendance secretary	grade level principal	check & connect mentor
billing	building secretary	building principal	district business department
discipline	grade level team captain	grade level principal	building principal
extra-curriculars	coach/advisor	Intramural director	building secretary
facilities	building custodian	building principal	director of facilities
guidance	guidance secretary	grade level counselor	grade level principal
health services	school nurse	guidance counselor	grade level principal
special education	teacher/case manager	building principal	director of pupil services
student concern	teacher	guidance counselor	grade level principal
computer issue	teacher	grade level principal	building principal
transportation	director of transportation	grade level principal	building principal

Emory H. Markle Intermediate School Faculty & Staff

* To access a secretary, administrator, or para-educator dial 633-4840.

*** To contact or leave a voicemail message for a staff member dial 632-2548 and the extension (as listed in parentheses behind each name).**

Office Team

Administration:

Mr. Jeffrey Smale, Principal (22900)
Mrs. Lori Billman, Assistant Principal (22901)
Mr. Robert Long, Assistant Principal (22902)
Mrs. Charlotte Carbaugh, Secretary (22922)
Mrs. Vicky Higgins, Secretary (22920)
Mrs. Amy Ney, p.m. Receptionist (22923)
Ms. Jennifer Jones, a.m. Receptionist (22923)

Student Achievement Specialist:

Ms. Amy Kauffman (22136)

Guidance:

Mrs. Paula Smith, Secretary (22924)
Mrs. Andrea LaManna, 6th Grade Counselor (22914)
Mrs. Jessie Gobrecht, 7th Grade Counselor (22913)
Mr. Travis Wildasin, 8th Grade Counselor (22910)

Health Room:

Mrs. Jennifer Myers, RN (22810)
Mrs. Eileen Graybill, LPN (22811)

Supports

Emotional Support:

Mrs. Lori Holland (22118)

Gifted Support:

Mrs. Melissa Wilson (22131)

Reading Interventions:

Mrs. Laura Trumble, grades 6-8 (22204)
Miss Tiffani Smith, LTS
Mrs. Rachelle Poust, grade 6 (22117)

Multi-Media Center:

Ms. Kimberly Porter (22800)
Mrs. Lynda McKelvey, a.m. library aide
Mrs. Robyn Nicholson, p.m. library aide

STEEDS:

Mr. Warren Henrie (22121)

Supplemental Support:

Mrs. Lindsay Masenheimer (22224)
Miss Jenna Hoffnagle (22122)

English as a Second Language (ESL):

Mrs. Monica Martello (22142)

Grade Level Teams

6th Grade Team 1:

Mrs. Amy Beddia (22103)
Mrs. Jennifer Bowman (22104)*
Mrs. Alda Heller (22101)
Miss Heather Myers (22102)
Mrs. Sara Mowery (22114)
Mr. Ryan Quinn (22116)
Mr. Eric Staub (22112)

6th Grade Team 2:

Miss Jean Ashton (22109)
Mrs. Michelle Benchich (22113)
Mrs. Kasi Buchanan (22108)
Mrs. Maggie Hallman (22115)*
Mrs. Kelsey Pritchett (22134)
Mrs. Sarah Ringley (22110)
Mr. Christopher Stetter (22107)

7th Grade Team 3:

Miss Kristen Fickes (22209)
Mr. Ryan Heist (22202)*
Mrs. Jennifer Hubbard (22201)
Mrs. Kari Irvin (22208)
Mrs. Wendy Krenzer (22207)
Mr. Mark Myers (22216)
Mrs. Rebecca Summers (22211)

7th Grade Team 4:

Mrs. Michelle Arnold (22220)
Mr. Brent Barge (22212)
Mrs. Michele Bowers (22213)
Mr. Zane Grindle (22203)
Mr. Matt Lawhead (22215)*
Mrs. Stephanie Klanssek (22218)
Miss Nicole Shepski (22219)

8th Grade Team 5:

Mrs. Alicia Amspacher (22226)
Mrs. Crystal Charles (22230)
Mrs. Amy Emig (22205)
Mr. Robert Housch (22232)*
Mr. Keith Smith (22231)
Mr. Aaron Trimpey (22225)
Mr. Nicholas Wanamaker (22241)

8th Grade Team 6:

Mr. Thomas Clark (22233)
Mr. Chris Conover (22228)*
Mrs. Cynthia Crimmel (22227)
Mr. Greg McElwain (22235)
Mrs. Casi Sinnott (22234)
Mrs. Kori Haines (22229)
Miss Deysy Salgado, LTS 1st semester
Mrs. Heather Waybright (22206)

Exploratory Teams

Art:

Mrs. Jacqueline McElhany (22132)
Miss Cassandra Horn, LTS 1st semester
Ms. Melanie Caler (22133)

Computer Applications:

Mrs. Becky Kochenderfer (22135)

Family and Consumer Science:

Miss Lisa Tipton (22500)

Foreign Language:

Mrs. Cornelia Coldsmith (22137)
Mrs. Sharon Marvon (22139)

Music:

Mr. Ray Evelan, Band (22128)
Mrs. Tasha Bobb, Chorus (22126)
Mr. Larry Kuntz, Orchestra (22129)
Miss Kayton Wilson (22125)

Physical Education/Health:

Mrs. Janet Gass (22105)
Mr. Steven Haines (22501)
Mr. Doug Morela (22502)
Ms. Jennifer Sites (22852)
Mrs. Kristen Teeter (22853)

Technology Education:

Mrs. Jana Bonds (22124)
Mr. Thomas Nikolaus (22145)

Support Team

Para-educators:

Mrs. Jennifer Barnhart
Mr. Jeff Berger
Mrs. Stephanie Bjornes
Mrs. Angela Bond
Mrs. Jennifer Bradley
Mrs. Amy Campbell
Mrs. Michelle Cramer
Mrs. Jennifer Jachelski
Miss Casey McCole
Mrs. Jennifer Noon
Mrs. Rene Rill
Mrs. Marie Sanders
Ms. Shari Smith
Mrs. Stephanie Young

** Denotes Grade Level Team Captain*

E.H.M.I.S. Master Time Schedule 2018-19

Regular Schedule			Alternate Schedules						
6 th		Period	Activity Schedule (8:30 – 9:08)		One Hour Delay		Two Hour Delay		
7:45	8:10	Spark Walk/Breakfast	7:45	8:10	8:45	9:10	9:45	10:10	
8:15	8:27	Period 1 Homeroom	8:15	8:27	9:15	9:27	10:15	10:27	
8:30	9:17	Period 2 (Exploratory)	9:11	9:54	9:30	10:10	10:30	11:00	
9:20	10:33	Period 3	9:57	11:00	10:13	11:13	11:03	11:53	
10:36	11:22	Period 4 (Colt)	11:03	11:46	11:16	11:55	11:56	12:25	
11:25	12:38	Period 5	11:49	12:52	11:58	12:58	12:28	1:18	
12:41	1:11	Period 6 (Lunch)	12:55	1:25	1:01	1:31	1:21	1:51	
1:14	2:27	Period 7	1:28	2:31	1:34	2:34	1:54	2:44	
2:30	3:17	Period 8 (Exploratory)	2:34	3:17	2:37	3:17	2:47	3:17	
3:17	3:18	Email check for announcements	3:17	3:18	3:17	3:18	3:17	3:18	
7 th		Period	Activity Schedule (8:30 – 9:08)		One Hour Delay		Two Hour Delay		
7:45	8:10	Spark Walk/ Breakfast	7:45	8:10	8:45	9:10	9:45	10:10	
8:15	8:27	Period 1 Homeroom	8:15	8:27	9:15	9:27	10:15	10:27	
8:30	9:43	Period 2	9:11	10:14	9:30	10:30	10:30	11:20	
9:46	10:32	Period 3 (Colt)	10:17	11:00	10:33	11:12	11:23	11:52	
10:35	11:48	Period 4	11:03	12:06	11:15	12:15	11:55	12:45	
11:51	12:21	Period 5 (Lunch)	12:09	12:39	12:18	12:48	12:48	1:18	
12:24	1:11	Period 6 (Exploratory)	12:42	1:25	12:51	1:31	1:21	1:51	
1:14	2:01	Period 7 (Exploratory)	1:28	2:11	1:34	2:14	1:54	2:24	
2:04	3:17	Period 8	2:14	3:17	2:17	3:17	2:27	3:17	
3:17	3:18	Email check for announcements	3:17	3:18	3:17	3:18	3:17	3:18	
8 th		Period	Activity Schedule (8:30 – 9:08)		One Hour Delay		Two Hour Delay		
7:45	8:10	Spark Walk/ Breakfast	7:45	8:10	8:45	9:10	9:45	10:10	
8:15	8:27	Period 1 Homeroom	8:15	8:27	9:15	9:27	10:15	10:27	
8:30	9:16	Period 2 (Colt)	9:11	9:54	9:30	10:09	10:30	10:59	
9:19	10:06	Period 3 (Exploratory)	9:57	10:40	10:12	10:52	11:02	11:32	
10:09	10:56	Period 4 (Exploratory)	10:43	11:26	10:55	11:35	11:35	12:05	
10:59	11:29	Period 5 (Lunch)	11:29	11:59	11:38	12:08	12:08	12:38	
11:32	12:45	Period 6	12:02	1:05	12:11	1:11	12:41	1:31	
12:48	2:01	Period 7	1:08	2:11	1:14	2:14	1:34	2:24	
2:04	3:17	Period 8	2:14	3:17	2:17	3:17	2:27	3:17	
3:17	3:18	Email check for announcements	3:17	3:18	3:17	3:18	3:17	3:18	

EHMIS First Floor



E.H.M.I.S. Second Floor

