



SPRING-FORD AREA SCHOOL DISTRICT

Middle School Student and Parent Handbook

2018 - 2019

7TH GRADE • 8TH GRADE

Spring-Ford Area School District Middle School

“A Commitment to Excellence in Education”

7th Grade Center

833 South Lewis Road, Building #2
Royersford, PA 19468
www.spring-ford.net

8th Grade Center

700 Washington Street
Royersford, PA 19468
www.spring-ford.net

2018-2019 Student and Parent Handbook

Important Telephone Numbers

7th Grade Center **610-705-6010**

To report an absence for Grade 7 (call by 8:30 a.m.), 610-705-6010, press option 4

8th Grade Center **610-705-6002**

To report an absence for Grade 8 (call by 8:30 a.m.), 610-705-6002, press option 4

Special Message Emergency Alert Center 610-705-6100

QUICK REFERENCE INDEX

Attendance	37
Cafeteria	28
Forgotten Lunch Money	28
Payment Guidelines	28
Discipline	43
Emergency School Closings	37
Parties	28
Parent and School Communications	20
Delivery of Student Materials	20
Emergency Requests for Early Dismissals	20
Online Grades	14
Parent-Teacher Conferences	20
Parent Visits	24
Progress Reports	20
Transportation	24

Contact Information

To leave a voice mail message for a staff member at the 7th Grade Center, please dial 610-705-6003.

To leave a voice mail message for a staff member at the 8th Grade Center, please dial 610-705-6002.

If you would like to send an e-mail message to a staff member, please go to www.spring-ford.net. On the top navigation bar, click “Our Schools.” From the drop down, click 7th Grade Center or 8th Grade Center. On the left navigation bar, click “Staff Directory” to access the list of staff members.

Table of Contents - Intermediate School 2018-2019 Handbook

General Information

Activities Calendar – 7 th and 8 th Grade.....	4
7th Grade Personnel/Schedule/Organization: 7 th Grade.....	4
8th Grade Personnel/Schedule/Organization: 8 th Grade.....	5
Bus Regulations K-12.....	20
Chaperone Guidelines for Educational Trips.....	29
Course Descriptions.....	7
Crisis Intervention Plan.....	23
Driving to and from School.....	23
Emergency Closing Information.....	6
Field Trip Medication Guidelines.....	30
Finalsite.....	10
Message from Superintendent.....	1
Objectives.....	2
Parent/School Relations.....	22
Philosophy.....	2
Report Cards/Grading.....	11
Skylert Parent Contact System.....	6
Special Services.....	22
Guidance.....	22
Home and School Visitor.....	22
Media Center.....	22
Student Assistance Program (SAP).....	22
Withdrawal from School.....	24
Working Papers.....	24

Spring-Ford Area School District Board Policies

<i>Anonymous Communications.....</i>	<i>16</i>
<i>Child Custody/Parental Rights.....</i>	<i>15</i>
<i>Classroom Visitation.....</i>	<i>18</i>
<i>Community Use of Grounds.....</i>	<i>16</i>
<i>Community Volunteers.....</i>	<i>31</i>
<i>Curriculum Review by Parents/Students.....</i>	<i>17</i>
<i>Graduation Requirements.....</i>	<i>13</i>
<i>Homework.....</i>	<i>9</i>
<i>Public Attendance at School Events.....</i>	<i>17</i>
<i>Transportation.....</i>	<i>18</i>
<i>Video Monitors.....</i>	<i>21</i>

Attendance/Health

Additional School Attendance Guidelines.....	26
Administration of Medication.....	33
CHIP (Children’s Health Insurance Program).....	37

Spring-Ford Area School District Board Policies

<i>Attendance.....</i>	<i>24</i>
<i>Communicable Diseases & Immunization.....</i>	<i>34</i>
<i>Eligibility of Nonresident Students.....</i>	<i>27</i>
<i>Enrollment of Students.....</i>	<i>26</i>
<i>Exclusion from School: Communicable and Non-Communicable Diseases.....</i>	<i>36</i>
<i>Field Trips/Educational Trips.....</i>	<i>28</i>
<i>Health Examinations/Screenings.....</i>	<i>32</i>
<i>Overnight/Foreign Travel.....</i>	<i>31</i>
<i>Possession/Use of Asthma Inhalers/Epinephrine Auto-Injectors.....</i>	<i>34</i>

Discipline Information

After School Detention.....	40
Confidential Communications.....	43
Demerit System – Middle School.....	39
Penalties for Accumulated Demerits.....	39
Right of Appeal.....	40
Saturday Detention.....	40

Spring-Ford Area School District Board Policies

<i>Anti-Discrimination and Harassment.....</i>	<i>49</i>
<i>Bullying and Cyber Bullying.....</i>	<i>51</i>
<i>Dress and Grooming.....</i>	<i>43</i>
<i>Drug Abuse.....</i>	<i>44</i>
<i>Electronic Devices.....</i>	<i>41</i>
<i>Hazing.....</i>	<i>46</i>
<i>Opening Exercises/Flag Display.....</i>	<i>47</i>
<i>Plagiarism.....</i>	<i>48</i>
<i>Searches.....</i>	<i>46</i>
<i>Sexual Harassment.....</i>	<i>48</i>
<i>Standards for:</i>	
<i> Persistently Dangerous Schools.....</i>	<i>52</i>
<i> Victims of Violent Crimes.....</i>	<i>53</i>
<i>Student Complaint.....</i>	<i>54</i>
<i>Student Discipline.....</i>	<i>37</i>
<i>Student Expression.....</i>	<i>54</i>
<i>Suspension and Expulsion.....</i>	<i>42</i>
<i>Terroristic Threats/Acts.....</i>	<i>55</i>
<i>Tobacco Use.....</i>	<i>55</i>
<i>Weapons.....</i>	<i>56</i>

Internet

Acceptable Network Behavior Agreement.....	62
Acceptable Use of Electronic Communications System.....	61
Electronic Communications Systems Use.....	62

Spring-Ford Area School District Board Policies

<i>Staff-Student Communication/Relations.....</i>	<i>61</i>
---	-----------

Extracurricular Activities

Activity Listing/Descriptions and Eligibility.....	64
Night Activities.....	67

Spring-Ford Area School District Board Policies

<i>Student Activity Fee.....</i>	<i>63</i>
----------------------------------	-----------

Additional District Information

Strategic Plan Goals.....	1
District Policy Handbook Available for Review.....	1
Keystone Exam Requirements.....	67
Public Notice of Special Education Programs and Services and Gifted Education Programs.....	68
Notice of Rights Under Family Educational Rights and Privacy Act (“FERPA”).....	69
Board of School Directors.....	71
Central Office Administration.....	Back Cover

Superintendent's Message

Dear Students and Parents:

It is my pleasure to welcome you to the Spring-Ford Intermediate School for the 2018-2019 school year. The Spring-Ford Area School District is dedicated to providing a safe and enriching learning environment, one which strives to encourage each student to achieve academic excellence and to become a life-long learner. I hope that you, as a student, will challenge yourself and strive to do your best. The teachers and staff at the Intermediate School are here to help you reach your goals.

This handbook is a valuable resource for both students and parents. Since open and effective communication between home and school is one of the keys to academic success, I suggest that you become familiar with the policies, procedures, rules, and regulations included within these pages. However, it is possible this handbook may not resolve all situations that arise during the course of the school year. Should you have a concern not adequately or clearly addressed within this handbook, you may contact your child's principal, counselor, or teacher.

Best wishes for a productive and rewarding school year.

Sincerely,

David R. Goodin, D.Ed., Superintendent of Schools

Principal's Message

Dear Parents and Students:

This handbook has been developed to provide information detailing the programs and policies of the Spring-Ford Middle School, specifically for students in grades 7 and 8. Please take the time to review this material with your child so that you have a working knowledge of crucial elements of the school program. It is our hope that this handbook will enhance communication between the home and the school, so we may continue to work cooperatively in providing the best educational opportunities for all children.

As you have questions that are not answered in this handbook, please do not hesitate to call for assistance. The 7th Grade Center phone number is 610-705-6003, and the 8th Grade Center Phone number is 610-705-6002. We look forward to working with you and your child this year!

Sincerely,

Heather Nuneviller, 7th Grade Principal

Michael Siggins, Ed.D, 8th Grade Principal

Strategic Plan Goals

Spring-Ford Area School District continues to be committed to ensure the continual improvement of both our educational program and our schools. Spring-Ford Area School District ascribes to be the district that every parent would choose as their child's educational provider and will strive to ensure all programs are educational relevant, focused on achievement and have a priority on people.

Spring-Ford Area School District Mission and Vision Statement

Mission Statement: Spring-Ford Area School District strives to be educationally relevant, focused on growth and have a priority on people so that students are fully prepared to positively contribute to their society.

Vision Statement: Spring-Ford will be the district that every parent would choose as their child's educational provider.

District Policy Handbook Available for Review

The complete text of the district policies set forth by the Spring-Ford Area School District Board of School Directors is available for review by students, parents, and other concerned individuals on the School Board Policy webpage at www.spring-ford.net. This webpage shall serve to communicate the essence of appropriate district policies to students and their parents or guardians. However, if you have any questions as to additional details or the application of these policies, please consult the district website or your building principal. The Board Policy website shall supersede any other published district school handbook.

Non-Discrimination Under Title IX and Section 504

The Spring-Ford Area School District affirms that no person shall, on the basis of sex, disability, race, color, age, creed, religion, sexual orientation, national origin, ancestry, veteran's status or genetic information be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity. In addition, no person shall, on any of these bases, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, or recruitment, or consideration, or selection therefore, whether full-time or part-time, under any educational program or activity operated by the school district. The district shall make reasonable accommodations for qualified individuals with disabilities upon request. Please contact the Title IX Coordinator, Elizabeth Leiss, Director of Human Resources 857 S. Lewis Road, Royersford, PA, or at 610-705-6000 ext. 6124 or TitleIXCoordinator@spring-ford.net. Please refer to Board Policy No. 103 for further information about the district's Nondiscrimination in Participation/Employment/Contract Practices.

Middle School Philosophy

The following represents a list of the key philosophical beliefs that will guide the programs and practices of the Spring-Ford Middle School:

1. We recognize that we are to aid in the transition of children from elementary school to high school and from childhood to adulthood.
2. Children experience growth intellectually, socially, emotionally, physically, and creatively. It is our role to aid our students in growing positively in each area. Through formal programs and informal interactions, we should strive to help our students grow and cope with the changes they will be encountering. Ideally, our role is to foster intellectual growth. This should remain a high priority. Realistically, we recognize that intellectual growth does not occur in a vacuum. We attempt to be alert to aiding students in dealing with different aspects of their total growth.
3. We recognize that children of middle school age are approaching adolescence and this stage of early or pre-adolescence can be a puzzling time due to unique needs and concerns. Physically, our children will experience more change in the two years of middle school than at any other point in their school lives. Helping children understand and adjust to these changes is a challenge we cannot ignore. The physical changes experienced by pre-adolescents often are related to changes and problems with respect to social and emotional development.
4. Children progress at individual rates in all phases of their development. Being sensitive to their differences is an important part of our work.
5. Just as intellectual development does not occur in a vacuum without influence by social and emotional development, it must be understood that the total school effort does not and cannot exist in a vacuum, isolated from the events and impact of parents and family. Working in cooperation with parents to help our children is an essential part of our work.
6. Middle school children need support, encouragement, and structure. They need adults to set limits and to provide understanding and guidance in an effort to develop acceptable patterns of conduct.
7. Children should experience success and enjoyment in school so they develop positive self-concepts and positive attitudes toward learning and school. We should build into our school, both formally and informally, opportunities for our students to experience success and enjoyment. The end result of these efforts will lead to healthier self-concepts and better attitudes toward school and learning. However, in achieving these ends, we must critically examine our academic and social expectations of students. Establishing realistic expectations or high standards is important. Success may be harder to reach if standards are high, but the success will be more rewarding for those who make it. However, there are obvious differences in the capabilities of students. Often through no fault of their own, students are unable to meet the uniform standards we set. It is in such cases that we must be wise enough to readjust our expectations. Expectations that are unrealistically high for some students provide the foundation for failure before these students even get out of the starting blocks. We should strive for high standards, but temper our goals with sensitivity for those students who lack the necessary capabilities to meet success. As students fall short of our standards, we should work cooperatively as professionals to either re-examine our standards or develop strategies that move these students toward successful ends.

Middle School Objectives

It should be the intent of the Spring-Ford Middle School to serve its students by providing opportunities for:

1. Instruction in basic skill areas commensurate with achievement level and academic potential.
2. Extension and enrichment of various areas of knowledge, including familiar areas and new interests.
3. Enhancement of thinking skills through investigation and exploration.
4. Creative expression and the appreciation of the creative expression of others.
5. Appreciation of human achievements in the natural sciences, social sciences, humanities, and arts.
6. Understanding and appreciation of persons belonging to diverse social, cultural, and ethnic groups.
7. Understanding of their own personal, social, and physical development and an appreciation of their individual worthiness as a member of society.
8. Acquisition of good health habits.
9. Development of improved motor skills and physical coordination.
10. Development of self-discipline and responsibility with regard to student's own learning and citizenship.
11. Development of positive attitudes toward the learning process.
12. Social experiences consistent with student's developmental age.
13. Understanding the opportunities in preparing for a productive life. This includes preparation for a world of rapid change.

Spring-Ford Middle School – 7th Grade Center

Principal's Message

Dear Parents and Students,

The programs offered at the Middle School 7th Grade Center support the belief that all students have the ability to learn. Students are valued for their many talents and the middle school years are a time of transition. During the middle school years, it is natural for your child to become more independent. They still need the guidance and support of their home family and school family. Our school personnel will provide high quality educational opportunities and strive to reinforce appropriate decision making and personal responsibility.

This handbook provides information and guidelines detailing programs and policies of the Spring-Ford Middle School. Please take the time to review this material and use as a resource so you have an understanding of the programs and policies.

Please communicate with us at **610-705-6010** if you have any questions, concerns, or ideas.

Heather A. Nuneviller, Principal

Kathie Kotch, Ed.D., House Principal

Personnel – 7th Grade Center

ADMINISTRATION

Heather A. Nuneviller, Principal
 Kathie Kotch, Ed.D, 7th Grade House Principal
 Katie Davis, Special Education Supervisor

GUIDANCE DEPARTMENT

Cyndy Cooper, School Counselor (7th Grade A-L)
 Nick Lumuell, School Counselor (7th Grade M-Z)
 Crystal Stubbs, School Psychologist

SECRETARIAL STAFF

Leann Hammerle, Administrative Assistant
 Kathy Strange, Secretary to House Principal
 Christine Sisson, Guidance Secretary
 Kate Haberman, Admin. Asst.-Special Education

NURSE

Stacey C. Huntington, BSN, RN, CSN

Schedule and Organization – 7th Grade Center

Periods	First Lunch		Second Lunch		Third Lunch		Fourth Lunch
HR/TT	8:05 - 8:43		8:05 - 8:43		8:05 - 8:43		8:05 - 8:43
1 st	8:46 – 9:29		8:46 – 9:29		8:46 – 9:29		8:46 – 9:29
2 nd	9:32 – 10:15		9:32 – 10:15		9:32 – 10:15		9:32 – 10:15
Lunch	10:15 – 10:45	3 rd	10:18 – 11:01	3 rd	10:18 – 11:01	3 rd	10:18 – 11:01
3 rd	10:48 – 11:31	Lunch	11:01 – 11:31	4 th	11:04 – 11:47	4 th	11:04 – 11:47
4 th	11:34 – 12:17	4 th	11:34 – 12:17	Lunch	11:47 – 12:17	5 th	11:50 – 12:33
5 th	12:20 – 1:03	5 th	12:20 – 1:03	5 th	12:20 – 1:03	Lunch	12:33 – 1:03
6 th	1:06 – 1:49						
7 th	1:52 – 2:41						

Two Hour Delay

Periods	First Lunch		Second Lunch		Third Lunch		Fourth Lunch
HR	10:05 - 10:15		10:05 - 10:15		10:05 - 10:15		10:05 - 10:15
1 st	10:18 - 10:48		10:18 - 10:48		10:18 - 10:48		10:18 - 10:48
2 nd	10:51 – 11:19		10:51 – 11:19		10:51 – 11:19		10:51 – 11:19
Lunch	11:19 – 11:49	3 rd	11:22 – 11:52	3 rd	11:22 – 11:52	3 rd	11:22 – 11:52
3 rd	11:52 – 12:22	Lunch	11:52 – 12:22	4 th	11:55 – 12:25	4 th	11:55 – 12:25
4 th	12:25 – 12:55	4 th	12:25 – 12:55	Lunch	12:25 – 12:55	5 th	12:28 – 12:58
5 th	12:58 – 1:28	5 th	12:58 – 1:28	5 th	12:58 – 1:28	Lunch	12:58 – 1:28
6 th	1:31 – 2:01		1:31 – 2:01		1:31 – 2:01		1:31 – 2:01
7 th	2:04 – 2:41		2:04 – 2:41		2:04 – 2:41		2:04 – 2:41

Spring-Ford Middle School – 8th Grade Center

Principal's Message

Dear Parents and Students of the Class of 2023,

Welcome to our school community. For our parents this handbook is an essential form of communication. It will help to answer many initial questions regarding our purpose, policies, and procedures. It will enable you to contact teachers and other staff members who deal daily with your children.

Teaching and learning are actually complicated behaviors people experience in a variety of ways no matter our age or circumstance. The Eighth Grade Center offers a diverse curriculum intended to help develop a child's mental and physical skills. The extra-curricular offerings are expected to help a student's socio-emotional maturity. We hope to see growth in your child in a positive and beneficial way.

We are looking forward to your child having a rewarding school year. I hope we can assist each other attain commonly shared goals. Communication is a start and when you need us, please call 610-705-6002.

Sincerely,

Michael J. Siggins, Ed.D., Principal

Michael DeCaro., House Principal

Personnel – 8th Grade Center

ADMINISTRATION

Michael J. Siggins, Ed.D., Principal
Michael DeCaro 8th Grade House Principal
Katie Davis, Special Education Coordinator

GUIDANCE COUNSELORS

Dee McCarter, 8th Grade Counselor, A to K
Patty Flynn, 8th Grade Counselor, L to Z

SECRETARIAL STAFF

Mary Jo Evans, Principal's Secretary
Diane Allen, Secretary to House Principal
Ellen Daw, Guidance Secretary

NURSE

Cathy Bradfield

Schedule and Organization – 8th Grade Center

Periods	First Lunch		Second Lunch		Third Lunch		Fourth Lunch
HR/SSS	8:05-8:43		8:05-8:43		8:05-8:43		8:05-8:43
1 st	8:47-9:31		8:47-9:31		8:47-9:31		8:47-9:31
2 nd	9:35-10:19		9:35-10:19		9:35-10:19		9:35-10:19
Lunch	10:19-10:49	3 rd	10:23-11:05	3 rd	10:23-11:05	3 rd	10:23-11:05
3 rd	10:53-11:35	Lunch	11:05-11:35	4 th	11:09-11:51	4 th	11:09-11:51
4 th	11:39-12:21	4 th	11:39-12:21	Lunch	11:51-12:21	5 th	11:55-12:37
5 th	12:25-1:07	5 th	12:25-1:07	5 th	12:25-1:07	Lunch	12:37-1:07
6 th	1:11-1:53	6 th	1:11-1:53	6 th	1:11-1:53	6 th	1:11-1:53
7 th	1:57-2:41	7 th	1:57-2:41	7 th	1:57-2:41	7 th	1:57-2:41

Two Hour Delay Bell Schedule

Periods	First Lunch		Second Lunch		Third Lunch		Fourth Lunch
HR/SSS	10:05-10:15		10:05-10:15		10:05-10:15		10:05-10:15
1 st	10:19-10:49		10:19-10:49		10:19-10:49		10:19-10:49
2 nd	10:53-11:23		10:53-11:23		10:53-11:23		10:53-11:23
Lunch	11:23-11:53	3 rd	11:27-11:57	3 rd	11:27-11:57	3 rd	11:27-11:57
3 rd	11:57-12:27	Lunch	11:57-12:27	4 th	12:01-12:31	4 th	12:01-12:31
4 th	12:31-1:01	4 th	12:31-1:01	Lunch	12:31-1:01	5 th	12:35-1:05
5 th	1:05-1:35	5 th	1:05-1:35	5 th	1:05-1:35	Lunch	1:05-1:35
6 th	1:39-2:09		1:39-2:09		1:39-2:09		1:39-2:09
7 th	2:13-2:41		2:13-2:41		2:13-2:41		2:13-2:41

**2018-2019
SPRING-FORD AREA SCHOOL DISTRICT
STUDENT SCHOOL CALENDAR**

Approved 2/26/18

Aug 22nd	W	Staff In-Service K-12
Aug 23rd	TH	Staff In-Service K-12
Aug 24th	F	Staff In-Service K-12
Aug 27th	M	First Day of School for Students
Aug 31st	F	No School for Students & 10 Month Employees
Sept 3rd	M	Labor Day (school closed)
Sept 10th	M	No School for Students & 10 Month Employees
Sept 19th	W	No School for Students & 10 Month Employees
Oct 8th	M	Staff In-Service K-12
Nov 6th	T	Staff In-Service K-12
Nov 19th	M	Parent Conferences K-12
Nov 20th	T	Parent Conferences K-12
Nov 21st	W	No School for Students & 10 Month Employees
Nov 22nd	TH	Thanksgiving Break (school closed)
Nov 23rd	F	Thanksgiving Break (school closed)
Dec 24th	M	Winter Break (school closed)
Dec 25th	T	Winter Break (school closed)
Dec 26th	W	Winter Break (school closed)
Dec 27th	TH	Winter Break (school closed)
Dec 28th	F	Winter Break (school closed)
Dec 31st	M	Winter Break (school closed)
Jan 1st	T	Winter Break (school closed)
Jan 21st	M	Martin Luther King Day (school closed)
Feb 15th	F	Conferences/In-Service
Feb 18th	M	President's Day (school closed)
Apr 17th	W	No School for Students & 10 Month Employees
Apr 18th	TH	Spring Break (school closed)
Apr 19th	F	Spring Break (school closed)
Apr 22nd	M	Spring Break (school closed)
May 21st	T	Staff In-Service K-12
May 27th	M	Memorial Day (school closed)
June 14th	F	Tentative Last Day for Students
June 17th	M	Tentative Last Day for Teachers



Legend

- No School for Students
- Staff In-Service days
- Add'l Emergency Days

The 2018-2019 calendar has 3 emergency days built into it in the event of school cancellations. If additional days are needed, the following days will be converted into student/teacher school days: November 19, November 20, February 15, April 17 and/or April 18.

The calendar will be revised as needed throughout the school year by the Board to reflect 180 student days and 190 teacher days.

	Student Days		Teacher Days	12 month
	Elem	Second		
Aug	4	4	7	22 Jul
Sept	17	17	17	23 Aug
Oct	22	22	23	20 Sep
Nov	16	16	19	23 Oct
Dec	15	15	15	22 Nov
Jan	21	21	21	21 Dec
Feb	18	18	19	23 Jan
Mar	21	21	21	20 Feb
Apr	18	18	18	21 Mar
May	21	21	22	22 Apr
June	10	10	11	23 May
Total	183	183	193	20 Jun

7/18	8/18	9/18	10/18
S M T W TH F S			
1 2 3 4 5 6 7	1 2 3 4	1	1 2 3 4 5 6
8 9 10 11 12 13 14	5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
15 16 17 18 19 20 21	12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
22 23 24 25 26 27 28	19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
29 30 31	26 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31
		30	
11/18	12/18	1/19	2/19
S M T W TH F S			
1 2 3	1	1 2 3 4 5	1 2
4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12	3 4 5 6 7 8 9
11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19	10 11 12 13 14 15 16
18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26	17 18 19 20 21 22 23
25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30 31	24 25 26 27 28
	30 31		
3/19	4/19	5/19	6/19
S M T W TH F S			
1 2	1 2 3 4 5 6	1 2 3 4	1
3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
31			30

Student Day

Five periods of each day will be devoted to the study of academic areas (English or Language Arts, Mathematics, Reading, Science, Social Studies, and World Languages). One period will be devoted to either Health or Physical Education. Another period will be designated for a special area class (Art, Family and Consumer Science, Music, and Technology Education). There will be time allocated in the schedule for Target Time on Tuesdays and Thursdays at the 7th Grade Center and Sustained Silent Study (SSS) period every day at the 8th Grade Center.

Target Time (Grade 7)/Sustained Silent Study (SSS) (Grade 8)

Every day students will be engaged in a series of educational pursuits. Opportunities are provided for students to:

1. Use the time for direct study and classroom preparation.
2. Report to subject area teachers for additional assistance, remediation, and/or enrichment opportunities.
3. Use the media center.
4. Participate in sustained silent reading.
5. Attend band, strings or chorus.
6. Engage in projects in special areas.
7. Receive special services from the guidance department or gifted education.
8. Participate in Peer Mediation Process.

Chapter 4

Chapter 4 is a regulation from the Pennsylvania Department of Education which defines curriculum, academic standards, and assessment. The purpose is to facilitate the improvement of student achievement and to provide parents and the community with a measure by which school performance can be determined. The Spring-Ford Area School District adheres to Chapter 4 regulations in the planning and implementing of its curriculum and instruction.

Emergency School Closings

Should school have to be closed because of weather conditions, heating failure, etc., it will be done only by official notification or by the district Superintendent. If schools close early due to emergency conditions, it may be necessary to dismiss students early without warning. Parents should make prior arrangements concerning where their child should go if no one is home and should make certain that their child understands what they are to do. Do not call school personnel. However, you may call the District's Special Message Alert Center at 610-705-6100 for updates on closings or early dismissals. When there are emergency school closings, there will be no after-school or evening activities on that date. Information on School Closings due to inclement weather and other emergencies will be announced on the following sources:

Online:

SFASD webpage: www.spring-ford.net
SFASD Facebook page: www.facebook.com/SpringFordASD
SFASD Twitter: @SpringFordASD
SFASD Instagram: @SpringFordASD

Radio:

KYW AM 1060, Spring-Ford's Code Number is 308

Telephone:

Special Message Alert Center: 610-705-6100

Television:

Ram Country TV (RCTV) on Comcast Channel 969
Ram Country TV (RCTV) on Verizon FIOS Channel 44
KYW Channel 3 (CBS) - www.philadelphia.cbslocal.com
WFMZ Allentown 69 - www.wfmz.com
WCAU Channel 10 (NBC) - www.nbcphiladelphia.com
WPVI Channel 6 (ABC) - www.6abc.com
WTFX Channel 29 (Fox) - www.myfoxphilly.com

Skylert Parent Contact System

Skylert is an automated message distribution service to which the district subscribes. The service allows central administrators and building principals the ability to distribute a message to the homes of all district students or to various sub-groups within a very brief period of time. In certain more urgent or emergency situations, a message can also be delivered to cell and work phone numbers. Please note that work phone numbers that include an extension cannot be contacted.

While the district considers the Skylert system to be a valuable tool to contact parents, parents should not consider the Skylert system to be a 100% guarantee of receiving any given message. The system is not based in the district and is subject to a variety of limitations that are beyond the control of the district and the Skylert vendor. In the event of a weather-related problem or other emergency, parents are urged to check the districts website. Below are tips to make your Skylert system experience more effective:

- Update your home, cell and work phone numbers on Skylert AND Skyward regularly.
- When Spring-Ford distributes a Skylert system message, look at caller ID for a Spring-Ford school building phone number on the display (610-705-6000 through 610-705-6012).
- Like most automated calling systems, there will be a pause after you pickup the phone before the message is delivered. During that time, the system is assessing whether it has reached a live voice or answering machine and the quality of the connection.

- If you are in a noisy location or if you are on a cell phone in a windy location, the message might restart several times, not delivered at all, or cut off during delivery.
- You can press * at the end of the message to listen to the message again.
- Not all messages delivered via the Skylert system are weather-related or emergency calls. Reminders about school events and activities will also be distributed to your home phone from time to time.

Refer to the district's website at www.spring-ford.net for the latest information regarding Skylert.

Course Descriptions

English (Language Arts)

There will be a continued emphasis on mechanics, grammar, vocabulary, and spelling. Opportunities will be provided for students to explore basic literary forms and to express themselves in a variety of written activities.

Mathematics: The sequence begins with work as fundamental as basic arithmetic computations and progresses through the study of whole numbers, rational numbers, decimals, and fractions. By 8th grade, students study permutations, combinations, probability, similar triangles, and trigonometry. All 9th grade students have the opportunity to take algebra at the senior high school.

Algebra – Grade 7 and 8: Students that demonstrate advanced aptitude in mathematics based upon their performances on standardized test scores, curriculum-based assessments, and the Orleans-Hanna Algebra Prognosis Test may qualify for the Algebra I course offered in seventh grade. Students that do not meet the criteria for early entrance into the seventh grade Algebra I program will again have the opportunity for early entrance into the Algebra I program in eighth grade or follow the natural course progression and elect to take the Algebra I course in ninth grade. Given the importance of Algebra I as a foundation course for all other higher level mathematics courses, any middle school student earning a final average (below 85% is strongly encouraged to repeat the Algebra I course to further develop deficient algebraic skills before enrolling in additional higher level mathematics courses offered at the high school). Any student earning the final grades of “D” or “F” in the Algebra I course will be required to repeat the Algebra I course as the establishment of a solid understanding and sound foundation in Algebraic principles has not been met. Students enrolled in Algebra I will take the end of course Keystone Exam.

Geometry – Grade 8: Plane geometry will be taught to those students who earned at least an 85% Final Average in Algebra I during their seventh grade school year. This course offering is a continuation of our accelerated Middle School Mathematics curriculum.

Reading: Students in seventh grade are offered experiences in developmental reading with opportunities to engage in a number of different writing experiences. Students in eighth grade receive acceleration, remediation, developmental, and sustained reading experiences and attention to study skill development.

Social Studies: Students in seventh grade will receive an introduction to Geography as they explore the locations, environments, and economies of Africa, Asia, Australia, and Russia. In eighth grade students will explore US History I.

Science: Students in seventh grade will study life science. Biological principles are presented along with appropriate applications. An understanding of the inter-relationships between all living things and their environments are stressed. Students in eighth grade receive a broad introduction to physics and chemistry principles through consideration of the relationship between matter and energy.

Target Reading: Target reading instruction is for those students that scored at the basic or below basic levels of proficiency in reading on the reading portion of the Pennsylvania System of School Assessment in 5th and/or 6th grade. This course is offered three days a week in lieu of World Language. World Language is considered a minor class in seventh grade and is not a prerequisite for enrollment in World Language in eighth grade. Students have ample opportunity to fulfill the college language requirement of at least two consecutive years of a World Language while in high school.

World Languages: The world languages of French and Spanish will be taught to seventh grade students who score Proficient or Advanced on their 6th Grade Reading PSSA as a minor course and to eighth grade students as a major course. Students will address linguistics and culture. Students should be able to write and speak at an introductory level when they enter ninth grade.

Health and Physical Education

General Guidelines

A. All students must earn credit in physical education each year.

B. Medical Excuses

1. Parental - for one class period only. Note from parent must be presented to the school nurse prior to physical education class for approval.

1. No more than two parental excuses per marking period will be accepted without a note from a doctor. All students will be

- required to wear the physical education attire when excused, unless doing so will cause further injury. Activity will be modified.
2. Physician - the second consecutive medical/illness note MUST be from a physician. This doctor's note must be present to the school nurse. If the medical referral and/or physician's excuse does not indicate a type of permissible activity or length of time, the student will not be permitted to participate in any type of physical activity and will have to complete an alternate assessment. Any extenuating circumstances will be reviewed by the administration.
- C. Valuables - the Spring-Ford Area School District is not responsible for lost or stolen items.

Grading

Each marking period is based on 100 points which includes the following:

A. Responsible Participation (45 points)

1. Effort (students are expected to participate to the best of their ability, at a level that is appropriate for them) i.e. tries all activities; volunteers.
2. Attitude (teachable/general) i.e. accepts constructive criticism; shows enthusiasm.
3. Dress Ready (on-time for class and in appropriate attire as determined by the physical education staff.)
 - a. Sneakers (must be tied).
 - b. White socks (must be able to be seen)
 - c. The Spring-Ford Secondary School Physical Education uniform shall consist of a YELLOW T-shirt and NAVY BLUE shorts. (T-shirts MUST have sleeves. No denim, boxer, cut-off, or bicycle shorts.) Students cannot wear athletic team uniforms for class.
 - d. When necessary for outdoor activities, sweat suits are permitted, provided the student wears the physical education uniform as well.
 - e. Jewelry- Due to the potential for bodily injury, dismemberment, or even death, this guideline regarding the wearing of jewelry, body piercing articles, and symbolic bracelets is recommended for all physical education classes and related activities. Tongue studs, spacers, or other objects are discouraged due to the potential for an obstructed airway or soft tissue damage. Protective mouthpieces are excluded. A student should not wear any jewelry, including earrings, chains, and charms. Watches, hair clips, bobby pins, tongue studs, or items associated with piercing (visible or not visible), or bracelets. Exception: Medical alert bracelets or necklaces may be worn but should be taped to the body or sewn under the uniform. Religious medals should be removed from chains and may be taped to the body or sewn under the uniform.

* Any student who does not participate in physical education due to inappropriate attire will be issued a detention after the second missed class.

B. Social/Cooperation (15 points)

1. Shows concern and respect for others
2. Demonstrates leadership/sportsmanship
3. Shares ideas
4. Volunteers to help others
5. Works well with others

C. Performance Assessment (20 points)

1. Skills test
2. Fitness Tests
3. Checklists of techniques
4. Teacher observation

D. Cognitive Assessment (20 points)

1. Written Tests/Quizzes
2. Teacher Observation (follows rules, proper use of equipment, etc.)
3. Verbal responses
4. Written assessments (minute papers, closure activities, self-evaluation).

Health Practices

Students are expected to practice good health habits by wearing clean gym suits. Personal hygiene is always paramount and showers are provided for students and the students are encouraged to use them.

AIDS Instruction

Concern about the AIDS disease has captured the attention of people everywhere. While doctors and scientists are searching for a cure, it is imperative that the public becomes educated regarding the prevention of the AIDS disease. The Commonwealth of Pennsylvania requires that AIDS instruction is provided to all students in public schools. The Spring-Ford Area School District has modified its curriculum to provide information concerning AIDS as appropriate to the age of its students. The primary thrust of this instruction concerns disease prevention, as such, is being taught in conjunction with health units in fifth, eighth, and eleventh grades. Curriculum outlines and materials are available in the office of the Assistant Superintendent, 857 South Lewis Road, Royersford, PA 19468. Parents are advised that if they consider such instruction to be incompatible with their religious or moral principles, the school district will excuse their youngsters from the AIDS instruction. A written request to be excused from this instruction must be submitted to the building principal. It is the hope of the Spring-Ford Area School District that through appropriate AIDS education, we can reduce the risk of its young people from contracting the AIDS virus.

Art: The objective of Art Education in our Middle School curriculum is to enrich student understanding of the Arts by providing them with a foundation for aesthetic enjoyment and the practical application of art in daily living. Art classes are designed to give students exposure to a variety of mediums and challenge them to make interdisciplinary connections between art, technology, and other content areas. Projects throughout a marking period may include: Drawing, Painting, 3D Design, Printmaking, Computer Graphic Design, Art History, Aesthetics, and Art Criticism. In order to foster positive art appreciation within the school and community, the Art Department reserves the right to detain student artwork that has been completed in class for school-sponsored exhibits and displays.

Music: Music will be offered to all students in middle school. Seventh grade students will receive further instruction regarding listening skills, ear-training, and elements of music. Eighth grade students learn basic chords on the guitar and gain exposure to various instruments of the band and chorus.

Technology Education: Our Technology Education program is an activity-based course that focuses on state-of-the-art technology. We use a multi-media software application, entitled Lab Volt. There are fifteen modules which explore topics such as Fiber Optics, Controls and Sensors, Animation, and Alternate Energy. Each module has several hands-on activities that enhance the learning process. Students will complete half of these modules during their seventh grade course in Technology Education and will complete the remaining modules in eighth grade.

Family and Consumer Sciences: Family and Consumer Science will be offered to all students in the middle school. Students will receive instruction and laboratory experiences in the areas of food, nutrition, and clothing.

Special Education: Special Education programs exist in the middle school for students who have been identified as needing emotional support (E.S.), learning support (L.S.), autistic support (A.S.) or gifted support. These programs are staffed by school district personnel. Students in the Emotional and Learning Support programs will receive instruction in specific basic skill areas based on their identified needs. Mainstreaming opportunities for students in these programs will be made available in most special area classes and select academic classes. A program for academically talented students is also offered.

Homework

Spring-Ford Area School District Board Policy 130

Homework reinforces that which is learned in school. Homework shall be assigned regularly to promote achievement, establish good work habits, and instill self-discipline. Assignments given as homework shall vary in complexity with the maturity and ability of the pupil. Parents have critical roles in making homework a meaningful part of the total instructional program.

The goals of homework are:

- to improve and reinforce basic skills through additional practice;
- to provide review and practice of skills learned in class;
- to increase knowledge and understanding of content and concepts introduced in class;
- to prepare for classroom instruction;
- to improve self-discipline and independent work habits;
- to nurture and reinforce good study skills; and
- to enhance home/school communications.

Roles and Expectations

Administrators, counselors, teachers, parents, and students have important roles in making homework an effective learning experience. Listed below are roles and expectations of each party.

Administration/Counselors - The role of the administrator and/or counselor includes the following expectations and activities:

- communicate the philosophy and purpose of the homework;
- provide guidelines to teachers, parents and students;
- coordinate homework guidelines with the departments and among teachers;
- evaluate periodically the consistent implementation of homework guidelines; and
- assist teachers in identifying the more effective methods for using homework to promote learning.

Teachers - The role of the teacher includes the following expectations and activities:

- provide the kind of direction that will enable students to proceed independently;
- make the purpose of the assignment clear;
- monitor all homework (written and otherwise) in a timely and appropriate way;
- communicate to the students the method of evaluating to be used in homework and its impact on grades;
- use homework only as a learning tool; and
- notify parents if a student's assignments are habitually incomplete or unsatisfactory.

Students - The role of the student includes the following expectations and activities:

- make sure s/he understands the assignment, its purpose, when it is due, how it should be done;
- be diligent in submitting assignments on time with an effort to turn in work that is neat, accurate and complete; and
- be responsible for recording assignments in a homework booklet in the elementary grades.

Parents - Cooperation and support from parents are critical factors in achieving the learning potential of homework assignments. Parents can encourage their children by expressing interest in, and positive attitudes toward homework. They should:

- provide an environment conducive to study: a quiet, well-lighted place, ample work space, and necessary materials;
- communicate with school personnel should any question arise concerning their children's homework efforts; and
- provide direction for those children who have not developed the self-discipline required for independent study.

Time Guidelines - Outlined below are approximate time guidelines for daily homework assignments:

- **Middle School:** Middle school students shall average between one and two hours of homework per evening. Each academic subject area teacher should assign between one and two hours of homework per week. Homework may occasionally be assigned for weekends.
- **High School:** High school students should expect two hours of homework daily.

Additional Homework Guidelines

Missed Work: Missed class work is expected to be made-up. Arrangements for making up work must be made by the student with each teacher involved. If a student is to be absent for some future trip or duty, the teacher is to be informed beforehand. The student must consult the teacher whose classes he will miss prior to the absence and arrange to complete the work to be missed. (When ill, students have two days to complete assignments for one day's absence.) **Students who are suspended from school are not issued additional days to complete assignments and are therefore required to have completed all homework assignments when they return from their suspension or they will not be issued any credit for such assignments.** Pupils taking instrumental instruction are scheduled on a rotating schedule weekly. This schedule is organized so students will not miss any class too frequently. When so scheduled, pupils should report directly to the instrumental practice room. Any missed work may be made-up.

Requests for Assignments Due to Absence From School: When a student is absent from school, the parent/guardian must access the teacher's course management tool on the building's website on a daily basis for missed assignments. If a book is necessary for homework completion, the parent/guardian is welcome to request and pick up the book. If a worksheet is needed for a particular assignment, then the student will receive it when he/she returns to school. If a student is absent for an extended period of time you can request work from the guidance office for assignments. This request must be made before 9:00 AM to receive the homework assignments on the same day of request. Homework requests made after 9:00 AM will be ready for pick-up on the following day. Requested assignments can be picked up between 3:00 – 4:00 PM. Please note that for every day that a student is absent, he/she will have two days to make up the assignments. Please do not request that books be sent home with another student.

Finalsite

Parent Website Registration and Classroom Webpage Access

Finalsite is Spring-Ford's dynamic web solution. As a parent using Finalsite, you will enjoy instant access to important information about your child's classroom and school activities. Using your Finalsite username and password, you can quickly access assignments, class announcements, calendar events and more—all in one convenient online location.

Parent Accounts include the following features:

- Access to any Teacher Classroom Page your child belongs to
- Email updates
- Schoolwide calendar of announcements and events
- Subscriber-based email and/or text alerts/notifications

Student Accounts include the above features as well as:

- Personal student calendars to encourage organization and time management
- Ability to directly email teachers
- Personal space to store digital files and folders
- Access to handouts posted by teachers
- Communicate with classmates online
- Receive a Daily Digest of homework and announcements

Please note: Students do NOT need to register for accounts! Students will login using their district issued network username and password and membership to their Classroom is automatic.

Classroom Webpage Access: Personal Dashboard

Finalsite Group Spaces: Our learning management system, or Group Space, makes learning an experience in and out of the classroom. Equipped with tools for sharing files, resources, media, ideas and more, families will become more engaged and connected than ever before. Responsive, secure, flexible and fully customizable, Group Spaces are built to fit the needs of schools of all sizes.

New users: your login and password for www.spring-ford.net will be automatically generated.

Once logged into www.spring-ford.net the landing page, or Parent Portal, will display your Personal Dashboard. The "Groups Dashboard" link at the top of the page allows you to view your children's classroom, homework, resources, and recent activity areas from one convenient location.

Report Cards And Grading

Report cards are distributed four times each year as listed on the school calendar. The intent of the report card is to give a student and his/her parents a progress report summarizing the student's achievement and performance for that particular marking period. On each report card, a student receives numerical grades and descriptive comments. **All courses in the middle school are graded numerically.** The following grade-reporting scale is used:

A:	90 - 100	Excellent
B:	80 - 89	Good
C:	70 - 79	Average
D:	65 - 69	Below Average
F:	Below 65	Failure

Progress Reports

Given the school district's implementation of online student grade reporting, parents and/or guardians have immediate access to the current academic progress of their child. If a parent and/or guardian does not have access to this medium, they may request, in writing, a hardcopy of their child's mid-marking progress report. The first day student packet will contain a form that requests a hardcopy of a student's mid-marking progress report. This form should be submitted with all other required first day packet forms if such a request is being made.

Online Grades

Online grades allow greater parent and student access to attendance, assignments and grades.

- **Availability:** Parents and students can each sign on to the Web to view student attendance, upcoming assignments, and individual grades. When a parent is signed on, the parent will be able to choose information about all of their children. When a student is signed on, the student can view his or her information only.
- **Usernames/Passwords:** A Username and Password will be provided to all parents and students at the beginning of the school year. Both parents and students are encouraged to change the password received to a password of their own choice. Passwords will not be reset via phone call, letter, or e-mail. Anyone who needs a password rest must visit the school office and present identification.
- **How:** Visit the Spring-Ford Area School District Web Site at www.spring-ford.net and click on the link for [Skyward - Login](#). Enter your username and password in the appropriate boxes.
- **When:** Parents and students are encouraged to sign on to check assignments and grades as frequently as possible all marking period long throughout the school year. The more you sign on, the better informed you will be about the student's progress.
- **What To Expect:** Assignments and assessments will vary from teacher to teacher and course to course. It is not expected that all teachers will post their assignments and grades with the same speed and frequency. However, every Spring-Ford teacher (in grades 2-12) will keep an up-to-date electronic grade book. Assignments will use adequate descriptors and dates specially designed to impart that knowledge to student and parent readers. Current assessments will be entered in a timely manner.
- **What To Do:** When questions arise with respect to assignments and assessments, parents are encouraged to communicate with the teacher. One way to communicate with the teacher is through e-mail. The teacher's e-mail address appears on the progress report screen.

Final Grades

Final grades are computed numerically based on the averaging of report card grades over the course of the school year. **To compute a final grade for any subject, add each of the four marking period scores and then divide by four. This solution is the final average for the school year.**

Example:	First Marking Period	90	Total Points:	361
	Second Marking Period	88		
	Third Marking Period	93	Final Grade = (361/4)	90
	Fourth Marking Period	90		

Grade determination is left to the discretion of individual teachers when a numerical grade falls below the cutoff point of .5. For special area courses (Art, Family and Consumer Science, Music, and Technology Education), the computed nine-week grade carries over for the final grade since students only receive nine weeks of instruction for each of these courses.

Honor Roll

Distinguished Honor Roll:

A student must earn a 95% or above grade point average with all *As* (90% or above) in major subjects and must not have more than one *B* (80% - 89%) in his/her minor subjects.

Honor Roll

A student must earn a 90% or above grade point average with all grades of *As* (90% or above) or *B* (80% - 89%) in all major and

minor subjects.

To Calculate a Student's Quarterly Honor Roll Points, follow these steps:

1. Record a student's grade in the Quarter Grade column;
2. Multiply each quarter grade by the value in Quarter Credits column to determine the Quarter Honor Roll Points;
3. Add all of the Quarter Honor Roll Points;
4. Divide the Sum of the Quarter Honor Roll Points by 1.751 (Quarter Credits);
5. The value obtained from completing Step #4 represents a student's Quarter Honor Roll Average;
6. Without rounding, determine whether the student's Quarter Honor Roll Average meets the designated criteria for Distinguished Honor Roll or Honor Roll which has been previously listed in this handbook.

Course	Earned Credit	Enter #Q	Quarter Grade	Quarter Credits	Honor Roll Pts
English	1.000	4	_____	0.250	_____
Social Studies	1.000	4	_____	0.250	_____
Math	1.000	4	_____	0.250	_____
Science	1.000	4	_____	0.250	_____
Reading Major (7 th) – World Language Major (8 th)	1.000	4	_____	0.250	_____
Reading Minor (8 th) – World Language Minor (7 th)	0.500	4	_____	0.125	_____
Art, FCS, Music, Tech. Ed.	0.250	1	_____	0.250	_____
PE	0.334	4	_____	0.0835	_____
Health	0.170	4	_____	0.0425	_____
			Totals -->	1.751	_____
			HR Quarter Av-->		_____

Incomplete Work: A grade of incomplete (I) is given when course requirements (book reports, notebook, tests, etc.) are not met. Incomplete grades must be made up within two weeks following the end of the marking period or the grade will automatically become a failing grade (F). An extension of time may be granted by the principal in unusual circumstances. **It is the responsibility of each student to establish arrangements to make up missed work within the designated time limits.**

Projects: Where a teacher designates that a project is part of a course's requirement, this project requirement must be fulfilled before any credit is issued for course completion. In no case, will completion time be extended beyond two weeks following the closing of school for summer vacation. The project grade may also be reduced for late completion.

Promotion Guidelines: In order to be promoted to the next appropriate grade level, a student must successfully meet minimum requirements for promotion. A student that fails two or more "all-year" team subjects has not met the minimum requirements and will be considered for non-promotion. Any combination of a failure in an "all-year" team subject and two other subjects (Art, Family and Consumer Science, Health and Physical Education, Music, and Technology Education) may also result in being considered for non-promotion.

To meet the minimal requirements for promotion, students can enroll in a maximum of two subjects in the summer school program to satisfactorily improve their grades for promotion. Attendance in summer school will not lead to grade promotion for a student who has failed four or more "all-year" team subjects. Exceptions to this policy are few.

Summer School: The Spring-Ford Area School District operates a summer school program for a five-week period beginning approximately one week after school closes for the summer vacation. The summer school program is being offered through Educere. Generally the courses made available through Educere are delivered primarily through the Internet and/or computer. A virtual instructor teaches each course, and students communicate with the instructor via email and/or toll-free phone number. An Educere Personal Learning Coach supports the student throughout the virtual education experience. For those students who do not have access to a computer with an internet connection, SFHS will make available the computer lab at Spring-Ford High School during the allocated five week summer school session. A student can make up a failed subject by attending summer school and completing satisfactory work. However, a student is limited to a maximum of two "all-year" team subjects. Attendance at summer school may also be recommended for strengthening subject background. A financial charge is made by the Spring-Ford Area School District for enrollment in the summer school program.

Courses may also be offered to provide an enrichment or accelerated program when enough interest is shown to warrant the operation of such a class. Announcements regarding summer school are usually made during the late spring. The guidance counselors

also make specific recommendations in their interviews with students during the course of the school year.

Graduation Requirements

Spring-Ford Area School District Board Policy 217

The Board will acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by awarding a diploma at graduation ceremonies. The Board shall adopt the graduation requirements students must achieve, which shall include course completion and grades, and proficiency on district and state assessments. The Board shall award a regular high school diploma to every student enrolled in this district who meets the requirements of graduation established by the Pennsylvania Department of Education, as well as those established by the Spring-Ford Area School District Board of Directors. The Board may permit an identified student with a disability to participate in graduation ceremonies with his/her graduating class, even though the student will not be granted a diploma and will continue to receive educational services. A requirement for graduation shall be the completion of work and studies representing the instructional program assigned to grades 9 through 12. Credits toward graduation can only be earned when a student is in grade 9 through 12. High School courses taken by students in grades below 9th grade shall not count toward graduation requirements.

The Board requires that each candidate for graduation shall have earned at least twenty-two (22) credits and demonstrate proficiency on district and state assessments to receive a diploma and be involved in the commencement ceremony.

The Superintendent or designee shall be responsible for planning and executing graduation ceremonies that appropriately recognize this important achievement. Accurate recording of each student's achievement of academic standards shall be maintained, as required by law and state regulations. Students shall be informed of graduation requirements and the amount of credits they are required to complete. Periodic warnings shall be issued to students in danger of not fulfilling graduation requirements. Written notification shall be sent to parents/legal guardians of students in danger of not fulfilling graduation requirements at the end of the student's junior year and at the conclusion of the second and third marking periods of the student's senior year. A student who has completed the requirements for graduation shall not be denied a diploma as a disciplinary measure, but the student may be denied participation in the graduation ceremony when personal conduct so warrants. The fourth year of high school shall not be required if the student has been accepted by an accredited institution of higher learning and has completed all requirements for graduation.

Early Graduation

Students requesting early graduation must submit a written request executed by their parent/guardian to do so through their high school counselor, who shall confer with the student and parent prior to recommending the request for approval by the high school principal, Superintendent and Board. Students desiring to graduate early must:

1. Request permission for early graduation by June 1st of his/her sophomore year (10th grade),
2. Have attended Spring-Ford Area School District for one (1) complete school year, and
3. Have an academic ranking in the top ten percent (10%) of their class.

By June 1st of his/her sophomore year, the student will submit a plan detailing the manner in which all graduation requirements (twenty-two credits and proficiency on district and state assessments) will be satisfied. By June 30th, the Superintendent or designee will respond to the student and parent(s)/guardian(s) regarding approval/denial of the submitted plan. Each course taken offsite and/or on-line needs to be separately approved using the Course Advancement Approval Process to ensure that the course meets the expectation of the Spring-Ford Area School District and graduation requirements. Courses taken offsite and/or on-line are not calculated toward GPA and/or honor roll. To graduate as an honor student, the student shall have a cumulative average of at least ninety percent (90%) at the end of first semester of eleventh grade. Students graduating early forgo their opportunity to be valedictorian or a commencement speaker.

Early College Admissions – Seniors Only

Students requesting participation in an early college admissions program must submit a written request executed by their parent/guardian to their child's high school guidance counselor, who shall confer with the student and parent/guardian prior to recommending the request for approval by the high school principal, Superintendent and Board. Application for early college admission must be submitted by June 1st of their junior year. Students who request permission for early admissions application must have completed the 11th grade and be achieving in the top quartile of their class, and have been in attendance in the Spring-Ford Area School District for one (1) complete school year. The student must maintain a C average in his/her freshman year of college work and must be considered a full-time student before the school district will approve a request for a Spring-Ford diploma. Credits presented for the diploma must include all courses mandated by the State Board of Education regulations which have not been completed prior to college entrance. To graduate as an honor student, the pupil shall have a cumulation honor average of at least ninety percent (90%) at the end of grade eleven and shall maintain an Honor Average or Dean's List as determined by the college. To be valedictorian or a commencement speaker, the student shall be a full-time member of the home school. It shall be the obligation of the student to maintain communication with the home school before leaving for college in September and between semesters to finalize details of graduation and for information concerning student activities.

Dual Enrollment

Students currently enrolled in the eleventh (11th) or twelfth (12th) grade may enroll in Dual (credit) Enrollment course options

subject to the restrictions noted in the established guidelines. To remain eligible for continued enrollment, students must maintain a 70% average; and must conform to the State Board of Education curriculum regulations for dual high school and college enrollment. All dual enrollment students will be subject to the following guidelines:

Part-Time Dual Enrollment

- Dual credit classes may count only toward elective graduation requirements.
- Any dual credit student carrying over 7.0 credits will not have their second semester dual credit course calculated in class rank or GPA.
- All students must register for dual enrollment courses through their Spring-Ford Senior High School counselor.
- Dual enrollment placement tests determine math course selection, however if a similar course has previously been completed and credit awarded, a student will not receive additional Spring-Ford credit.
- Only seniors who take dual credit classes are eligible for open campus. Open campus allows senior students to arrive late or leave early on the days/semester the dual credit class does not meet.
- If previously scheduled, students are not permitted to drop a spring semester dual credit class.
- Senior Final Exam Exemption does not apply for these college classes.
- On a case-by-case basis and with pre-approval by the student's house principal, college courses may be substituted for graduation requirements imposed by the school district.

Full-Time Dual Enrollment

- All students must register for dual enrollment courses through their Spring-Ford Senior High School counselor.
- Any junior enrolling as a full-time dual enrollment student must take at least three (3) credit courses in their first semester and four 3-credit courses each semester following and be on track to meet the Spring-Ford graduation requirements.
- Any senior enrolling as a full-time dual enrollment student is required to take three 3-credit courses both semesters and must remain on track to meet Spring-Ford graduation requirements. Note that English, math, science, and social studies are required and must align with Spring-Ford Senior High School course offerings (approved via the student's counselor).
- Participation in PIAA requires students to be enrolled in four (4) courses per semester and passing each course with at least a 70% average.
- All full-time dual enrollment students must have scored proficient or advanced on all required Keystone end-of-course exams.
- All dual enrollment courses must be approved by the student's guidance counselor one semester in advance.
- Any course taken to replace a Spring-Ford required course must be approved prior to the last day of the previous school year, i.e. English Comp 101, American National Government 124, Health and PE.
- All dual enrollment health courses will equal .50 Spring-Ford Senior High School credit.
- All dual enrollment Physical Education courses will equal .33 Spring-Ford Senior High School credit.
- All dual enrollment (3 or more) credit courses will receive one (1) Spring-Ford High School credit.
- Full-time dual enrollment students are recommended to meet with their counselor once a semester.
- Students may not take winter session (condensed) courses for Spring-Ford Senior High School credit.
- Any dual credit student carrying over 7.0 credits will not have their second semester dual credit course calculated in class rank or GPA.
- Dual enrollment placement tests determine math course selection, however if a similar course has previously been completed and credit awarded, a student will not receive additional Spring-Ford credit.
- Students are responsible for checking that all prerequisite requirements have been met before registering for a course.
- Senior Final Exam Exemption does not apply for these college classes.
- Students participating in full-time dual enrollment are not eligible to be considered for valedictorian or a commencement speaker.

DIPLOMAS FOR ELIGIBLE VETERANS

Veterans of World War II

In order to recognize and honor veterans who left high school prior to graduation to serve in World War II, the Board shall grant a diploma to a veteran who completes the required application and meets the following requirements:

1. Was honorably discharged from the Armed Forces of the United States of America.
2. Served in the United States military between September 16, 1940 and December 31, 1946.
3. Attended high school between 1937 and 1946 and would have been a member of a graduation class during the years 1941 through 1950 but did not graduate due to entry into military service.

Veterans of Korean War

In order to recognize and honor veterans who left high school prior to graduation to serve in Korean War, the Board shall grant a diploma to a veteran who completes the required application and meets the following requirements:

1. Was honorably discharged from the Armed Forces of the United States of America.
2. Served in the United States military between June 27, 1950 and January 31, 1955.
3. Attended high school between 1947 and 1955 and would have been a member of a graduation class during the years 1951 through 1957 but did not graduate from high school due to entry into military service.

Upon proper application, the Board may award a diploma posthumously to a veteran who meets the stated requirements. The Superintendent shall submit to the Board for its approval the names of veterans eligible for a high school diploma.

Child Custody/Parental Rights

Spring Ford Area School District Board Policy 238

In cases where a child does not live with both natural parents, the district has a need to designate an individual or more than one individual with the responsibility and ability to make decisions on behalf of the child.

As used herein, and except in the case of separated parents with equally shared physical custody, the **Parent of Record** is defined as that person with whom the child resides and who is identified in the school records as being responsible for school purposes. Where the parents of the child are both living with the child or, where separated, the physical custody of the child is equally shared between the parents (both parents shall be deemed Parents of Record). Although other parents or guardians who are not deemed Parents of Record may have input in such decisions, the Parent of Record shall have final responsibility for all educational and medical decisions required by the district. Where legal custody (as opposed to physical custody) of a child is explicitly granted to a single individual through a court order, court approved custody stipulation or other court directive, the individual to whom legal custody has been granted shall be designated as the Parent of Record and the legal custodian despite any physical custodial arrangements for the child that might indicate otherwise.

Where the legal custodians of a child have executed documents permitting a district resident to accept responsibility for the child pursuant to 22 Pa. Code §11.19, then that district resident shall be the Parent of Record upon properly executing an affidavit of support. Thereafter, exercise of authority by the legal custodians shall be deemed a withdrawal of permission for the district resident to act as provided in 22 Pa. Code §11.19.

As used herein, **legal custody** shall mean the ability and right to make particular decisions concerning the subject child. It shall not be used to indicate that physical custody has been legally decided.

A **resident** parent shall be defined as a child's parent, whether natural or adoptive, residing with the child. A **non-resident** parent shall be defined as a child's parent, whether natural or adoptive, not residing in the same residence as the child.

The school district shall comply with the wishes of the parent who has obtained court awarded legal custody of the child regarding the other parent's rights, in so far as possible and in accordance with law and the dictates of any court orders. The Board reserves the right to request written documentation of any custody award or any adjudication determining parental rights. All instances of legal and physical custody of the child, whether through informal arrangement or court order, shall be notated in the pupil's files.

Court Orders

In all cases where a custody order has been entered that sets forth either legal custody or physical custody rights over a child enrolled in the school, it shall be the duty of each parent to submit a copy of such an order to the district, so that the district may place it in the child's file. Such an order is expected to set forth the physical and legal custody rights of each party, as well as any visitation rights retained by parents or any other person. If the court order allows the parents to negotiate the terms of physical custody, the parents must submit a written physical custody schedule signed by both parents, along with the court order.

No Court Order – Living Exclusively With One Parent

In those instances where a child is residing with a single resident parent but no court of competent jurisdiction has entered an order providing for the custody of the child, the Board shall recognize the Parent of Record as the individual with authority to make educational decisions concerning the child. Under these circumstances:

1. The non-resident parent may participate and is encouraged to participate in the educational process of the child.
2. All correspondence should be sent to the Parent of Record.
3. The child shall not be released to the non-resident parent without a court order or the Parent of Record's permission. In the event the administration receives a court order to release the child to the non-resident parent or any other person or agency, it shall comply with the order but will seek to notify the Parent of Record prior to the release of the child.
4. Access to a child by the non-resident parent during school hours will occur under staff supervision.
5. All school information that shall be sent shall be directed to the Parent of Record. Additional copies of all the child's records may be obtained by either parent upon submission of a written request for the information desired. Such a request shall be made separately for each instance that documents are desired.
6. The Parent of Record shall be notified of any request by the non-resident parent for copies of any item from the child's educational record.

Legal Custody Awarded To One Parent Only

When the courts have awarded legal custody, as opposed to physical custody, the right to make educational decisions for the child lies with the individual granted legal custody. In this case, involvement of the individual without legal custody, despite any physical custody arrangement that might suggest otherwise, should be subject to the approval of the individual with legal custody and any applicable court order. Where a custody order does not make reference to legal custody, then legal custody shall be deemed to be equally shared. Except as otherwise provided by law, all correspondence, notices and records shall be sent solely to the Parent of Record absent direction from the Parent of Record to release the same to any other person. Except as provided in a current custody

order or other order, no child is to be released to the non-resident parent without first attempting to contact the Parent of Record and obtaining permission for the release. Access to a child by the non-resident parent shall not occur except under the terms set by the Parent of Record or prescribed in the most current court order.

Joint Or Shared Custody

Where there is a joint custody, or shared custody, both parents may be equally involved in the educational process. Principals should make reasonable efforts to involve all parties in the education of the child, however, the Parent of Record shall have the final say in decisions affecting the child, unless state law or order of the court indicates otherwise. In a joint or shared custody situation:

1. The district will make reasonable efforts to release the child from school only to the person with awarded or arranged period of physical custody.
2. Absent a court order that specifically indicates otherwise or submission of documentation pursuant to 22 Pa. Code §11.19, one parent must be a resident of the school district and the student must reside with said parent at least fifty percent (50%) of the time in order to be enrolled or to continue to attend classes in the school district.

General Provisions

Official school records must use the child's legal name as recorded on the birth certificate or court document. School teachers and administrators are permitted to use the surname preferred by the student and guardian in day-to-day school activities. If a child seizure is anticipated, appropriate school personnel, law enforcement and the Parent of Record should be alerted to this possibility.

In cases of any doubt as to the appropriate level of access to afford a parent to a child or a child's educational record, the Superintendent should be contacted and, if not resolved, the advice of the school solicitor or district magistrate should be sought.

Upon a change in custodial status, the Parent of Record must complete the district's custodial parent form.

Anonymous Communications

Spring-Ford Area School District Board Policy 906.1

The Board recognizes the value to school governance of public comment on educational issues and the importance of involving members of the public in Board meetings.

The Spring-Ford Area Board of Education believes the public has the right to bring before the Board issues and concerns they may have about items on the agenda or about things in general which affect the District or their children.

District employees and Board members receive many telephone calls, texts, e-mails, social media connections or comments and letters each day. On occasion, the caller or the author of the text, e-mail, post or comment and/or letter is anonymous. This type of communication is difficult, at best, for the District administrative staff to address. Accordingly, anonymous communications received by District employees and/or School Board members shall be discarded and not acted upon unless it contains an immediate concern for student, staff and/or community safety and well-being. Any student, staff and/or community safety and well-being concern will be addressed and may be forwarded to the appropriate authorities.

In addition, anonymous on-line complaints, posts, comments and/or feedback on social media websites or applications may also be disregarded and not acted upon unless it contains an immediate concern for student, staff and/or community safety and well-being. Any member of the public who wishes to use social media to provide comments on educational issues or other concerns are encouraged to do so on the District's social media website or application.

For the purposes of this policy, the term Anonymous Communication shall mean any communication, regardless of the manner or medium by which it is transmitted (examples: telephone call, letter, e-mail, social media post/comment, etc.), which does not identify the person or entity making the communication, or which appears to identify the person or entity making the communication but that person or entity cannot be independently verified to be a resident or taxpayer of the Spring-Ford Area School District.

Community Use Of School Grounds And Playgrounds

Spring-Ford Area School District Board Policy 707.1

As a service to the community and in accordance with laws, the Spring-Ford Area School District will allow the use of public school grounds, fields and playgrounds by individuals and associations for educational, recreational, social and like purposes for the best interest of the community. No use of school grounds and playgrounds is permitted during the hours school is in session. Appropriate signage will be placed at each school. Permission to use school grounds, fields and playgrounds is granted when such use will not interfere in any way with the regular extra-curricular programs and activities of the school.

Rules For Grounds And Playground Use

1. Maintain proper conduct. The use of obscene language is not permitted.
2. Users of the grounds or playground will respect the personal property of others.
3. Users of the grounds or playgrounds will refrain from causing intentional harm.
4. Use, possession, or distribution of illegal drugs, drug paraphernalia, tobacco or alcohol is strictly forbidden.
5. Skateboards, motorized recreational vehicles, three/four-wheel all-terrain vehicles, dirt bikes, and snowmobiles are prohibited.
6. Roller skating, roller blading and bike riding are permitted on paved areas only, not on tennis courts or the track.
7. No pets are permitted inside Coach McNelly Stadium.

It is the responsibility of the parents/guardians to control the conduct of their children on school grounds and playgrounds.

Public Attendance at School Events

Spring-Ford Area School District Board Policy 904

The Board welcomes the public to all student athletic and other activities and events held by the school district, but the Board also acknowledges its duty to maintain order and preserve the facilities of the district during such events.

The Board and the administration has the authority to bar the attendance and to remove any person at a district activity and/or event whose conduct may constitute a disruption. The Board also prohibits alcoholic beverages, the use of tobacco products, gambling, and the use of controlled substances by any persons in its school buildings and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district. The district shall annually notify staff, parents and members of the public about the district's tobacco use policy by publishing such in handbooks, newsletters, posted notices, and other efficient methods.

The Board establishes the following regulations with respect to fees for district-sponsored events:

1. A schedule of fees for all district-sponsored events shall be prepared by the Superintendent.
2. Upon application to the Department of Athletics, senior citizens, and residents of the district sixty-two (62) years of age or older shall be admitted without charge to student athletic and other district sponsored events.
3. District residents and their immediate family who are economically disadvantaged may apply for a complimentary pass. The application shall be made on forms and in accordance with confidential procedures promulgated by the Superintendent.

For purposes of this policy, the term **economically disadvantaged** shall be defined as:

- a. Head of household exonerated from payment of per capita tax (or an individual's complimentary pass for exonerated payment of the per capita tax) ; or
 - b. Having a child who qualifies for Free and Reduced Lunch Program; or
 - c. Meets the definition of economically disadvantaged as defined by the No Child Left Behind and regulations adopted pursuant thereto as amended from time to time.
4. District personnel and members of their immediate family will be admitted without charge to all such district-sponsored events. Immediate family is defined as father, mother, brother, sister, son, daughter, husband, wife, parent-in-law or near relative who resides in the same household, or any person with whom the employee has made his/her home.
 5. Board members and former members and their immediate family will be admitted without charge to all district-sponsored events. Immediate family is defined as father, mother, brother, sister, son, daughter, husband, wife, parent-in-law or near relative who resides in the same household, or any person with whom the board member has made his/her home.
 6. The Board will honor authorized Pioneer Athletic Conference passes and those league athletic passes from school districts with whom our district is competing and is not a member of the said conference. The Board will honor similar complimentary passes to school-sponsored events issued by other school districts which honor the district complimentary passes.

The Board establishes the following regulations with respect to the conduct of individuals attending district sponsored events. The following are prohibited:

1. Foul and/or abusive language that disrupts the activity/event.
2. Throwing of objects.
3. Unauthorized entering onto the field of play.
4. Interfering with the instructions given by a coach and/or an activity/event advisor to students.

The district authorizes its supervisory and/or security personnel to remove from district property any individual who violates any of these regulations or any law. The Board authorizes the Superintendent to take additional action against the violator, as permitted by law, as an additional penalty for violation of this policy as the Superintendent deems necessary and appropriate, in the Superintendent's discretion to maintain order and safety of persons and property. The district authorized its supervisory and/or security personnel to call police when necessary to maintain order and preserve safety of persons and property.

Curriculum Review By Parents and Students

Spring-Ford Area School District Board Policy 105.1

The Board adopts this policy to ensure that parents have an opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.

The rights granted by this policy are granted to parents of students enrolled in this school district where the students are under the age of eighteen (18) and to the students themselves when the student is age eighteen (18) or over.

Upon request by a parent/guardian or student, the district will make available existing information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.

The following conditions shall apply to any request:

1. To assist the school district in providing the correct records to meet the needs of the requesting party, the request must be in writing setting forth the specific material being sought for review.
2. The written request shall be sent to the Assistant Superintendent for Instruction.
3. The district will respond to the parent or student within ten (10) school days by designating the time and location for the review.
4. The district may take necessary action to protect its materials from loss, damage or alteration and to ensure the integrity of the files, including the provision of a designated employee to monitor the review of the materials.

The Superintendent or designee shall annually notify parents and students regarding the contents of this policy and their rights.

Classroom Visitation

Spring-Ford Area School District Board Policy 907

The Spring-Ford Area School District recognizes the need to provide parents/guardians with reasonable access to their child's classrooms within parameters that ensure the visitations do not interfere with the educational process. In addition, there may be instances when it is necessary for other approved visitors to visit classrooms. This policy and the related procedures establish guidelines governing classroom visits.

School buildings are school district property and their use will be limited to purposes authorized by the Board and the administration. As such, all persons other than regularly assigned pupils and school district employees who enter school buildings shall follow the visitor guidelines and report immediately to the main office.

Any unauthorized person or persons found in school buildings will be directed to the office to register as a visitor or asked to immediately leave the premises, and may be subject to prosecution for trespassing under the provisions of the laws of Pennsylvania.

The Superintendent or designee and building principal have the authority to prohibit the entry of any individual to a district school.

1. Individuals wishing to visit any school within the district shall make arrangements through the principal's office a minimum of twenty-four (24) hours in advance. The visit shall be limited to only the specified purpose in order minimize disruptions and to protect the confidentiality of children in the classroom. Visits will be limited to no more than forty-five (45) minutes per semester per child, unless the principal approves alternative arrangements.
2. Upon arrival at the school, approved visitors shall enter the designated entrance and report to the main office where they will register and receive a visitor badge. The badge shall be displayed at all times during the visit. At the conclusion of the visit, the visitor shall sign out in the main office before leaving the building.
3. Staff members shall be expected to require visitors to display a visitor's pass, confirming they have registered at the school office and received proper authorization.
4. The classroom teacher shall have the right to terminate any classroom visitation if the visitation is affecting normal classroom procedures or causes any disruption to the instruction of the children.
5. Visitors shall refrain from interacting with staff or students or intervening with the instruction unless invited by the principal or teacher to do so.
6. If the visitation is terminated by the classroom teacher and the visitor is asked to leave, the teacher shall immediately notify the principal's office.
7. Should an emergency require that a student be called to the school office to meet a visitor, the principal or designee shall be present during the meeting.
8. Visitors who arrange for a classroom visitation shall be given instructions in written form (or, if the visitor is visually impaired, the instructions will be presented verbally). Visitors shall be required to sign and date a statement verifying they have received, understand, and agree to follow the Classroom Visitation Procedures and Confidentiality Guidelines. Visitors shall not be permitted to visit the classroom until they sign the verification statement.

Transportation

Spring-Ford Area School District Board Policy 810

The Board has elected to provide transportation for students in the Spring-Ford Area School District in accordance with the law and Board Policy. The Board shall purchase, equip and maintain vehicles and/or contract for school bus services for the transportation of students to and from school at regularly scheduled hours and for the transportation of students on field trips and athletic trips.

The school district shall provide transportation solely to students who live within the designated attendance boundaries of the Spring-Ford School District.

All parents/legal guardians are always responsible for their child's safety and conduct prior to boarding the bus and from the time that their child is discharged from the bus.

Resident students will be provided free transportation on established routes provided that:

1. They are elementary school students living further than one and one-half (1.5) miles by the nearest roads from their assigned school.
2. They are secondary school students living further than two (2) miles by the nearest roads from their assigned school.
3. The walking conditions to the school are found to be hazardous by the Pennsylvania Department of Transportation.
4. They are students of special education classes, as provided for in this policy.

The district will use its best efforts when establishing bus routes and schedules so that bus stops may be scheduled to which students can walk in as safe a manner as possible.

The school bus driver shall be responsible for seat assignment, monitoring and reporting of the misconduct of student/students while they are being transported. A student may be suspended from bus transportation by the principal for bus misconduct, in which case, the parents are responsible for the student's transportation.

The Superintendent shall have prepared a map of the district indicating each bus stop and bus route or prepare a schedule of bus stops and an itinerary of bus routes to be used in conjunction with a district map.

The Superintendent shall maintain such records and make such reports regarding school transportation as are required by the State Board of Education. The Superintendent shall have developed rules governing student conduct during transport to and from school; such rules shall be binding on all students transported by the Board.

Bus Schedules: The purpose of bus schedules and routing will be to achieve maximum service with a minimum fleet of buses consis-

tent with rendering a safe, effective and economical service to all students.

Bus Routes: Bus routes will follow the most direct roads practicable for bus travel to serve those students eligible for transportation service. Where an alternative route may be selected without sacrifice of efficiency or economy, preference will be given to that route serving the largest number of students more directly. Routes will be designed to eliminate as many turn around points as possible, and to employ as nearly as practicable the full carrying capacity for each bus trip. No bus will be overloaded. New routes will be established only when full capacity of the trips on existing routes has been reached or is imminent.

Hazardous Routes Between Home and School/Bus Stop: A hazardous route is defined as an unsafe condition caused by potential incompatibility between vehicles and school students, while the students are walking between their home and their school or school bus stop.

Road and traffic conditions shall be evaluated before any highway or section of highway is declared hazardous. The presence or absence of sidewalks shall be a factor in the evaluation but may not be the controlling factor, and all relevant safety factors will be considered in making a determination as to whether or not walking constitutes a hazard to pupils.

Chapter 447 may not be construed to require school buses to stop at every dwelling in the event that a student walking route or a portion thereof is declared hazardous, since such a policy would increase the probability of bus-related accidents. A student shall be required to walk up to 500 feet on a roadway designated as a hazardous walking route when the route is designated as hazardous.

Other factors to be considered are the following: road shoulder width, sight distance, speed of vehicles, number of students assigned at a bus stop, hazardous structure, high vehicular traffic pattern during the time the students are walking to bus stops.

If changes occur in the condition of a walking route that was previously inspected, a reevaluation of the route may be requested by a school district official. Bus routes and bus stops will be established on roads that are under federal, state, county, township, or borough jurisdiction. School transportation vehicles will not be routed over undedicated roads, private roads and private gated roads or into cul-de-sac roadways unless approved by the Superintendent for the purpose of efficiency, safety and to overcome logistical challenges. Prior to a transportation route on an undedicated or private road, the Administration must secure a completed Spring-Ford Transportation Hold Harmless Agreement, as developed by the district and which may be modified from time to time as determined by the district. The agreement shall include, but will not be limited to, written permission to enter the undedicated roadways, a liability waiver for property damage from the property owner and/or Homeowners Association, and inclusion of the district and the Transportation Contractor as an additional insured on its liability insurance and provide a copy to the district. Such an agreement must be signed by the applicable property owner(s), or authorized representatives of a Homeowners Association, the district, and the district's Transportation vendor. The Superintendent, or designee, shall be authorized to enter into such an agreement on behalf of the Board. However, special education students will be given special consideration based on the needs of the child. This may require school transportation vehicles to travel on undedicated roadways.

Authorized Bus Stops: Authorized bus stops will be located where pupils may board and get off, cross highways, and await arrival of buses with the utmost safety permitted by highway conditions.

A child may walk up to a mile and a half to a bus stop. This distance is measured by public roads and does not include the private lanes or driveways where the child must walk. The number of bus stops on each trip will be limited so as to enable buses to run efficiently and in a reasonable time frame. Insofar as educational requirements permit, school schedules will be adjusted to allow maximum utilization of each bus in the system by alternating elementary and secondary trips with the same fleet of buses.

Students using district transportation should understand that they are under the jurisdiction of the school from the time they board the bus until they are deposited at school or at the stop nearest their home.

Special Transportation For Exceptional Children: Children who attend special education classes may be provided transportation service without regard for the usual limitations on distance. Not all exceptional children can or should ride school buses on regular routes because of the nature of their handicaps. The Supervisor of Special Education coordinates with the Coordinator of Transportation regarding students identified as requiring special transportation services. Likewise, the provision of transportation service for exceptional pupils who regularly attend approved day schools outside the district may also be planned as outlined above.

Student Responsibility: Students are required to:

1. Be careful in approaching bus stops, walk on the left, toward coming traffic; be sure the road is clear both ways before crossing the highway.
2. Respect property and wait at the assigned bus stop without damaging or trespassing on private property.
3. Be at the assigned bus stop eight to ten (8-10) minutes before the scheduled time. Be on time for the assigned dismissal bus in order to permit the bus to follow the time schedule. Students shall not be permitted to ride any but their assigned bus.
4. Sit in their assigned seat (K-6). Bus drivers have the right to assign a student (K-12) to a seat in the bus and to expect reasonable conduct in a manner similar to that of a teacher in a classroom.
5. Reach their assigned seat in the bus without disturbing or crowding other pupils.
6. Obey the driver promptly. The driver is in complete charge while the transportation vehicle is in operation.
7. Keep the bus clean and sanitary, neither smoking nor drug use is permitted. No chewing gum, candy, soda, ice cream or other food is permitted on the bus at any time. No animals/pets are allowed. Portable electronic devices (PED – as defined in School Board Policy #237 – Electronic Communication Devices) are only permitted with the use of a personal headset. In conjunction

with the Electronic Communication Policy (#237), all guidelines for the use of PED's are strictly enforced while on school district transportation. The guidelines prohibit the use of PED's with electronic images and photographs, unauthorized audio or video recording and for the purpose to bully, harass or threaten another person. Bus drivers and transportation personnel are authorized to confiscate a student's PED when used in violation of this policy or in an attempt to diffuse a behavioral or unsafe situation. All confiscated PEDs shall be delivered to the building principal's office as soon as practical.

8. Maintain proper conduct. The use of obscene language is not permitted.
9. Keep head, arms, and hands inside the bus at all times.
10. Be respectful to fellow pupils and to the bus driver.
11. Be respectful of bus equipment. Damage to seats and other parts is often unnecessary and always costly. Students will be held responsible for any and all damage to the bus perpetrated by them.
12. Remain seated until the bus stops at designated stop; if crossing you must cross in front of the bus, look both ways as you are crossing to make sure all traffic is stopped.

Video Monitor: Guidelines on video monitors are contained in Policy 810.1.

Child-Care Transportation Services: District administrators shall develop rules for the before and after school child-care transportation service. Students in grades K-6 are eligible for Child Care Transportation provided the day care facility is located in the bus transportation boundary of the attending school. Transportation WILL NOT be provided for any day care facility located in the walking boundary or is located outside of the boundary of the attending school. The Requests for Child-Care Transportation Form must be submitted yearly for review and approval. It is preferred that child-care requests for the upcoming school year be submitted in the spring and summer but no later than the last Friday in July. Until the request has been reviewed (approval/denial), the parents/guardians are responsible for providing alternate transportation. The review process, depending on the time of the year could be for a period not to exceed sixty (60) days. The following criteria will apply:

1. The student must ride the bus on a regular basis. Regular basis shall mean:
 - a. Everyday a.m. and p.m. to and from child care.
 - b. Every a.m. from child care and every p.m. to their residence.
 - c. Every a.m. from their residence and every p.m. to child care.
 - d. Student will not be assigned to more than one (1) bus in any one (1) direction.
2. Services requested must be within the attendance boundary for the school the student attends.
3. Space must be available based on the rate capacity of the bus.
4. Requests will be honored or subsequently canceled (exceeding bus capacity) in order in which they are received.
5. Approval for services on buses which are operating within fewer than ten (10) pupils of their rated capacity shall include notice that service may subsequently be canceled if the capacity of the bus would be exceeded because of an obligation to provide service to additional students who are eligible under the provisions of law for transportation by the school district.
6. Requested stop must be an established stop listed on the transportation schedule.
7. The bus and stop locations must be consistent each day of the week during the school year. Requests which are occasional rather than regular or which involve only a portion of a week, will not be approved. Alternate arrangements for any reason are the responsibility of the parents/guardians.
8. Subject to the foregoing, not more than three (3) requests for change in location to accommodate a modification of child-care arrangements may be sought during a school term.
9. Request procedures:
 - a. Request forms are available on the Spring-Ford website, attending school office and the district office. They must be completed and turned into the attending school office.
 - b. The request form will be reviewed and approved/denied by the Transportation Coordinator.
 - c. Bus contractor and attending school office will be notified of the transportation arrangements. Approval/Denial of childcare logs are kept on file.
 - d. Parents/Guardians will be notified by attending school office of approval/denial of child care request.

See Related Board Policies 103, 121, 304, 317, 417, 517

K-12 Bus Regulations

1. The driver is in complete charge while the bus is in operation.
2. All bus loading at school is to be supervised by staff members.
3. All students are to line up and enter the bus in an orderly fashion.
4. All students will show proper conduct while riding in a school bus.
 - Noise and confusion must be kept to a minimum.
 - Yelling, fighting, or rough play is not permitted.
 - Obscene and foul language is not permitted.
 - Throwing objects on the bus or from the bus is not permitted.
 - Creating a disturbance in any way, shape, or form is not permitted.
5. Students are not permitted to ride any bus but their assigned bus.

6. Improper behavior on a bus may result in an immediate suspension of bus privileges and if the situation reoccurs, the bus privileges may be suspended for the remainder of the year.
7. Parents and visitors are not permitted to enter or ride a school bus.
8. Smoking, eating, or gum chewing is not permitted.
9. Bus Drivers and Transportation personnel are authorized to confiscate a student's Personal Electronic Device (PED) when used in violation of the policy (Policy #237) or in an attempt to diffuse a behavioral or unsafe situation. All confiscated Personal Electronic Devices (PEDs) shall be delivered to the building principal's office as soon as practical.
10. Animals are not permitted on school buses or vehicles used to transport students.
11. Skateboards, scooters, and roller blades are not permitted on school buses and vehicles used to transport students.

Consequences for Improper Bus Conduct:

- Parents will be notified regarding improper bus conduct.
- The student will be assigned a seat on the bus by the building administrator.
- Loss of bus riding privileges for a period of time of 1-5 days.
- Loss of bus riding privileges for a period of time of 6-10 days.
- Loss of bus riding privileges for 11+ days.
- Loss of bus riding privileges for the current school year.
- Discipline in accordance with policies established by the Spring-Ford Area School District.

Note: The building administrator has the authority to suspend bus-riding privileges immediately when behavior is deemed asocial or inappropriate. This bus suspension could be for the remainder of the school year if the situation warrants. In addition, the driver has the authority to assign a seat immediately if the situation warrants.

Bus Transportation Guidelines

Students are not permitted to ride any bus other than their assigned bus and bus stop. Requests to be picked up or dropped off at a different stop or route for students in an emergency situation will need to be submitted in writing to the building principal by both the parent/guardian and host parent for approval. Approval/denial will be based upon reason for request and space available on the bus. Bus drivers will not accept a note for changes in transportation arrangements without signatures from the proper authorities.

Bus Schedule Changes

Bus schedules are subject to change. However, every effort will be made to notify parents and update the schedules on the District website/Skyward. An adjustment of five minutes earlier or later may be made without notification.

Video Monitors

Spring-Ford Area School District Board Policy 810.1

The purpose of the video cameras is to ensure that the student's behavior and safety on the school vehicle is consistent with the established school district guidelines, including but not limited to, student bus conduct as described in the student handbook and the policies of the school district. In addition, to the other general issues, a significant reason for the school bus program is to instill in the student rider that his/her actions on the school bus will result in the same disciplinary procedures that exist in the formal classroom and that safety must be maintained. Video monitoring is more precise and accurate than a bus driver's divided attention through a rear view mirror or his/her personal observation. If unacceptable behavior is recorded and/or reported, timely, appropriate and corrective action are more likely to improve the situation on the school bus.

Cameras: Vehicles will be fitted with a housing that could hold a video camera with audio recording capability. This housing has a red light that will be activated whether it contains a camera or not, making it appear as though a camera is there and recording. If the recording needs to be viewed, the card from the camera will be removed and downloaded at the request of a school or building administrator.

Notification: All riders will be notified as to the possible presence of a video camera with audio recording capability on the school bus annually in the student handbook and on a sign posted on the bus.

Screening: The use of video/audio recording will be for disciplinary consequences only. The film will be reviewed by a school administrator or building administrator to determine if the recording is applicable to reported incidents.

Parent Screening: In the event that a student is disciplined as a result of information derived from the video/audio camera on the bus, the parent may request to view the recording within two weeks. In the event that the principal considers it advisable for the parent to view the recording, the principal may request a viewing be scheduled for the parent.

Discipline: The building principal will determine the appropriate discipline for the student based on the bus driver's report, the interview with the student(s) and the review of the film and district discipline code.

Special Services

Health Services: There will be a continuation of full-time health services in the middle school. There will be a nurse on duty as a professional staff member and she will be available for assistance throughout the day.

Guidance Services: The guidance department functions as an element of the overall educational program by offering services intended to promote the full and complete development of middle school students. Counselors are available to students and their parents for conferences concerning a student's educational progress. Counselors meet regularly with students in groups and individually to help them make positive educational and social adjustments to the demands of the school and their peers. Parents can schedule conferences with counselors by contacting the middle school guidance office. Students who desire a conference with a counselor should sign the "Request for Conference Sheet" in the guidance office. A conference will then be scheduled for the student.

Student Assistance Program (SAP): The existing middle school Student Assistance Team consists of the guidance counselors, an administrator, teachers, and professional counselors from community centers. The role of the team is to help identify students facing personal problems and to refer them to appropriate agencies if necessary. Students seeking help for themselves or others for personal problems are encouraged to confer with team members. Those personnel are obligated to assist students on a confidential basis and contact other professionals or appropriate community agencies which may be of assistance to them.

Home and School Visitor: The District's Home and School Visitor/Social Worker provides an integral link between the home, the school, and the community. Ms. Caterson works closely with students and their families to overcome social, emotional, and other problems that impede learning. She also collaborates with community agencies and provides case management for students requiring multiple services.

Media Center: The media center is an extremely active area of the middle school. Students have access to a wide array of materials, assisting them with class work, yet providing recreational reading, listening, and viewing. The center is open from 7:40 AM to 3:15 PM every school day. At times, reference work pertaining to certain activities may be done during the class periods when teachers accompany the class to the media center. Individual passes are then required in order to use the media center. We assume that students are coming into the media center with media center-related or recreational reading to do and that students will be responsible for their behavior while in the center during this time. Those failing in this responsibility will, for the good of all students, have their media center privileges revoked.

Media Center Guidelines:

1. Books circulate for two weeks and may be renewed as needed.
2. Pamphlets and reference books circulate overnight.
3. Overdue materials are charged to the student at a rate of five cents per school day up to a maximum of fifty cents.
4. Students are responsible for any material signed out of the media center in their name. Lost, damaged, or stolen books must be paid for at the price required to replace the missing item. Therefore, students are urged to take particular care of any materials that they sign out of the media center.
5. Coats may not be worn in the media center during class time, sustained silent reading periods, or after school.
6. Book bags are not permitted in the media center.

Parent/School Relations

Open Lines of Communication: It is important that lines of communication be open between parents and school employees. Parents should feel free to contact individual teachers, counselors, or administrators to discuss problems or concerns. Listed below is a chart that explains who the best people are for specific concerns.

Concern	Contact Person
1. To gather information and discuss academic and/or behavioral progress with specific subject area.	Specific subject area teacher
2. To receive an overview of your child's general academic and/or behavioral progress.	Guidance Counselor
3. To receive advice about a social problem.	Principal, House Principal, Counselor
4. To determine names of "out of school counselors or special services."	Principal, House Principal, Counselor
5. To discuss general in-school behavior.	House Principal, Counselor
6. To receive information regarding school policies.	Principal, House Principal

Visiting School: During the school day, all parents and others who may be visiting the 7th Grade Center and 8th Grade Center must enter through the center front door entrance and report directly to the school office before proceeding elsewhere.

Conferences: Conferences with parents are important and encouraged. However, conference days, which are similar to those scheduled at our elementary schools, will not be held at the middle school. There will be time during regular school days to accommodate

requested parent-teacher conferences. All teams of teachers have common planning time each school day that can be utilized for a parent conference so that a parent can discuss academic and/or behavioral progress in all academic classes.

Home and School Association: It is the desire of middle school officials and many concerned parents to have an active and productive Home and School Association. Through such an association, school staff members and parents can strengthen their activities that are beneficial for our children. We encourage parents to become active members of our Home and School Association. Meetings will be held at the 7th Grade Media Center. Family memberships cost \$20.

How Parents Can Assist Their Children With School

Communicate With Your Child

1. Discuss school with your child regularly. Ask questions to find out what is happening.
2. Pursue questions even when your child is putting you off.
3. Don't be misled by your child's confident manner.
4. Check in the morning to see that your child is taking the necessary materials to school. These include notebook, pencils, textbooks, homework, and lunch.
5. Utilize grade reporting program, Online Grades, to assess student attendance, assignments, and grades.

Controlled Study Time

1. Provide a definite time and place for study and see that the child is there.
2. Insist that all homework is being completed and check it, if necessary.
3. When there is no written assignment, strongly suggest that your child bring home their textbook or notebook and spend some time on review.
4. Insist that child maintain a daily assignment book.

Helping Students with Classwork and Homework

1. Drill on spelling, even if you're not an exceptional speller.
2. Review student work and help your child make corrections.
3. Drill on basic mathematics computations.
4. Review and quiz your child on their notes from class.
5. Assist slow readers in reading and comprehending textual materials.
6. Ask your child to paraphrase, in their own words, concepts being explored in classes.
7. Suggest possible "homework bees" where children can get together with classmates for review, homework completion, and studying for tests.

Student Attitude Towards School

1. Be a positive role model for your child. Engage in activities in your home that reflect concern, interest, and value educational learning experiences.
2. Discuss the purpose and importance of education with your child.
3. Establish and foster positive attitudes toward school and teachers.

Communication Between Parent and School

1. Request a conference as soon as a problem is noticed or a question arises. Don't assume that the problem is too minor. Parents are encouraged to request and retrieve homework assignments for students who are about to face a lengthy absence.
2. Notify your child's counselor privately if home problems arise which are likely to affect your child's behavior and/or academic performance.
3. Utilize grade reporting program, Online Grades, to assess student attendance, assignments, and grades.

How Teachers Will Try to Assist Your Child

1. Provide extra remedial assistance.
2. Have conferences with students and/or parents.
3. Create special situations between the home and school where forms may be used to keep parents better informed regarding academic and/or behavioral progress.
4. Periodically inform students and parents of continued unsatisfactory and satisfactory academic and/or behavioral performance.
5. Maintain continual contact with a child's counselor.
6. Routinely discuss child's academic and/or behavioral progress at team meetings.
7. If school officials and teachers are made aware, we will be responsive to any special needs or circumstances.

Important General Information

Crisis Intervention Plan: Spring-Ford Area School District has in place a crisis intervention plan. A crisis is an event that is extraordinary and, therefore, cannot be predicted. The goal of this plan is, not only to make all professional and support staff aware of the potential

secondary trauma that can occur as a result of a crisis, but to provide them with a means of diffusing highly charged reactions and preventing them from precipitating a secondary crisis.

For these reasons, it is beneficial to all personnel involved with students to have a crisis management plan to aid students during severe emergencies. The purpose will not only address self-destructive behaviors, but also incorporate a team approach to provide counseling services to aid high-risk students in increasing their self-confidence, esteem, and sense of worth. A crisis may occur as a result of natural disasters, drug overdoses, deaths of staff or students, automobile or bus accidents, hostage situations, weapons violations and bomb threats, among others.

The school district has developed this plan so that school personnel can be prepared to deal with a crisis and assist our students in growing emotionally, intellectually, and physically. It provides for reducing the effects of trauma, providing services to students to help them cope with traumatic situation and reduce post-traumatic stress, maintaining a cohesive school community, demonstrating preparedness and connecting with outside agencies in the event of a crisis.

Driving Students to and From School: At the 7th Grade Center, parents are requested to load and unload pupils at the back of the building near Door #21, as all students must enter the building through the cafeteria doors. Buses load and unload in front of the building. Signs are posted as automobiles are forbidden access to the bus loading area. At the 8th Grade Center, parents are requested to load and unload pupils in front of the building. Buses load and unload by the main entrance to the gymnasium. Signs are posted as automobiles are forbidden access to the bus loading area.

Withdrawal from School: The procedure for withdrawing from school for work or transfer to another school (moving) is as follows: a clearance slip must be secured from the office which must be signed by all teachers as indicated. In each withdrawal case, a letter must be submitted in person by a parent or guardian verifying the withdrawal. We request that the letter include the name of the school district you are entering.

Working Papers: No minor under eighteen (18) years of age shall be employed without an employment certificate. **These may be obtained at the Senior High School's 10-12 Center.** The birth certificate or legitimate proof of birth must be presented upon making application. A physical examination may be required for some applicants. A parent or guardian must be present to sign when making application. If a parent is not available to sign in person, a notarized form is required.

Attendance Policy

Spring-Ford Area School District Board Policy 204

The Board requires that school-aged students enrolled in district schools attend school regularly, in accordance with state laws. The educational program offered by this district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in district schools during the days and hours that school is in session, except that a principal/assistant principal may excuse a student for temporary absences when receiving satisfactory evidence of mental, physical, or other urgent conditions that may reasonably cause the student's absence.

Students are expected to be in school, on time. The Board considers the following conditions to constitute reasonable cause for absence or lateness from school:

1. Illness.
2. Quarantine.
3. Injury.
4. Required court attendance.
5. Death in family.
6. Family emergency.
7. Family educational travel with prior approval.
8. Other excused absences if approved by district office.

A written excuse note signed by the parent, legal guardian or attending physician is required upon the student's return to school. Failure to submit a written excuse signed by the parent, legal guardian or attending physician within three (3) school days of the student's return to school will be recorded as an unexcused and/or unlawful absence. Messages left on the district absentee hot line are not accepted in place of the written excuse note. Attendance need not always be within school facilities. A student will be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction or health care; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction. All absences from school for religious holidays or for religious instruction shall be excused, and no student so excused shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday. The Board shall, upon written request of the parents or guardians, release from attendance a student participating in a religious instruction program acknowledged by the Board. Such instruction shall not require the child's absence from school for more than thirty-six (36) hours per school year, and its organizers must inform the Board of the child's attendance record. The Board shall not provide transportation to religious instruction.

The Board will recognize other justifiable absences for part of the school day. These shall include medical or dental appointments,

court appearance, driver examination and/or family emergency.

The Superintendent of Schools or the Superintendent's designee(s) shall excuse the following students from the requirements of attendance at the schools of this district:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught, except that such students and students attending college who are also enrolled part-time in the district schools shall be counted as being in attendance in this district.
3. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.
4. Students sixteen (16) years of age regularly employed during the school session and holding a lawfully issued employment certificate.

The Board may report to appropriate authorities infractions of the law regarding the attendance of students below the age of seventeen (17). The Board shall issue notice to those parents and guardians who fail to comply with the statutory requirements of compulsory attendance that such infractions will be prosecuted according to law.

The Superintendent or designee shall develop procedures for the attendance of students which:

1. Ensure a school session that conforms with requirements of state regulations.
2. Govern the keeping of attendance records in accordance with state statutes.
3. Impose on truant students appropriate incremental disciplinary measures for infractions of school rules.
4. Identify the chronic truant, investigate the causes of truant behavior, and consider modification of the student's educational program to meet particular needs and interests.
5. Ensure that students legally absent have an opportunity to make up work. As a general practice and upon return from an excused absence, students will be allotted two (2) days to make up academic work for each day absent (this does not apply to long term assignments of which students were already aware.)
6. Issue written notice to any parent or guardian who fails to comply with the compulsory attendance statute, within three (3) days of any proceeding brought under that statute. Such notice shall inform the parent or guardian of the date(s) the absence occurred, that the absence was unexcused and in violation of law, that the parent is being notified and informed of his/her liability under law for the absence of the student, and that further violation during the school term will be prosecuted without notice.

When either of the following conditions exist, the school principal shall require a physician's excuse for each period of absence:

1. A persistent, systematic pattern of absence has been established (i.e. every Monday, or once each week).
2. More than ten (10) days of absence has been accumulated during the current school year.

An absence or period of absence shall be deemed unexcused if a physician's statement is not submitted as required under the provisions of this policy.

If a student has been absent three (3) days or the equivalent, without lawful written excuse, signed by the parent/legal guardian or attending physician, the principal/assistant principal will issue to the parent/legal guardian written notification that future unexcused and/or unlawful absences will not be permitted. Additional unexcused and/or unlawful absences will result in a citation being issued in accordance with the Pennsylvania School Code.

Habitually truant shall mean absence for more than three (3) school days or their equivalent, following the first notice of truancy, given under section 1354 of this act. A person may be habitually truant after such notice.

A **chronic truant** is defined as a pupil who has fifteen (15) days of unexcused and/or unlawful absences.

If any pupil of compulsory school age is a chronic truant, the school principal/ assistant principal is authorized to proceed against the child before a juvenile court as provided by the School Code in accordance with the laws of the commonwealth.

Repeated infractions of Board policy requiring the attendance of enrolled students may constitute misconduct and disobedience to warrant the student's suspension or expulsion from the regular school program.

Adult-Sponsored Tours and Trips

Upon receipt of a written request from the parents of the pupils involved, pupils may be excused from school attendance to participate in a family trip provided during the school term at the expense of the parents when such trip is evaluated by the district Superintendent or the Superintendent's designee(s). Pupil participants therein are subject to direction and supervision by an adult acceptable to the district Superintendent or the Superintendent's designee(s) and to the parents of the pupils concerned.

The following regulations are applicable:

1. Absences for non-school trips shall not be excused unless a written request by the parent has been approved by the building principal. Such requests are to be submitted in a format developed by school officials five (5) days prior to the date of the trip.
2. Only ten (10) days of absence for nonschool trips during any school year will be classified as excused. Additional days will be classified as unexcused and/or unlawful and will be subject to the legal procedure prescribed by attendance regulations.
3. Coursework missed during a period of excused absence to participate in a trip must be completed satisfactorily after return to school within fourteen (14) calendar days subsequent to the last approved day of absence. Given adequate notice of planned absences, teachers are requested, insofar as such is possible, to provide an outline of assignments for completion during the period of absence. Work submitted by students in conforming with this requirement is to be evaluated, without penalty, for late submission.

4. Absences from school to participate in adult-sponsored tours and trips may not be approved for students who are failing two (2) or more subjects; for students who are identified as chronic truants and/or, for students for whom a physician's excuse is required.
5. Students who participate in non-school trips of educational merit shall, at the discretion of the teacher, give an oral or submit a written report concerning the highlights of the trip. At the discretion of the teacher, such report may be accepted in lieu of comparable course requirements.

Additional School Attendance Guidelines

Reporting Student Absences

For each day that a student will be absent, the parent or guardian should report this absence by calling the **7th Grade Center Absentee Line at 610 – 705 – 6010 and select option 4 to report an absence of a 7th grade student or the 8th Grade Center Absentee Line at 610 – 705 – 6002 and select option 4 to report an absence of an 8th grade student.** This call should be made prior to 8:30 AM. When making this call, the parent or guardian should report the following:

1. Name of the student,
2. The student's grade and homeroom teacher,
3. The date of absence,
4. The reason for absence,
5. The caller's identity and relationship to the student.

A written note is still required for each absence and this note must be returned to the homeroom teacher within three days of the student absence. A doctor's authorization may be required when a pupil has a communicable disease or in special cases of frequent absences as outlined in Board Policy 204.

Excused Absence: Excused absences include the following: illness, quarantine, death in the immediate family, impassable roads, excused on an emergency permit from the school principal, and exceptionally urgent reasons which do not ordinarily include work at home. **Students must be in school before 10:00 AM to participate in after school or evening activities scheduled for that day.**

Tardiness: Students will initially be assigned detention for tardiness to school. Students will be able to use the office telephones to call home and inform their parents of their detention. Detentions will run from 2:50 to 3:50 p.m., Monday, Tuesday, Wednesday and Thursday. Detentions will be assigned for the fourth, fifth, and sixth unexcused lateness during a given semester. (There are two semesters, with the first ending at the conclusion of the second marking period.) Saturday suspensions will be assigned for the seventh, eighth and ninth lateness. Following the ninth lateness, any additional lateness may result in an out-of-school suspension. Additionally, any student who accumulates beyond nine unexcused tardies may be prohibited from extracurricular activities. Students who fail to attend an assigned detention will be assigned a Saturday suspension, and those students who fail to attend the Saturday suspension will be assigned an out of school suspension. A student who accumulates 15 unexcused latenesses during the school year will be prohibited from attending any school-sponsored social activity.

Early Dismissal: To be excused from a session from school, a pupil must bring a note from home requesting such a dismissal. This note must be approved by the building principal before a student may be excused. Such requests should be kept to a minimum. Medical appointments should be made after school hours, if possible.

Illness: In case of illness, pupils will report to the nurse's office. The school nurse or administrator may excuse a pupil from school for illness.

Leaving School: Students are not permitted to leave the building at any time without permission from building principals.

Enrollment of Students

Spring-Ford Area School District Board Policy 200

The Board shall enroll school age students eligible to attend district schools, in accordance with applicable laws and regulations, Board policy and administrative regulations.

School age shall be defined as the period from the earliest admission age for the district's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.

District of residence shall be defined as the school district in which a student's parents/guardians reside.

School age resident students and eligible nonresident students shall be entitled to attend district schools.

The district shall not enroll a student until the parent/guardian has submitted proof of the student's age, residence, and immunizations and a completed Parent Registration Statement, as required by law and regulations.

The district shall administer a home language survey to all students enrolling in district schools for the first time. The district shall normally enroll a school age, eligible student the next business day, but no later than five business days after application. The district shall immediately enroll identified homeless students, even if the student or parent/guardian is unable to produce the required documents.

The district shall not inquire about the immigration status of a student as part of the enrollment process.

Enrollment requirements and administrative regulations shall apply to nonresident students approved to attend district schools, in accordance with Board policy.

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's admissions policy by publishing such policy in the student handbook, parent newsletters, district web site and other efficient methods.

The Superintendent or designee shall develop and disseminate administrative regulations for the enrollment of eligible students in district schools.

See Related Board Policies 138, 201, 202, 203, 216.1, 251

Eligibility of Nonresident Students

Spring-Ford Area School District Board Policy 202

The Board shall operate district schools for the benefit of students residing in this district who are eligible for attendance.

The Board may permit the admission of nonresident students in accordance with terms of this policy.

The Board shall require that appropriate legal documentation showing dependency or guardianship or sworn statement of residential and financial support be filed with the Superintendent of Schools before an eligible nonresident student may be accepted as a student in the district schools. The Board may require a resident to submit additional reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the Department of Education. The Board shall require legal documentation for continuation of enrollment to be submitted annually.

The Board reserves the right to verify claims of residency, dependency and guardianship and to remove from school attendance a nonresident student whose claim is invalid. The Board shall address children who are homeless in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Children or youth, and their families, who are living in a shelter, transitional housing, motel, vehicle, campground, on the street, or doubled up with relatives or friends due to a lack of housing are considered to be homeless.

If information contained in the sworn statement of residential support is found to be false, the student shall be removed from school, and tuition shall be charged for the period of attendance in the district.

The Board shall not be responsible for transportation to or from school for any student residing outside school district boundaries or elementary school attendance boundary.

Tuition rates shall be determined in accordance with statute, and shall be charged monthly, in advance of attendance.

It is the policy of the district not to accept non-resident tuition students except as required by law and in accordance with this policy.

Nonresident Children Placed in the District

Any child placed in the home of a district resident by a court or government agency shall be admitted to the schools and shall receive the same benefits and be subject to the same duties as resident children.

Inmates of Institutions

A child who is an inmate of an institution for the care or training of children located within this district is not a legal resident of the district by such placement; but she/he shall be admitted to district schools, and a charge shall be made for tuition in accordance with statute, so long as required by law.

Future Residents

Upon written application to the Superintendent, the children of families who expect to become residents of this school district and who have signed a contract to buy, build, or lease a residence in the district shall be admitted to Spring-Ford Area School District on or after the beginning of the semester during which they expect to become residents. No tuition will be charged unless the parents fail to submit proof of residence in the district within ninety (90) school days after the date of initial entry. Tuition charges for those who fail to qualify as residents shall commence at the end of the ninety (90) day grace period and will continue until such time as residence within the school district is established. Tuition charges shall be as provided under Section 2561 of the Public School Code. Tuition for the remainder of the school year must be paid in full between the 91st and 101st school day or the student will be disenrolled.

Former Residents

Any senior student moving from the district during the school year shall be allowed to complete that academic year only after proof of residency within the district has been established the first day of the student school calendar and a written application has been made to the Superintendent. Students in other grades who move from the district after March 15 shall be entitled to complete that academic year only tuition free.

Foreign Exchange Students

All organizations seeking to place foreign exchange students in the Spring-Ford Area Senior High School must first seek the initial approval of the principal and final approval of the Board.

The American Field Service and Rotary will be given the first opportunity to place foreign exchange students in the senior high school because of the high level of support which they are able to provide. Other organizations will be permitted to place foreign exchange students in the senior high school only if they can prove special needs or there are other extenuating circumstances.

The proper procedure for any organization to follow would be to contact the high school for a meeting to discuss the foreign exchange program prior to notification of any host families. Determination can be made at that time whether to proceed or not for the next school term. It is recommended that the number of foreign exchange students be limited to a maximum of two per school year.

Other Nonresident Students

Nonresident students may be admitted to the district without payment of tuition in accordance with Section 1302 of the Pennsylvania Code and with appropriate affidavits and evidence provided in accordance with the district's administrative requirements showing legal dependency, guardianship, residential and financial support of the student or legal and primary physical custody in accordance with governing law.

The student must live full-time and not just for the school year with district residents who assumed legal dependency or guardianship or residential support of the student.

The Superintendent or designee shall develop procedures for the enrollment of nonresident children which:

1. Admit such students only on proper application and submission of required documentation by the parent or guardian on the sole discretion of the Board, unless required otherwise by law.
2. Prior to accepting a student for enrollment, the administration will require proof of residency. The Board reserves the right to verify the residency of any enrolled student at any time.
3. Do not exclude any eligible student on the basis of race, creed, color, gender, sexual orientation, national origin, ancestry, or handicap/disability.
4. Deny admission where the educational facilities or program maintained for district students is inadequate to meet the needs of the applicant.
5. Make continued enrollment of any nonresident student contingent upon maintaining established standards of attendance, discipline and academics.

Regulations

1. All categories of nonresident students shall be considered for entry or continued attendance only after a written application has been submitted to the office of the Superintendent. Tuition students shall not be accepted without prior approval by the Board.
2. The Superintendent is authorized to approve the attendance of future residents who qualify for tuition-free attendance. S/He is also responsible for referring for approval of the Board all cases in which a future resident fails to establish residency in accordance with Board policy.
3. The principal shall be responsible for ascertaining the residency status of students who seek enrollment in the district's schools, providing direction to nonresidents concerning the provision of district policy, and giving prompt written notice to the Superintendent or his/her designee of any change in student residency status addressed by this policy.

Field Trips/Educational Trips

Spring-Ford Area School District Board Policy 121

The Board recognizes that field trips/educational trips when used as a device for teaching and learning integral to the curriculum are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips/educational trips can:

1. Supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate school experiences to the reality of the world outside of school.
4. Bring all resources of the community natural, artistic, industrial, commercial, governmental, and educational within the ambit of a student's learning experience.
5. Afford students the opportunity to study real things and real processes in their actual environment.

For purposes of this policy, a **field trip/educational trip** shall be defined as any journey by pupils away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

The Superintendent or designee shall approve all field trips/educational trips for Grades K-12. Board approval is required for overnight trips. School buses ordinarily will be used for transportation. Commercial carriers may be used for certain trips. The use of private vehicles by staff members for transporting small groups of students may be authorized, provided the driver has required liability insurance. Transportation by students and parents will not be permitted.

Students on field trips remain under the supervision and responsibility of this Board and are subject to its rules and regulations.

The Board does not allow any staff members to take student(s) on any field/educational trip without approval of the Superintendent or designee. The Board does not endorse, support or assume responsibility in any way for any staff member of this district who takes students on trips not approved by the Board or Superintendent. Each grade in each school in grades K through 8 should have at least one regular field/educational trip annually, which includes all eligible students in that grade. The Superintendent shall prepare procedures for the operation of a field trip/educational trip which shall insure that:

1. The safety and well-being of students shall be protected at all times; with first-aid kits required on all field/educational trips;
2. Parental permission is sought and obtained before any student may be removed from a school for a field trip/educational trip;

3. The principal approves the purpose, itinerary, and duration of each proposed trip; and
4. The principal is responsible to notify parents of parental responsibility for transportation when the approved carrier cannot meet school transportation timelines.
5. Teachers, with the approval of the principal, are allowed a considerable degree of flexibility and innovation in planning field trips/educational trips.

Field Trips/Educational Trips other than Overnight

The following will control all field trips/educational trips which are between 9 a.m. to 2:15 p.m., before and beyond the school day, and out of state:

1. All students must have parent permission forms completed and signed.
2. Field trips/educational trips for Grades K-12 must be planned in accordance with established guidelines.

Overnight Field Trips/Educational Trips

The following will control all field trips/educational trips of more than a single day in duration that are conducted in lieu of regular school programming:

1. All students must have parent permission forms completed and signed.
2. Approval must be secured from the Board at least six months prior to the scheduled dates of the trip. No request for an overnight trip will be considered unless the trip is described in detail listing a complete itinerary and the plan for financing all necessary expenses.
3. After approval, the trip sponsor or sponsors must conduct an evening meeting to which all parents of the students are to be invited. The primary purpose of the meeting will be to explain in detail the trip proposed, length of trip, cost of trip, and how the money will be raised. One week after the meeting, approval of the trip by the parents will be requested in writing. If more than twenty-five percent (25%) of the parents of the children to be involved in the overnight trip reject the trip, it must be cancelled. Four months prior to the overnight field trip, seventy-five percent (75%) of the students must be committed by written permission and requested deposit to participate in the trip.
4. Forty (40) days prior to the trip, eighty percent (80%) of the anticipated expenses of the trip must be accumulated or the trip must be cancelled and the money refunded. Funds acquired through fund raising projects shall be expended for other approved field trips, instructional materials, or contracted instructional services approved by the building principal and Superintendent.
5. The plan shall include explicit provisions for financing the necessary expenses of those students who would otherwise be financially unable to take part in the trip.

Specialized Field Trips/Educational Trips

Exceptions to the timelines may be made by the Superintendent for trips which result from student academic or extracurricular competition.

Chaperone Guidelines for Educational Trips

When you volunteer to serve as a chaperone on your child's field trip, you are helping to extend the regular curriculum beyond the classroom and the school. Your role as a chaperone is an important one and requires that you accept certain responsibilities. The purpose of the following Chaperone Guidelines is to provide you with an overview of Spring-Ford School District's expectations for chaperones and students. Should you require any additional information, or have any other questions or concerns, please feel free to contact your child's teacher or the house principal. Chaperones are required to submit Volunteer Clearances.

1. Parents/Chaperones should arrive 15 minutes prior to departure for a field trip.
2. Chaperones will be assigned to a small group of students. Please be sure that you know the names of all the children in your group. Name tags or a list of students' names will be supplied by the teacher.
3. It is the responsibility of the chaperone to keep track of their group for the entire duration of the field trip. At no time should students be left unsupervised. Keep children within your sight at all times.
4. Watch children carefully; always think of the children's safety first. Be alert to potential dangers.
5. Adults, both chaperones and school staff members, should address the needs of all students, not just those in your assigned group. If you see that a child needs help or is not following the rules, please do what you can to remedy the situation.
6. Inform the teacher immediately if a child refuses to follow your directions.
7. While riding on the bus, chaperones are responsible for their group. Please sit with your assigned group, both to and from the trip destination. If driving your own vehicle, you should know how to get to the trip destination or must be able to follow the bus.
8. Chaperones must remember that the purpose of the trip is to supplement the curriculum. Students should be kept on task at all times.
9. Pay careful attention to your group's schedule. Look for any specific activity times and arrive promptly in order to participate in the lesson. Groups must not leave the designated trip location.
10. Chaperones should pace their group carefully during the trip experience. Be sure to spend time at each exhibit or station, making an attempt to learn as much information as possible. The children may be excited or overly anxious at times. Try to keep them focused on everything there is to see and do.
11. Chaperones are not permitted to purchase extra snacks or souvenirs for any children.
12. Chaperones should devote all of their attention to the students assigned to them. Therefore, other family members, especially young children are prohibited from participating in the trip.

13. District policy prohibits smoking at any time during school trips.
14. Chaperones are responsible for their own lunch and beverage on trips.
15. Report all disciplinary concerns or accidents directly to classroom teachers. Be prepared to state what happened.
16. Do not release students to anyone other than their teacher or designated school personnel.

General Behavior Guidelines

While on a field trip, Spring-Ford School District students are expected to:

- Practice good manners at all times.
- Keep their hands and feet to themselves.
- Respect others.
- Use self control at all times.
- Remain with the group leader at all times.
- Stop and Think before speaking or acting.

Field Trip Bus Safety

Please enforce the following bus rules:

- All passengers, children and adults, must remain seated at all times.
- Children may not switch seats.
- No food or drink is permitted on the bus.
- Children must use quiet voices on the bus
- If the windows are open, children must keep their hands, arms and all objects inside the bus.

Field Trip Medication Guidelines

It is a violation of licensing laws in Pennsylvania for the Certified School Nurse or Registered Nurse to delegate the nursing function of medication administration to a non-licensed person. When a student will require the administration of medication while on a field trip, every effort should be made to accommodate the student's parent/guardian on the trip to administer medication. Only emergency medications (Epinephrine and Rescue Inhalers) will be sent on field trips by the School Nurse, as immediate access to emergency medications is critical and lifesaving interventions may be administered by a non-licensed person.

Health Requirements and Policies

Student Wellness

The Spring-Ford Area School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. To promote a healthier school environment and student achievement, Spring-Ford Area School District students will learn about and participate in positive dietary and lifestyle practices.

Community Volunteers

The Spring-Ford Area School District Board values the unique contributions made by parents, guardians and community volunteers to the educational and extracurricular programs of the school district. Accordingly, the board encourages the use of parent/guardian and community volunteers, subject to certain requirements and procedures as set forth below.

Definition of a Volunteer

A volunteer is defined as any individual who performs a service for the school district without compensation, remuneration or other consideration and who otherwise meets the requirements of this policy. A volunteer must be at least 18 years of age. A volunteer need not be a parent/guardian of a student enrolled in the school district. A volunteer, for purposes of this policy, shall include but is not limited to the following opportunities:

- Serving as a daily classroom, library or office assistant
- Assisting with classroom or building special events/celebrations
- Chaperoning a single day field trip and/or overnight field trip/competition
- Volunteering with any of the district interscholastic athletic teams and musical performance groups
- Advising or assisting an extracurricular activity
- Providing supplemental assistance to a student

Holding the position of a volunteer is not a right, but a privilege conferred upon the volunteer by the Board, acting through the building principal of each school within the school district. All volunteers have specific requirements that need to be completed PRIOR to participating in any volunteer experience. The major changes to the revised Community Volunteer Policy include:

1. Spring-Ford Volunteer Registration and Disclosure Statement – Each year, all volunteers shall be required to complete and sign the Spring-Ford Volunteer Registration and Disclosure Statement and the Tuberculosis Exposure Risk Assessment Questionnaire. These forms must be submitted to each school building that the volunteer wishes to volunteer in and will be kept on file in the main school building office.

2. Child Protective Services Law – Under amendments to the state Child Protective Services law, all teachers, staff, administrators, contractors and volunteers who come into contact with students must obtain specific clearances. Prior to participating in any volunteer opportunity, each Spring-Ford Area School District volunteer shall be required to complete and submit the following three clearances:
 - Act 34: PA State Background Check (free for volunteers)
 - Act 151: Child Abuse Clearance Report (free for volunteers)
 - Act 114: FBI Criminal Clearance Report (\$27.50 for volunteers)

To ensure student safety in our schools, SFASD is requiring volunteers to obtain all three clearances. The cost for these required background clearances shall be covered by the volunteer. All clearances must be received BEFORE the volunteer activity. All visitors and volunteers will still be required to use the Raptor Visitor Management System upon entering each school.

Overnight/Foreign Travel

Spring-Ford Area School District Board Policy 121.1

The Board of School Directors recognizes valuable educational experiences may be gained by students in a setting other than the classroom. It is, therefore, the policy of the Board to permit student educational travel pursuant to guidelines and conditions herein set forth. Two (2) categories of student educational travel are delineated for grades K-12:

1. Overnight trips.
2. Foreign travel.

The following conditions shall apply to all overnight and foreign trips:

Superintendent/Board Approval

Any overnight trip shall require the written approval of the Superintendent or his/her designee upon the written recommendation of the principal and approval by the Board at a School Board meeting. The request must be submitted no less than six (6) months prior to the planned trip. The Superintendent may waive the six (6) month requirement in special circumstances. Fundraising campaigns may not be initiated for the specific event before approval is granted by the Superintendent and School Board.

In the event that a school board meeting is not scheduled prior to a post-season athletic event, extra-curricular activity and/or club competition advancement of similar situation, the Superintendent or his/her designee has the authority to approve the specific overnight travel and will notify the school board members of the decision. At the next regularly scheduled board meeting, the specific overnight travel will be on the agenda for ratification.

Dissemination Of Information: An information flyer for either school sponsored overnight travel and/or school sponsored foreign travel approved by the Superintendent and School Board may be distributed to interested students during the appropriate class or extra-curricular activity.

Parental Permission: The sponsor of the school sponsored approved trips shall acquire written permission from the parents/guardians for each participant for each trip. Copies of the written permission slips shall be kept on file by the appropriate principal.

School Facilities And Transportation: The sponsor of the approved trips may use school facilities to meet with students and parents/guardians involved in the trip. The purpose of the meeting is to disseminate information related to the trip. The use of vans or private automobiles for trips planned to include late night or overnight student travel should generally be avoided. Such trips should generally use commercial motor coaches paid for by the participants of the trip.

Cost: Students may be charged for the cost of overnight and activities trips; however, provisions may be made by the sponsor to provide financial assistance so that students of all economic backgrounds are able to participate. Students will be refunded the cost of the trip minus any applicable administrative fees should the trip be canceled.

Chaperones: An overnight extracurricular trip for high school students shall be attended by a minimum of one (1) chaperone per twelve (12) students; the preference is to include at least one (1) chaperone of the opposite sex. A request for an exemption to this requirement must be submitted with the Trip Approval Request form. If the trip is approved by the School Board and Superintendent, substitute coverage will be provided, at district expense, for the sponsor and chaperones. A chaperone, who is not an employee of the school district, must be in full compliance with Policy 916 – Community Volunteers including all necessary paperwork and clearances prior to attending the trip.

Conduct: Students, faculty and chaperone volunteers participating in an approved school sponsored overnight/foreign travel field trip are bound by personal conduct standards as stated in the Spring-Ford Area School District Policy Manual.

Tentative Itinerary: The application for an overnight trip shall be accompanied by a tentative itinerary to include purpose/value of the trip, anticipated departure and arrival times, housing arrangements, and activities in which the students are expected to participate. Cost estimates and plans for paying for the trip are to be provided at the time of the request. A detailed itinerary must be provided to the Superintendent and the building principal prior to departure. When in the judgment of the Superintendent, the safety and security of the students and faculty involved in a field trip are endangered; the Superintendent or his/her designee shall cancel an approved field trip.

Examination Week: Overnight trips are not to be scheduled during exam weeks or during the testing window of State Assessments.

Excess Accident Medical Insurance: The school district does not carry Excess Accident Medical Insurance for students and chaperones. Advisors shall require proof of personal medical insurance coverage for all students and chaperones. Students can purchase 24-hour optional volunteer medical insurance coverage with the district, Voluntary Student Accident Coverage Accident Insurance Emergency forms shall be completed to list emergency contact information and give authorization of medical treatment if necessary. The district does not cover for out of pocket medical expenses.

District Funds: No district budget funds may be used to finance such trips without prior approval of the School Board.

Liability Insurance: Liability insurance in an amount not less than \$50,000 shall be provided by the district for all designated employee and nonemployee chaperones while involved in school-sanctioned activities.

Trip Reimbursement Insurance: Trip reimbursement/return transportation insurance must be made available for purchase individually to all students and volunteer chaperones of a school-sponsored foreign travel event by the sponsoring organization.

Fundraising: The cost to students to participate shall be minimized. Through optional fundraising activities, attempts will be made to provide financial assistance so that students of all economic backgrounds are able to participate.

Accounting Substantiation: Spring-Ford Area School District requires a separate account for each foreign trip. A cash receipt journal should be maintained detailing each participant's name, date, payments, and the amount deposited in the bank, or an official financial account statement shall be submitted from the travel agency. The district is to receive the final revenue/expenditure statement upon the completion of the activity.

Overnight Trips Not Endorsed by the Superintendent or School Board: The Board does not endorse, support, nor assume responsibility in any way for any district staff member who takes students on trips not approved by the Board or Superintendent. Any staff members who are organizing a non-endorsed trip with District students must still place the Superintendent or designee on notice of such pending trips. No staff member may solicit district students for such trips in class, on school grounds, using school e-mail, through school provided technology or within district facilities. Employees who violate this direction may be dismissed or otherwise disciplined.

Related Board Policies 121, 218, 317, 417, 517, 916

Health Examinations/Screenings

Spring-Ford Area School District Board Policy 209

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

Each student shall provide a copy of a private comprehensive health examination upon original entry, in sixth grade and in eleventh grade. Each student shall provide a copy of a comprehensive private dental examination upon original entry, in third grade and in seventh grade.

A school health and/or dental examination can be conducted at the parent's in lieu of the private examination.

The district will accept reports of privately conducted physical and dental examinations completed within one year prior to a student's entry into the grade where an exam is required.

Each student shall receive, from the school nurse or medical technician, vision tests, hearing tests, height and weight measurements and other tests deemed advisable, at intervals established by the district.

The individual records of health examinations shall be maintained as a confidential record, subject to all applicable laws, regulations and Board policies. A student who presents a statement signed by the parent/guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial menace to the health of others.

Where it appears to school health officials or teachers that a student deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be informed; and a recommendation shall be made that the parent/guardian consult a private physician or dentist. The parent/guardian shall be required to report to the school the action taken subsequent to such notification. When the parent/guardian informs the school of financial inability to provide an examination, the school shall advise him/her of the availability of public assistance. Where no action is taken, the school may conduct further examinations. Parents/Guardians of students who request a school physical and dental examinations or screenings shall be notified. The notice shall include the date and location of the examination or screening and notice that the parent/guardian may attend or may submit a copy of a private physical and/or dental examination or screening. Such statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs.

The Superintendent or designee shall instruct all staff members to observe continually students for conditions that indicate health problems or disability and report promptly such conditions to the school nurse.

The Superintendent or designee shall request an adequate health record from the transferring school for each student transferring into the district. The Superintendent or designee shall ensure that notice is provided to all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).

See Related Board Policy 216

Additional Information Regarding Examinations

Health Information Card

Cards will be sent home with students on the first day of school. The cards provide the school nurse with important information relevant to the student in the event emergency care needs to be administered. This information includes known allergies, health history, and the names and telephone numbers of a relative, friend, or neighbor authorized by the parent(s)/guardian(s) for the district to contact should we be unable to reach a parent/guardian in the event of an emergency. Each student is required to have a card on file. Parents/guardians should complete the form and return it to school immediately after the first day of school. The school nurse should be informed of changes to this information throughout the year. In the case of an extreme emergency when a parent/guardian or authorized emergency contact person cannot be reached, your child will be transported to a hospital if necessary.

PA School Health Law Requirements

A comprehensive confidential health record is kept on every student. Every child of school age attending school within the Commonwealth of Pennsylvania must provide record of the following health services per mandated school health laws:

- Dental exams: upon entry to school (K or grade 1), grade 3, and grade 7
- Physical exams: upon entry to school (K or grade 1), grade 6, and grade 11

PA state physical and dental exam forms can be found on the district website under district health forms or your school nurse can provide you with a blank form if necessary. It is recommended that the examination be done by your family doctor/ dentist since they can best evaluate your child's health status and assist you in obtaining the necessary follow-up treatments and corrections. Otherwise, annual school dental and physical exams will be arranged by your school nurse and you will be notified of the date and time of the exams.

Annual Screening Exams

All students will receive annual vision screening, annual growth screening (height, weight, body mass index calculation), and a hearing screening in grades K, 1, 2, 3, 7, and 11. Screenings for scoliosis occur in sixth and seventh grades.

A referral will be sent home for any student that does not pass the screening exam indicating the need for further follow up by a health care professional. Growth screening information will be available through "Skyward Parent Access Health Information."

Annual Body Mass Index Screening

Each student's Body Mass Index (BMI) and BMI percentile will also be calculated. This growth screening information, which will include your student's BMI percentile, will be available through Skyward Parent Access Health Information.

Administration Of Medication

Medication should be scheduled around school hours if possible. Medication orders are required from a physician for all prescription and over-the-counter medicine, as well as herbal remedies. The order from the physician must include:

- Student's name
- Name, signature, and phone number of the licensed prescriber
- Name of medication
- Route and dosage of medication
- Frequency and time of medication administration
- Date of the order and discontinuation date
- Specific directions for administration if necessary

All medications administered in school require the completion of the "Authorization for School Medication Administration" form found on the district website (www.spring-ford.net) under Forms, Health. A new prescription is needed EVERY school year for medicine that is taken on a long term basis. Physicians' orders (licensed prescriber's order) do not carry over from one (1) school year to the next. They are good for one (1) school year and summer only.

A parent/guardian or a responsible adult designated by the parent/guardian should deliver all medications to the school. The medication must be in the original over-the-counter or pharmacy labeled bottle. Prescription medication labels must contain:

- Student's name, address, telephone number and Federal DEA (Drug Enforcement Administration) number of the pharmacy
- Patient name
- Directions for use (dosage, frequency and time of administration, route, any special instructions)
- Name and registration number of the licensed prescriber
- Prescription serial number
- Date originally filled
- Name of medication and amount dispensed
- Controlled substance statement, if applicable
- Medication in plastic bags or containers other than their original pharmacy container are NOT acceptable.

For life threatening allergic reactions, oral Benadryl and/or epinephrine may be administered. If you prefer epinephrine NOT be given please contact your School Nurse for more information. It is recommended that any student who should NOT receive epinephrine for emergencies wear a medi-alert bracelet indicating this.

Inhalant Use for Asthma

All students who have a prescribed inhaler may carry the inhaler while in school providing the “*Authorization for School Medication Administration—Instructions for Use of Inhaler at School*” form is completed, signed by both prescribing physician and parent or guardian and on file in the health office. The student must comply with all instructions and regulations associated with carrying and self administering the inhaler while at school. The student shall notify the school nurse immediately following each use of an asthma inhaler during the school day. Students not in compliance with these school policies regarding self administration of their inhaler while at school risk loss of the privilege to carry their inhaler during the school day.

Possession/Use of Asthma Inhalers/Epinephrine Auto-Injectors

Spring-Ford Area School District Board Policy 210.1

The Board shall permit students in district schools to possess asthma inhalers and epinephrine auto-injectors and to self-administer the prescribed medication in compliance with state law and Board policy.

Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.

Epinephrine auto-injector shall mean a prescribed disposable drug delivery system designed for the self-administration of epinephrine to provide rapid first aid for persons suffering the effects of anaphylaxis.

Self-administration shall mean a student’s use of medication in accordance with a prescription or written instructions from a licensed physician, certified registered nurse practitioner or physician assistant.

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

1. A written request from the parent/guardian that the school complies with the order of the licensed physician, certified registered nurse practitioner or physician assistant.
2. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that states:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Times medication is to be taken.
 - d. Length of time medication is prescribed.
 - e. Diagnosis or reason medication is needed, unless confidential.
 - f. Potential serious reaction or side effects of medication.
 - g. Emergency response.
 - h. If child is qualified and able to self-administer the medication.

The student shall notify the school nurse immediately following each use of an asthma inhaler or epinephrine auto-injector.

The district shall require a statement from the licensed physician, certified registered nurse practitioner or physician assistant for the continued use of a medication beyond the specified time period.

A written request for student use of an asthma inhaler and/or epinephrine auto-injector shall be submitted annually, along with required written statements from the parent/guardian and an updated prescription.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.

Students shall be prohibited from sharing, giving, selling, and using an asthma inhaler or epinephrine auto-injector in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy shall result in loss of privilege to self-carry the asthma inhaler or epinephrine auto-injector and disciplinary action in accordance with Board policy.

If the district denies a student’s request to self-carry an asthma inhaler or epinephrine auto-injector or the student has lost the privilege of self-carrying an asthma inhaler or epinephrine auto-injector, the student’s prescribed medication shall be appropriately stored at a location in close proximity to the student or in the Health Suite. The student’s classroom teachers shall be informed where the medication is stored and the means to access the medication.

The district shall annually distribute to students and parents/guardians this policy along with the Code of Student Conduct.

See Related Board Policies 113.1, 216, 218 and 227

Communicable Diseases and Immunization

Spring-Ford Area School District Board Policy 203

In order to safeguard the school community from the spread of certain communicable diseases, including Acquired Immune Deficiency Syndrome (AIDS), the Board requires the following procedures to be used.

A. Immunization

All students shall be immunized against certain diseases in accordance with Pennsylvania statutes, unless specifically exempt for religious or medical reasons. No student shall be admitted to school for the first time who has not been immunized against such diseases as are enumerated by the Advisory Health Board and in the manner directed by the Secretary of Health. These diseases are listed in the student handbooks, subject to annual review.

The implementation of this policy shall be the responsibility of the Superintendent or the Assistant Superintendent and the building principal of each school building in the district, who shall be subject to the sanctions of law for violation of the State statute for immunization of pupils.

A child shall be exempt from the requirements for immunization whose parent or guardian objects in writing to such immunization for religious grounds or whose physician certifies that the child's physical condition contraindicates immunization.

The Superintendent shall annually review the State standards for immunization of pupils and direct the responsible district personnel accordingly; inform parents and guardians of children prior to their entry to school for the first time of the requirements of immunization, the requisite proof of immunization, the exemption available for religious or medical reasons and the means by which such exemptions may be claimed; and investigate and recommend to the Board such district-sponsored programs of immunization as may from time to time be warranted by circumstances and the health is subject to Board approval.

B. Health Records

The District shall require that prior to admission to school for the first time that the parent(s) or guardian shall complete a medical history report form which shall include information regarding known communicable diseases. The nurse or school physician may use such reports to advise the parent of the need for further medical care as set forth in Policy No. 209.

The school nurse(s) shall report the presence of suspected communicable diseases to the appropriate local health authority as required by the Department of Health. All health records shall be confidential and their contents shall be divulged only when necessary for the health of the child or at the request of the parent or guardian to a physician.

As part of the health record, a certificate of immunization for each child enrolled shall be maintained as established by the Pennsylvania Department of Health. The district may require that the parents or guardian complete a medical history report form which shall include information regarding known communicable diseases. The Board shall require that the medical history information submitted with health and dental examinations required under Policy 209 "Health Examinations" be periodically revised to include recent medical advice as to communicable diseases.

C. Attendance

The following policy shall supplement the Board's Policy No. 204 on student attendance by establishing guidelines for the attendance of students with communicable diseases.

The Board authorizes that students who have been diagnosed by a physician or are suspected of having the disease by the school nurse shall be excluded from school for the period indicated by regulations of the Department of Health for certain specified diseases and infectious conditions.

Students who have been diagnosed by a physician as being absent due to a communicable disease not specifically listed by the Department of Health or who have been diagnosed as a carrier of such disease may be excluded for the protection of the school community under the following procedures. Consistent with the right to a free public school education, and the obligation to protect the health and welfare of its clientele, the Spring-Ford Area School District establishes this policy and related procedures pertaining to the attendance, admission, or exclusion of children known to be infected with human T-lymphotropic virus type III/lymphadenopathy associated virus (including children diagnosed as having AIDS). The purposes of the policy and procedures are to:

1. Provide the Board with information and/or recommendations based on the particulars of each case.
2. Assure confidentiality of pupil records and to be sensitive to the needs of the infected child.
3. Ascertain that all educational options for the child have been examined.
4. Offer the Board recommendations based on medical knowledge and expertise prevailing at the time of decision.

The Board further directs that it shall be a responsibility of the Assistant Superintendent for Instruction to implement the procedures and assemble the data required for presentation to the Board at the time a recommendation concerning school attendance is presented by the Superintendent. The following procedures are to be implemented immediately upon receipt of knowledge by the District that a child is infected with human T-lymphotropic virus type III/lymphadenopathy-associated virus (including children diagnosed as having AIDS):

1. The school physician will be directed to seek medical confirmation from the attending physician or to examine the child and perform such tests as are required to make a diagnosis.
2. An infected student will immediately be certified by the District as eligible for homebound instruction while the case is being investigated to determine the most appropriate educational placement.
3. The Pennsylvania Department of Health shall be consulted. Specifically, the Department is to be given the particulars of the case and the written advice of the Department is to be requested.
4. The guidelines issued by the Center for Disease Control (or other such agency recommended by the Pennsylvania Departments of Health and Education) pertaining to children infected with human T-lymphotropic virus type III/lymphadenopathy associated virus (including children diagnosed as having AIDS)—current at the time the decision is to be made—are to be reviewed and a summary report containing details relevant to the case is to be prepared.

5. Each case is to be evaluated by an advisory medical review board consisting of at least three of the following: the school physician, the student's physician, a physician on the staff of the Pennsylvania Department of Health, and one or more physicians in private practice. The written recommendation of the advisory panel will be based on an evaluation of medical risks to the student, other students, and school employees.
 6. After the aforementioned reports have been received and reviewed, the Assistant Superintendent, Director of Special Services, and principal shall examine all educational options that are available and prepare a written recommendation to the Superintendent. These options would include, but are not limited to:
 - a. normal school attendance
 - b. change of assignment within the school district
 - c. classification as handicapped student
 - d. classification as exceptional student in need of special education
 - e. continuation of homebound instruction
 - f. excusal from school upon parental request
 - g. exclusion from school for health reasons
 - h. exclusion from school for reasons other than health
 7. The District solicitor is to be consulted by the Assistant Superintendent. The solicitor shall review the written reports and provide a written opinion attesting to the legality of the proposed course of action.
 8. All professional employees knowledgeable about the child, the infection, and the decision to be made are to be reminded of the sensitivity of the matter and their legal obligation to preserve confidentiality.
- The Assistant Superintendent for Instruction and the Superintendent will review all of the material prior to making recommendations to the Board. Those particulars of the case which can be released without impinging on the obligation of confidentiality shall, on request, be shared with the Board.

Exclusion from School: Communicable and Non-Communicable Diseases

Spring-Ford Area School District Board Policy 203.1

A. When the school nurse identifies symptoms of the following conditions, a student shall be excluded from school and may not return to class or ride the school bus until s/he receives approval and clearance by the school nurse, or, if requested by the school nurse or principal, a doctor's certificate of clearance for returning to school:

1. acute contagious conjunctivitis (pink eye)
2. impetigo contagioso
3. pediculosis capitis (head lice). Nits are to be removed from the child's head before the child is permitted to return to school.

B. The school nurse may exclude from school a student who exhibits the symptoms of various communicable diseases such as:

1. unusual skin eruptions
2. soreness of throat
3. suspected diseases of eyes

C. The school nurse may exclude from school a student who exhibits the symptoms of various communicable diseases as listed below. A child shall not be permitted to return to school without a doctor's Certificate of Condition, satisfactory treatment, and complete recovery:

1. pediculosis corporis (body lice)
2. scabies
3. tinea circinata (ringworm)
4. favus (ringworm of scalp)
5. trachoma
6. symptoms of whooping cough

D. For the following contagious childhood diseases, specified periods of exclusion are required. If a student is to be readmitted in less than the required days, a doctor's certificate must be presented. Unless otherwise notified, the school will consider the first day absent as the first day of onset. All periods of exclusion shall be based on calendar days.

1. measles: six days from onset of rash
2. whooping cough: four weeks from onset
3. respiratory streptococcal infection including scarlet fever: seven days from onset
4. chicken pox: six days from onset
5. German measles: three days from onset
6. mumps: 6 days from onset

E. Exclusion and isolation shall be required for the following diseases. A student will only be readmitted upon presentation of a release from health authorities.

1. diphtheria
2. bacillary dysentery
3. infectious hepatitis
4. meningococcal infectious
5. poliomyelitis

6. salmomellocis
7. streptococcal infections
8. tuberculosis
9. typhoid
10. whooping cough

F. Other absences: The student will be readmitted to school upon presentation of a written excuse signed by the parent or guardian.

Additional School Guidelines:

All students with head lice will be temporarily excluded from school. The child must be shampooed with a special lice shampoo and the home environment must also be treated for complete success in eliminating the problem. When your child returns to school following treatment, s/he must be brought to school by a parent. **S/he may not ride the bus until he/she is examined by a school nurse and found to be free of all nits (lice eggs).** S/he must receive approval and clearance by the school nurse of present a doctor's certificate of clearance for returning to school, if requested by the school's principal or nurse. It is the parent's responsibility to establish a mutually convenient time with the school nurse for examination of the student's head before approval will be granted for re-entrance into school.

CHIP (Children's Health Insurance Program)

CHIP is Pennsylvania's program to provide quality health insurance for children of working families who otherwise could not afford it. It is not a welfare program. Information concerning CHIP can be obtained by calling 1-800-986-KIDS or at www.chipcoverspakids.com.

Student Discipline

Spring-Ford Area School District Board Policy 218

It is a common desire of parents and teachers to promote good behavior in school. It is most likely even the desire of most students. Demanding appropriate behavior is not the only important element of good education—but it is a very important first Step. Behavior which infringes on the rights of others necessitates disciplinary action by professional personnel who have a basic responsibility to teach good citizenship and to assist each student to develop self-control.

The School Board has the authority to make reasonable and necessary rules governing the conduct of students in school. These rules for students in kindergarten through twelfth grade are called the Code of Conduct. The School Board shall include policies governing student discipline and a listing of student rights and responsibilities. Students have a right to a free and full education. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process. Students should express their ideas and opinions in a respectful manner. It is the responsibility of the students to conform with the following:

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

Rules governing student conduct shall require students to conform to reasonable standards of socially acceptable behavior; respect the rights, person, and property of others; preserve the degree of order necessary to the educational program in which they are engaged; obey constituted authority and respond to those who hold that authority.

The Board prohibits the use of corporal punishment as a form of discipline for students in the district. Corporal punishment is defined as any form of physical contact with intent to punish. However, reasonable force may be used by teachers and school authorities under any of the following or similar circumstances:

To quell a disturbance.

1. To obtain possession of weapons or other objects deemed to be dangerous in the judgement of the teacher and/or school authority.
2. For the purpose of self-defense.
3. For the protection of persons or property.

The Superintendent with the school principal shall prepare rules for students which provide for:

1. Parental conferences.
2. Sequential discipline.
3. Suspension from school attendance in accordance with Board policy.

4. Expulsion from school attendance in accordance with Board policy.
5. Referral to alternative school.
6. Referral to juvenile authorities.

The Superintendent shall publish and provide to all students and their parents the rules of this district regarding the code of student conduct and the sanctions which may be imposed for breach of those rules. The Code of Conduct shall be adopted by the Board. A copy of the Code of Conduct shall be provided to students and parents through the senior high school, middle school, intermediate school and elementary handbooks distributed to all students in kindergarten through twelfth grades at the beginning of each school year. A copy of the Code of Conduct shall also be made available in each school library.

The building principal and/or the assistant principal shall have the authority to assign discipline to students, subject to the rules and regulations of the Board and to the student's due process right to notice, hearing, and appeal, as required by applicable law. If the student is a student with a disability, the principal and/or assistant principal must consult the student's IEP or Chapter 15 Service Agreement.

Teaching staff members and other employees of the Spring-Ford Area School District having authority over students shall have the authority to take such reasonable actions as may be necessary to control the conduct of students in all situations and in all places where such students are within the jurisdiction of the Spring-Ford Area School District Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

When disciplining students with disabilities the district is also subject to federal and state law applicable to students with disabilities. For such students, Board members and employees must refer to the Individual with Disabilities Education Act, its accompanying regulations, and Pennsylvania regulations in Chapter 14, as well as Section 504 of the Rehabilitation Act, and Chapter 15 of the Pennsylvania regulations. Consistent with Chapter 14 and Board Policy 113.1, punishment for a manifestation of a student's disability is not permitted.

Role of the Principal and/or the Assistant Principal: The principal and/or assistant principal assumes the responsibility for overseeing the condition of discipline in his/her building. Each principal and/or assistant principal is responsible for establishing a positive learning environment for all students.

Role of the Teacher: The child's classroom teacher provides the first level of intervention in the event of a disciplinary problem. The teacher, utilizing situational leadership, collects information, assesses each problem, and determines what action will be appropriate and effective.

Role of Parents: It is anticipated that parents will embrace the Spring-Ford Discipline Policy and support school and district rules

Middle School Expectations for Behavior

Level I - Offenses Leading To Detention (AM, Lunch, PM)

1. Unexcused tardiness to school.
2. Lateness to class and other assigned areas.
3. Unbecoming behavior in peer relationships.
4. Improper corridor/stairwell behavior (running, excessive noise, shoving, etc.).
5. Eating food/chewing gum in class or in halls.
6. Loitering in halls or lavatories.
7. Failure to return official school forms in required time.
8. Unauthorized presence in the building.
9. Littering or misuse of school property.

Level II - Offenses Leading To Suspension

1. 2-5 Demerits
2. Two (2) or more dress violations.
3. Misuse of corridor pass or privilege.
4. Forgery (report cards, excuses, and other school forms).
5. Cutting classes, assemblies, lunch, study halls, clubs, homerooms.
6. Display of inappropriate conduct at any school-sponsored activity.
7. Abusive language (includes profanity and/or inappropriate gestures).
8. Failure to report to office when sent by school personnel.
9. Failure to report to discipline meeting.
10. Verbal and/or written threats to others.
11. Minor bus infractions.

12. Leaving class without permission.

13. 5-8 Demerits

14. Leaving school building or school property without permission.

15. Truancy.

16. 5-10 Demerits

17. Violation of the Tobacco Use Policy.

Level III - Offenses Leading To Suspension Or Expulsion

3-5 Demerits

1. Improper auditorium conduct.
2. Improper cafeteria conduct.
3. Minor vandalism, littering, misuse of school property.
4. Failure to report for assigned detention.
5. Disrespect for school personnel.

5-10 Demerits

1. Open defiance and contempt for authority.
2. Refusal to leave class when ordered.
3. Willful destruction of school property/major vandalism.
4. Possession and/or use of an amplified light device (for example, a laser or similar devices).
5. Disruptive behavior which causes an interruption or disruption to the school and education environment and process.
6. Asocial behavior - unwillingness to conform to conventional behavior.

5-20 Demerits

1. Peer harassment (verbal and/or physical).
2. Fighting - two (2) or more individuals engaged in harmful and/or offensive contact (will be referred to school police

and/or local police).

3. Willful destruction of school property.
4. Persistent asocial behavior.

5-30 Demerits

1. Participation in a theft (may be referred to school police officer).
2. The following offenses may result in immediate suspension, as warranted by the administration. Parents/Guardians will be afforded the opportunity, if requested, for an informal hearing for an explanation of the incident and consequences. The offender may also be recommended to the Superintendent for further action.

20-30 Demerits

1. Theft (will be referred to local police).
2. Assault and Battery - the application of force to another resulting in harmful or offensive contact (will be referred to local police).
3. Violation of the Sexual Harassment Policy.
4. Violation of the Terroristic Threats/Act Policy.
5. Violation of the Hazing Policy.
6. Severely asocial behavior.
7. Disruptive behavior which causes severe disruption to the school and education environment and process.
8. Behavior which places others in peril.

30 Demerits - Immediate 10-day suspension (referred to police)

1. Deliberate physical attack on school personnel.
2. Intentional entrance without consent from the building principal into restricted noneducational area(s) such as boiler room/maintenance room(s), catwalk(s), ceiling, roof and technology wiring closets.

Penalties For Accumulated Demerits: Students In Grades 7-8

1. A student who reaches a level of five (5) demerits will be alerted and a letter will be sent to the home. The student may request a meeting with the house principal.
2. A student who reaches a level of ten (10) demerits will be suspended for up to three (3) days. A student who has been suspended from school will not be eligible to participate and/or attend any social activities, i.e. school dances, movies, etc. for a minimum of thirty (30) school days and/or until the end of the marking period, whichever period is longer.
3. A student who reaches a level of twenty (20) demerits will be suspended for up to five (5) days.
4. Any student who is subject to school suspension for a second time or has twenty (20) or more demerits during the school year will be ineligible to seek election or serve as a class officer or member of student government, attend and participate in interscholastic athletics, or attend and participate in student activities for the remainder of that school year. This includes all school activities, during the day and evening, including commencement and commencement exercises.
5. A student who reaches the level of thirty (30) demerits will be suspended for up to ten (10) days.
6. A student who has exceeded thirty (30) demerits will be suspended for up to ten (10) days for each multiple of ten (10) demerits beyond thirty (30) demerits.
7. A student who accumulated forty (40) or more demerits may be recommended to the School Board for expulsion.
8. A student who goes through a forty-five (45) school day attendance period free of any demerits will have up to five (5) demerits removed.

Additional Sanctions

1. A student who has been suspended from school will not be permitted to participate or attend any school-sponsored curricular or extracurricular activities or student activities conducted on or off school premises for the duration of the suspension.
2. Any student in violation of the following infraction(s) during the school day or while attending or participating in school-sponsored curricular or extracurricular activities, conducted on or off school premises, shall be ineligible to seek election or serve as a class officer or member of student government, participate in interscholastic athletics, or participate in student activities for a period of one (1) calendar year from the date of the incident:
 - a. Violation of the Drug Abuse Policy.
 - b. Possession, use and/or under the influence of alcohol.
 - c. Stealing or vandalism requiring severe disciplinary action.
 - d. Violation of the Weapons Policy.
 - e. Violation of the Sexual Harassment Policy.
 - f. Violation of the Terroristic Threats/Acts Policy.
 - g. Violation of the Hazing Policy.Any student who receives an expulsion from the school district shall be ineligible to seek election or serve as a class officer or member of student government, participate in interscholastic athletics, or participate in student activities for a period of one (1) calendar year from the date of expulsion.

Right of Appeal

A parent/guardian may have one appeal for probationary reinstatement to school activities after a period of not less than 45 school days. No student will be permitted to become a member of any school-sponsored activity which has already officially started for that school year. An Appeal Board must be convened within 10 school days after receiving the request for appeal. The Appeal Board shall consist of seven members. Members of the Appeal Board shall consist of:

1. Three members of the professional staff.
2. One building administrator.
3. One guidance counselor.
4. Two Board members.

The Appeal Board shall give consideration to at least the following:

1. Grades.
2. Demerits.
3. Attendance.
4. A counseling plan.
5. Letters of recommendation from any or all of the following (*at least two will be required*):
 - 1) Staff members.
 - 2) Parents/Guardians.
 - 3) Clergy.
 - 4) Employers.
 - 5) Community organizational leaders.

See Related Board Policies 113.1, 123, 218.1, 218.2, 221, 222, 226, 227, 233, 247, 248

After School Detention

Detentions run from 2:45 p.m. to 3:45 p.m. on Tuesdays and Thursdays at the 7th Grade Center. Detentions run from 2:50 p.m. to 3:50 p.m. at the 8th Grade Center. Detention by classroom teachers is also provided for make-up work, failure to do homework, and a disciplinary measure. Pupils so assigned must report as indicated and remain for the full length of time assigned. Detentions should be served within five (5) school days of the infraction. Detention takes precedence over any school activity. Students will be required to provide their own transportation. An attempt will be made to have students contact parents when detention is assigned.

Saturday Detention

Under some circumstances, out-of-school suspensions may be served on Saturday mornings between 8:00 AM and 12:00 noon. Saturday Detentions will be housed at the 7th Grade Center and require that students enter Door #2 through the front main entrance. Provided staffing is available, a student recommended for suspensions, or the student's parent(s), may choose to satisfy the suspension on a number of Saturdays equal to the number of days suspension. Once the choice is made for Saturday detention, failure to report or failure to report on time (8:00 AM) for any scheduled Saturday may result in an out-of-school suspension for the original number of days regardless of the Saturday time already served. Students involved in fights will not be permitted to serve the suspension on Saturday. The administration reserves the right to require that any suspension be served out-of-school instead of on a Saturday.

Students serving suspensions on Saturday are required to provide their own constructive work. No sleeping, talking, eating, or drinking is permitted. Students who fail to bring work to keep busy, or who fail to abide by the rules may be asked to leave and will serve the full suspension out-of-school. Under the discipline system, suspensions served on Saturday result in the same consequences as regular out-of-school suspension.

Electronic Devices

Spring-Ford Area School District Board Policy 237

The Board adopts this policy to establish reasonable rules and regulations to authorize students to possess personal electronic devices in school while still ensuring the presence of these devices do not disrupt the educational environment or are used to distract, harass or threaten other students or staff.

The following definitions shall apply for purposes of this policy:

Personal Electronic Device or PED: an electronic device that emits an audible or visual signal, displays a text message, visual image or otherwise summons or alerts the user of the device in some manner. This definition of this term includes, but is not limited to, CD/DVD/audio cassette tape players, cellular telephones, digital audio players (iPods or MP3 players), digital cameras, digital video recorders, electronic e-mailing devices, laptop computers, tablet computers (iPads and similar devices), pagers, portable game players, radios, smart phones, video cameras or any device that provides a wireless connection to the Internet.

Use shall mean any of the following:

1. Carrying or possessing a PED that is either visible (regardless if it is "on" or "off") or can be heard, or is placed in a location with the expectation and desire that it be visible or audible.
2. A PED that emits an audible signal, vibrates, is in "sleep mode," displays a message or otherwise summons interacts or in any way conveys a message to the device user or any other person at the users direction.

A PED that is "turned off" - such that is not activated and cannot self-activate (which in some devices may require the removal of the power source) and is stored out-of-sight in a container such as a back pack, bookbag, locker, pocket, purse, vehicle, etc. shall not be deemed "in use." The Board restricts use of PEDs by students during the school day in district buildings, on district property, and while students are attending school-sponsored activities during the school day.

Students are solely responsible for safe storage of the PEDs that they choose to bring to school. The school district shall not be liable or responsible for the loss or damage to any PED that a student brings to school, interscholastic athletic events, extracurricular activities or school-sponsored trips or for any data stored on such a PED.

The school district bears no liability for any financial loss directly or indirectly stemming from the confiscation of a PED as a result of a policy violation. The Superintendent or designee shall develop administrative guidelines to implement the district's electronic devices policy. The Superintendent or designee shall annually notify students, parents/guardians and staff about this policy and any administrative guidelines by publishing such policy and guidelines in the student handbook, newsletters, posted notices, and other efficient methods. Personal Electronic Devices may be used by students at appropriate times, as determined by the Superintendent or designee, during the school day, on school grounds, on school buses or other vehicles provided by the district. Administrative guidelines shall be developed by the Superintendent or designee to establish the types of devices that may be used by students and the appropriate use of such devices.

Prohibited Use Of PEDs In School

Electronic Images and Photographs

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing. Students who have received such images, and who are not otherwise involved in the taking or distribution of such images, may report such activity to school officials without violating this policy.

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

Students shall not use PEDs in locker rooms, lavatories or the nurses' office for any reason. Students shall not engage in the unauthorized audio or video recording of another person during the school day. Students shall not use PEDs to bully, harass or threaten another person in violation of school district policies and rules or federal or state laws. Prohibited Use Guidelines shall also apply to student conduct that occurs off school property if:

1. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
2. The conduct has a direct relationship to attendance at school or a school-sponsored activity, such as an agreement made on school property to complete a transaction outside of school that would violate the Code of Student Conduct.

Permissible Use Of PEDs In School

Students may use personal electronic devices in the classroom during the school day for instructional purposes only as authorized by the supervising teacher in each classroom. Use of PEDs for verbal, visual and/or text messaging, without specific authorization of the supervising teacher, shall not be considered an appropriate instructional purpose.

A student using the wireless Internet capabilities on a permitted PED shall abide by the district's computer/Internet acceptable use policy. A failure to do so is a violation of this policy as well as the district's acceptable use policy, and the student will be subject to the consequences for the prohibited use of PEDs, in addition to the consequences set forth in the district's computer/Internet acceptable use policy. Students who serve as members of a volunteer fire company, ambulance or rescue squad may use personal electronic devices during the school day for the exclusive purpose of being called by their company or squad in order to respond to an emergency, if the students have received the prior permission of their building principal.

A student who has an Individualized Education Plan (IEP) or Section 504 plan may use a PED during the school day, if the authorized plan expressly states that the student may use the device for instructional purposes and the device is used in a manner consistent with stated purposes in the plan.

Coaches of interscholastic athletic teams and sponsors of extracurricular activities (School Representatives) shall have discretion to regulate and limit student use of PED's while participating in interscholastic athletics, extracurricular activities and school-sponsored trips where the School Representatives reasonably believe such use will interfere with the particular program.

Enforcement Of Policy

Building administrators are authorized and required to enforce this policy and any administrative regulations under this policy.

Penalties For Violations

Building principals, teachers and security personnel are authorized to confiscate a student's PED when used in violation of this policy. All confiscated PEDs shall be delivered to the building principal's office as soon as practical for return to student at the end of the school day or the student's parent/guardian for a second of subsequent offense.

School administrators may impose additional disciplinary sanctions against students for policy violations, including suspensions from school or recommendations for expulsion from school as warranted by the facts and circumstances in a particular case.

See Related Board Policies 113, 218, 233, 815

Guidelines for Use of Electronic Devices

Students shall comply with the guidelines set by school officials for the educational use of laptop computers and personal electronic devices. The following definitions shall apply:

- Personal Electronic Device or PED is an electronic device that emits an audible or visual signal, displays a text message, visual image or otherwise summons the user of the device in some manner. This definition of this term includes, but is not limited to, CD/DVD/audio cassette tape players, cellular telephones, digital audio players (iPods or MP3 players), digital cameras, digital video recorders, electronic e-mailing devices, electronic readers, laptop computers, tablet computers (iPads and similar devices), pagers, portable game players, radios, smart phones, video cameras or any device that provides a wireless connection to the Internet.
- Laptop computers and personal electronic devices brought to school shall be restricted to instructional-related activities in classrooms at the discretion of the teacher.
- Electronic readers (eg., Kindle, Nook) may be used during non-instructional time in homeroom, in the cafeteria and during indoor recess at the discretion of the principal or supervising staff member.
- Use of cellular phones for talking, checking voicemail, and texting during the school day is prohibited unless approved by the principal or designee.

Violation of Electronic Devices Policy

The following are the consequences associated with the violation of Policy 237:

- **First Offense:** The device will be confiscated and the student's parent/guardian will be notified. The device will be returned to the student at the end of the school day.

- **Second Offense:** The device will be confiscated and the student's parent/guardian will be notified. The device will not be returned to the student. The parent/guardian must appear at the school to collect the device.
- **Third and Subsequent Offenses:** The device will be confiscated and the student's parent/guardian will be notified. The device will not be returned to the student. The parent/guardian must appear at the school to collect the device. The third and subsequent offenses will be treated as open defiance with consequences ranging from detention to suspension.

In addition, any violation of this policy which also involves cheating, harassment, bullying, intimidation, or the invasion of another person's privacy, will be subject to additional consequences. Devices such as laser lights and nuisance devices such as shocking pens, etc. are strictly prohibited. In the event that any criminal activity has occurred, law enforcement will also be contacted.

Cell Phones and Other Electronic Communication Devices

An increase in the number of electronic communication devices, including cell phones, is being observed with elementary-age students. The following guidelines are in place in our district's elementary schools (K-6) for the purpose of preserving the integrity of each building's learning environment. It is assumed that cell phones are provided to elementary age child for emergency use only. Please be assured that during the school day or while being transported by the school district, emergency needs will be addressed by school personnel.

1. All electronic communication devices, including cell phones, are to be *turned off* during the school day. Cell phones may not be set to a silent or vibrate mode. They may also not be set for a standby or "sleep" mode. They are to be turned completely off.
2. Students may not receive cell phone calls or check for messages at any time during the day. If parents have a need to contact their child, they must call the school office and make contact using existing established channels and procedures.
3. Students may not make cell phone calls at any time during the day.
4. The school district and school staff members are not responsible in any way for student electronic communication devices. This includes but is not limited to misuse, loss, theft, or damage to the device.
5. Failure to adhere to these regulations may be cause for school staff members to confiscate the electronic communication device, and require parents to pick up the device in the main office.
6. Laser lights are prohibited in the school and on the school bus.

Suspension And Expulsion

Spring-Ford Area School District Board Policy 233

The Board recognizes that exclusion from the educational program in the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student in this district and one that cannot be imposed without due process. The Board may, after a proper hearing, suspend a child for such time as it deems necessary or may expel him/her from school for a period exceeding ten (10) school days or permanently as it deems necessary. Exclusions affecting certain exceptional children shall be subject to disciplining students under the Individuals With Disabilities Education Act and its accompanying regulations, Chapters 14, 15 and 342 of the Pennsylvania State Board of Education Regulations and Standards.

Suspension - (Exclusion From School)

The principal and/or assistant principal in charge of a public school may suspend any pupil for disobedience or misconduct for a period of one to ten (10) consecutive school days and shall report the suspension to the Superintendent as soon as possible thereafter.

No student may be suspended without notice of the reasons for which s/he is suspended and an opportunity to be heard in his/her own behalf before the school official who holds the authority to reinstate him/her.

The parents and the Superintendent of the district shall be notified immediately in writing when the student is suspended.

If a suspension shall exceed three school days, consistent with the State Board of Education Regulations (22 Pa. Code § 12.8 (c)), the student and parent(s) or guardian will be given the opportunity for an informal hearing with the principal and/or assistant principal. Such hearing shall take place as soon as possible except that, when extraordinary circumstances involving the health and safety of the student or others in the school require immediate exclusion, the hearing may be delayed to such time as circumstances permit. Delaying the hearing will not operate to delay the student's return to school.

A student may be suspended up to 10 school days following a hearing by the principal and/or assistant principal. The following due process requirements are to be observed in regard to the informal hearing:

- Notification of the reasons for the suspension must be given in writing to the parents or guardian and to the student.
- Sufficient notice of the time and place of the informal hearing must be given.
- A student has the right to question any witnesses present at the hearing.
- A student has the right to speak and produce witnesses on his/her own behalf.
- The district shall offer to hold the informal hearing within the first five days of the suspension.

Expulsions

The Board may expel any student whose misconduct and disobedience warrants this sanction for any period exceeding 10 school days, which includes permanently expelling the student from the rolls of the district. No student shall be expelled without an opportunity for a formal hearing before the Board and upon action taken by the Board after the hearing. The formal hearing shall observe the due process requirements of the Pennsylvania State Board of Education Regulations (22 Pa. Code § 12.8 (b)), which include:

- Notification of the case must be sent to the student’s parents or guardian by certified mail.
- Sufficient notice of the time and place of the hearing must be given.
- The hearing must be held in private unless the student or parent requests a public hearing.
- The student has the right to be represented by counsel.
- The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
- The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- The student has the right to testify and present witnesses on his/her own behalf.
- A record must be kept of the hearing, either by a stenographer or a tape recorder. The student is entitled, at the student’s expense, to a copy of the transcript.
- The proceeding must be held with all reasonable speed.
- Where the student disagrees with the results of the hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the U. S. Eastern District Court.

The students who are under 17 years of age and who are expelled, are subject to the compulsory school attendance laws even though expelled, and they must be provided an education.

Parents or guardians who are unable to provide an education for their child shall submit a written statement within 30 days of the adoption of the Board’s resolution to expel that they are unable to do so. The district shall then make provisions for the student’s education. If 30 days pass without satisfactory evidence that the required education is being provided to the student, the district shall recontact the parent and either make provisions for the student’s education, or take action under the Juvenile Act to ensure the student receives a proper education. If the approved educational program is not complied with, the school district may take action to ensure that the student will receive a proper education under the Juvenile Act.

Each suspended student involved in a formal hearing shall be restored to a regular educational program pending the outcome of the hearing, except when in the opinion of the Superintendent, the presence of the student in school poses a danger to him/herself or others as to warrant continued absence. The Superintendent shall develop rules and regulations to implement this policy which shall include:

- The publication of standards in accordance with Board policy on student discipline.
- Procedures that insure due process before the deprivation of a student’s right to attend school and comport with this policy.
- Procedures for periodic case review of expelled pupils each semester.

See Related Board Policies 123, 218, 218.1, 218.2, 222, 226, 227, 248

Confidential Communications

1. Use of student’s confidential communications to school personnel in legal proceedings is governed by statutes and regulations appropriate to the proceeding.
2. Information received in confidence from a student may be revealed to the student’s parents, the principal or other appropriate authority where the health, welfare or safety of the student or other persons is clearly in jeopardy.

Dress And Grooming

Spring-Ford Area School District Board Policy 221

Proper dress and grooming are marks of good citizenship and determine, in many cases, the behavior and attitude of a pupil. When attending school or school functions, a good citizen will wear properly fitted clothing that does not attract excess attention or reflect discredit upon the school. Spring-Ford administration reserves the right to question any mode of dress/jewelry/hair style that is beyond current community/school accepted standards or in any manner jeopardizing to the health, welfare or safety of a student or other students. Any clothing judged to be a disruptive influence in class, or interfering with the educational rights of others, is considered improper dress. Certain types of clothing and hairstyles may be required for physical education classes or for extracurricular activities such as band, athletics, etc. The following are specifics to the Dress Code for Spring-Ford Area School District:

SECTION I. GENERAL

1. Excessively baggy pants or clothing that can conceal items and/or pose a safety hazard are not permitted.
2. Undergarments should not be exposed in any way.
3. All dress and grooming should be appropriate. Students are expected to dress in accordance with good taste and personal pride. Students have the responsibility to keep themselves, their clothes, and their hair clean.

SECTION II. TOPS

1. Tops may not be “low cut” or exposing. Bare midriffs and bare backs are not permitted.
2. The following are unacceptable school attire:
 - a. Tank tops/muscle shirts.
 - b. Spaghetti strap less than ½ inch/halter/mesh tops.
 - c. See-through blouses or shirts.
 - d. Tube tops/crop tops/half-shirts.
3. Any top that allows the midriff, cleavage or undergarments to be exposed is not permitted.
4. Coats, jackets or garments designed for protection from the outside weather are not to be worn in school.

SECTION III. PANTS/SHORTS/SKIRTS

1. Pants, shorts, skirts must be secured and worn no lower than the hip. Low riding/sag style is not permitted.
2. Boxer shorts worn as outerwear are not permitted.
3. Dresses, skirts, and/or shorts are to be fitted for both comfort and appearance, must be in good taste, and appropriate length. Appropriate length is defined as clothing that is not provocative or draws excessive attention.

SECTION IV. OFFENSIVE DRESS

1. Clothing, patches, buttons, pins, jewelry, back packs are not permitted if they:
 - a. Have sexually suggestive writing/pictures.
 - b. Advocate violence.
 - c. Advertise or promote the use of tobacco, alcohol or drugs.
 - d. Have double meaning wording or obscene language.
2. A tattoo (permanent or temporary) must be covered if it:
 - a. Has sexually suggestive writing/pictures.
 - b. Advocates violence.
 - c. Advertises or promotes the use of tobacco, alcohol or drugs.
 - d. Has double meaning wording or obscene language.
 - e. Slogans or symbols designed to be provocative or offensive to others.

SECTION V. FOOTWEAR

1. Some sort of shoe must be worn at all times.
2. Any shoe that poses a safety hazard is not permitted.

SECTION VI. JEWELRY

1. Spiked jewelry, chains or any jewelry that could cause injury or constitute a hazard is not permitted.

SECTION VII. HEAD WEAR

1. Hats, caps, bandanas, sunglasses, visors, and sweatbands are not permitted unless an accommodation is necessary.

SECTION VIII. HEALTH AND HYGIENE

1. Any apparel that is judged to be unhealthy or unsanitary (e.g., clothing that is dirty and/or gives off a foul odor) is not permitted.
2. Each student is expected to maintain good personal hygiene.

SECTION IX. DISCIPLINE

1. Students violating the Dress Code shall be subject to the following discipline:
 - a. **FIRST OFFENSE:** At the building administrator's discretion, the student will be retained in the office until student/professional/staff/parent/guardian provides a proper change of clothing.
 - b. **SECOND OFFENSE:** At the building administrator's discretion, the student will be retained in the office until student/professional/staff/parent/guardian provides a proper change of clothing. Parents/Guardians will be notified by phone and a detention will be issued.
 - c. **THIRD OFFENSE:** Student will be retained in the office until parent/guardian provides a proper change of clothing. In the event that a parent/guardian cannot be reached on the day of the violation, the parent/guardian may be asked to accompany the student to school to meet with the principal prior to his/her return to the classroom.

The rules and procedures have been developed in respect to the Board Policy regarding student dress and grooming. However, solutions to situations not specifically covered are the responsibility of building level administrators. Appropriate decisions will be made based on the intent and spirit of Board Policy. Students and parents/guardians are expected to exercise careful judgment in the selection of appropriate attire for school.

See Related Board Policy 325

Additional Dress Code Guidelines

Students are not permitted to wear pajama bottoms or other forms of sleepwear to school.

Drug Abuse

Spring-Ford Area School District Board Policy 227

The Board recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the whole school community. As the educational institution of this district, the schools should strive to prevent the abuse of drugs.

The possession, use of and/or condition of being under the influence of narcotic drugs or dangerous drugs are defined in the Controlled Substances Act and below. Drugs and the possession of paraphernalia related to the use thereof on school property, buses, or at any school-sponsored function is prohibited. This also includes all substances which constitute so-called bogus or counterfeit drugs.

For purposes of this policy, the term drug, drugs, and/or controlled substances shall mean: all controlled substances prohibited by law; all look-alike drugs; all alcoholic beverages and all malt beverages; any drug paraphernalia including electronic cigarettes; any anabolic steroids; any prescription drug; any mood altering substance; any mind altering substance; and/or, any inhalant except those for which permission for use in school has been granted pursuant to Board policy.

The Board prohibits huffing, vaporizing, unlawful manufacture, possession, use, distribution and/or sale of any drug or controlled substance at any time, on district property at any time, on district-sponsored or sanctioned transportation, and at any district-sponsored or sanctioned event even if conducted off district property.

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs, at the sole expense of the student's parent(s) and/or legal guardian(s).

The Superintendent shall prepare rules for the identification and control of abuse of controlled substances in the schools which shall: establish procedures dealing with students suspected of huffing, vaporizing, unlawful manufacture, possession, use, distribution, and/or sale of controlled substances in the district, on district property, or at district-sponsored or sanctioned events, up to and including expulsion and referral for prosecution; discourage abuse of controlled substances; and establish procedures for the instruction and readmission to school of students convicted of offenses involving controlled substances. In addition, the Superintendent shall ensure that students are made aware of this policy, and that students violating this policy are subjected to the Discipline Code and Discipline Policy.

Incidents of alleged violations by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year. In all cases involving students and drugs, the need to protect the school community from undue harm and exposure to drugs shall be recognized.

Implementation Of Policy

1. Students bringing prescription medication to school for reasons of health must present to the school nurse a note signed by the parent.
2. Students judged to be in need of immediate medical attention will be taken by a staff member to the school nurse.
3. It is the responsibility of each school employee to notify the building administrator of any students who appear to be in apparent need of immediate medical attention, or of students allegedly huffing, vaporizing, unlawfully manufacturing, possessing, using, distributing, and/or selling controlled substances.
4. School personnel and coaches shall not recommend, supply and/or dispense any drug, medication or food supplement. In order to minimize health and safety risks to student-athletes, maintain ethical standards and reduce liability risks, school personnel and coaches shall never condone, permit, encourage, supply, recommend and/or dispense any drug, medication or food supplement recommended by the manufacturer for performance-enhancing purposes.
5. Parents are to be informed of the apprehension of a child for the huffing, vaporizing, unlawful manufacture, possession, use, distribution and/or sale of controlled substances. Evidence will be turned over to the police.
6. The principal and/or the assistant principal is required to notify police of all incidents in which students are apprehended for the huffing, vaporizing, unlawful manufacture, possession, use, distribution, and/or sale of controlled substances on district premises. Any physical evidence of violation of laws relating to drug abuse shall be turned over to police officials by the principal and/or assistant principal. The district will ask the police to cooperate and produce the physical evidence at the hearing.
7. The principal and/or the assistant principal shall give the Superintendent immediate verbal notice of all drug violations. Such notice shall be followed before the end of the subsequent day with a written report setting forth the pertinent details of the incident.
8. Students who violated this policy will be required to receive a Student Assistance Program (SAP) assessment.
9. A student apprehended by school officials for the alleged violation of this policy shall be subject to the following disciplinary procedures:
 - a. The building administrator will immediately implement a ten-day out-of-school suspension.
 - b. The principal and/or the assistant principal shall recommend expulsion to the Superintendent of Schools, on a case-by-case basis.
 - c. The principal and/or the assistant principal shall take all steps necessary to comply with the Individuals with Disabilities Education Act for students with disabilities.
10. All desks, clothing, backpacks, gym bags, and other personal possessions, and lockers used by students shall be subject to inspection by the school authorities when reasonable suspicion exists.

See Related Board Policies 122, 123, 207, 210, 218, 222, 226, 233

Additional School Guidelines

A student violating the drug policy will be assigned to the Student Assistance Program. Parents may elect to have counseling through a community agency or a private practitioner. The following shall be considered included under this policy, along with all other drugs or related materials listed above; alcohol, intoxicants, and other drugs, drug paraphernalia, look-alike or counterfeit drugs, and anabolic steroids.

Hazing

Spring-Ford Area School District Board Policy 247

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

For purposes of this policy, hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in, any organization.

- Any brutality of a physical nature, such as whipping; beating; branding;
- Forced calisthenics;
- Exposure to the elements;
- Forced consumption of any food, liquor, drug, or other substance;
- Any other forced physical activity that could adversely affect the physical health and safety of the individual, and shall include any activity that would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which is intended to or could result in humiliation, extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual; or
- Any willful destruction or removal of public or private property.

For purposes of this policy, any activity, as described above, upon which the initiation or admission into or affiliation with or continued membership in an

The Board does not condone any form of initiation or harassment, known as hazing, as part of any school sponsored student activity. No student, coach, sponsor, volunteer or district employee shall plan, direct, encourage, assist or engage in any hazing activity.

The Board directs that no administrator, coach, sponsor, volunteer or district employee shall permit, condone or tolerate any form of hazing. The district will investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this policy.

The Board encourages students who have been subjected to hazing to promptly report such incidents to the building principal and/or assistant principal. Professional and support employees, coaches and/or activity sponsors must promptly report such incidents to the building principal and/or assistant principal.

District administrators shall investigate promptly all complaints of hazing and administer appropriate discipline to any individual who violates this policy. Students, administrators, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal and/or assistant principal. The district shall annually inform students, parents, coaches, sponsors, volunteers and district staff that hazing of district students is prohibited by means of:

1. placement of written policy in Board Policy Book in each school building,
2. publication in student handbooks,
3. verbal instructions by the coach or sponsor at the start of the season or program and publication,
4. publication in coach's manual in school staff handbook.

Complaint Procedure

1. When a student believes that he/she has been subject to hazing, the student shall promptly report the incident, orally or in writing, to the building principal.
2. The principal and/or assistant principal shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing.
3. The principal and/or assistant principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the report shall be provided to the complainant, the accused, and others directly involved, as appropriate.
4. If the investigation results in a substantiated finding of hazing, the principal and/or assistant principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Conduct.

See Related Board Policies 122, 123, 218, 218.1, 218.2, 222, 227, 233, 248

Searches

Spring-Ford Area School District Board Policy 226

The Board acknowledges that while all persons are constitutionally protected against unreasonable searches and seizures, the need to maintain a safe and healthy school environment may involve searches of persons, possessions, lockers and vehicles. Searches may involve the use of drug dogs.

The Board acknowledges the need for safe in-school storage of books, clothing, school materials and other personal property and may provide lockers for such storage purposes only. It shall be the policy of the Board that all such lockers are and shall remain the property of the school district. As such, students shall have only a limited expectation of privacy in their lockers.

No student may use a locker or automobile as a depository for a substance or object which is prohibited by law or district regulations, or which constitutes a threat to the health, safety or welfare of the occupants of the school building or the school grounds.

Students, parents, and staff shall be notified at least annually, or more often if deemed appropriate by the administration, concerning the contents of this policy.

A violation of this policy shall result in disciplinary proceedings which may include suspension, expulsion, and/or arrest.

Searches of Lockers

The Board authorizes its employees to inspect a student's locker when such employee has reasonable grounds to believe that the locker is being used as a depository for a substance or object which is prohibited by law or district regulations, or which constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. Such materials may be used as evidence against the student(s) in disciplinary proceedings.

The student(s) shall be notified and given the opportunity to be present. However, where school authorities have reasonable grounds to believe that the locker contains materials which pose a threat to the health, welfare and safety of students in the school, a student's locker may be searched without prior warning.

The Superintendent shall develop procedures to implement this policy which shall require:

1. All requests or suggestions for the search of a student's locker shall be directed to the school building principal/assistant principal.
2. Prior to a locker search, the student shall be notified, and given an opportunity to be present, and permitted to call a parent or another representative. However, where school authorities have reasonable grounds to believe that the locker contains materials which pose a threat to the health, welfare and safety of students in the school, a student's locker may be searched without prior warning.
3. The principal or assistant principal shall be present whenever a student locker is inspected.
4. The principal/assistant principal shall be responsible for the safekeeping and proper disposal of any substance, object or material found to be improperly stored in a student's locker.
5. The principal/assistant principal shall be responsible for promptly recording in writing each locker inspection and the record shall include the reason(s) for the search, persons present, objects found and the disposition.
6. Whenever the search of a student's locker is prompted by a reasonable suspicion that the contents of a student's locker create a threat to the health, welfare and safety of students in the school, the principal/assistant principal may open the locker without warning as soon as it is necessary to do so to discharge properly his/her duty to protect the persons and property in the school.
7. The principal/assistant principal shall open a student's locker for inspection on the request of a law enforcement officer only upon presentation of a duly authorized search warrant.

Searches of Automobiles

School authorities may search any automobile driven onto school district property by a student and may seize any illegal materials if reasonable grounds for conducting the search exist. Seized materials may be used as evidence against the student(s) in disciplinary proceedings. Prior to a search of an automobile, the student(s) shall be notified and given an opportunity to be present. However, where school authorities have a reasonable suspicion that the automobile contains materials which pose a threat to the health, welfare and safety of students in the school, the automobile may be searched without prior warning.

Use of Drug Dogs

School authorities may use, at their discretion, specially trained drug-sniffing dogs to conduct a generalized search of school district premises. Drug-sniffing dogs may be used at the direction of the Superintendent and consistent with school district policy.

School authorities will conduct the canine searches on the outside of the school-owned locker, and only search inside the locker if the canine alerts to a particular locker. School authorities will conduct the canine searches on the outside of automobiles, and only search inside the automobile if the canine alerts to a particular automobile.

Basic Procedures

1. The Superintendent or building principal may request a canine search of lockers, storage areas and/or vehicles.
2. Dogs will only be used when under the control of the police trainer or designee.
3. Prior to a search, the student shall be notified, and given an opportunity to be present and permitted to call a parent or another representative. However, where school authorities have reasonable grounds to believe that the locker contains materials which pose a threat to the health, welfare and safety of students in the school, a student's locker may be searched without prior warning.
4. Parents and/or guardians of a student will be notified immediately upon determination that a student is in possession of a substance or object which is prohibited by law or district regulations.
5. Disciplinary proceedings including suspension, expulsion and/or arrest of the student may follow.

See Related Board Policies 218, 218.1, 218.2, 222, 227, 233

Opening Exercises/Flag Displays

Spring-Ford Area School District Board Policy 807

The Board adopts this policy to ensure that all district schools comply with state and federal laws concerning flag displays and opening exercises while respecting the rights of individuals.

A United States flag shall be displayed on or near each school building during school hours, in clement weather and at other times determined by the Board. A United States flag shall be displayed in every classroom, gymnasium, auditorium, multipurpose rooms, media centers and all assembly rooms. Each student shall be required to salute the flag and recite the Pledge of Allegiance or the National Anthem during opening exercises. A student may refuse to recite the Pledge of Allegiance or salute the flag based on religious conviction or personal belief.

A student who declines to participate in opening exercises shall maintain a respectful attitude throughout the exercises. Opening exercises may include a period of silent prayer or meditation. The building principal shall provide written notice to the parents/guardian of a student who refuses to salute the flag or recite the Pledge of Allegiance.

Plagiarism

Spring-Ford Area School District Board Policy 243

The Board recognized its responsibility to protect the original ideas and statements of those who provide materials for school use. This policy is meant to uphold standards of academic integrity and to help students develop intellectually, creatively and ethically.

Plagiarism, the theft of intellectual property, is the use of and representation of another person's ideas or words as your own. This definition applies to ideas or words taken without proper acknowledgement from any published source, from any site on the Internet, or from work completed by another student. This includes copying word for word without correctly documenting the source, paraphrasing someone else's work without giving credit, or submitting someone else's work as your own. It also includes cutting and pasting from any Internet site.

Plagiarism may take several forms, including the following:

1. Copying word for word from any outside source without proper acknowledgement. This applies to the use of an entire paper, to the use of entire sections and paragraphs, and to the use of a few words and phrases.
2. Paraphrasing ideas from any outside source without proper acknowledgement.
3. Submitting in whole or in part a paper written by another student.
4. Allowing one's essay, assignment, or test answers to be copied by another student.
5. Other - Students are not to submit in whole or in part an assignment written for another course.

The Board will not assume responsibility for any act of plagiarism by students. To avoid any inference of plagiarism, students should acknowledge any work that is not their own (i.e. language, ideas, diagrams, charts, art, music, computer software, video, etc., which are not original must be documented). The School Board, recognizing that plagiarism is theft of intellectual property, commits to encouraging strict academic integrity and to helping students develop ethically by adopting the following plagiarism policy.

A student may be suspected of plagiarism whenever his/her writing closely resembles another piece of writing familiar to the reader or when ideas and sentence structure differ markedly from other materials written by the student.

In order to help students avoid plagiarism, the following action shall be instituted:

The district shall teach developmentally appropriate lessons in research skills at all grade levels as reflected in research component of the K-12 language arts curriculum.

The district establishes the following consequences for plagiarism:

1. Plagiarism which involves using phrases or lines of text without proper citation. This level of plagiarism will result in ten percent (10%) reduction of the grade (Grades 7-12).
2. Plagiarism which involves using two or more paragraphs of someone else's ideas or words without proper attribution or repeatedly paraphrasing without crediting the source. Significant portions of the paper are not the student's own work. Students in Grades 7-8 will receive a minimum grade of "60" for the assignment. Students in Grades 9-12 will receive "0" for the assignment.
3. Plagiarism (Grades 9-12) occurs if most of the work has been copied from another source. This includes turning in a paper written by someone else. The consequences include a grade of "0" for the assignment and shall result in a notation on the student's permanent record.

Sexual Harassment

Spring-Ford Area School District Board Policy 248

The Spring-Ford Area School District is committed to assuring equal educational opportunities to all persons and does not discriminate on the basis of sex. Furthermore, the Spring-Ford Area School District is committed to maintaining an educational environment for all its students which is free from any type of sexual harassment. The School Board of the Spring-Ford Area School District will not tolerate any behavior by staff or students which constitutes sexual harassment of a student.

For the purpose of this policy, sexual harassment of a student will be defined as follows:

1. Unwelcome sexual advances.
2. Requests for sexual favors.
3. Other inappropriate verbal or physical conduct or written communication of an intimidating, hostile, or offensive sexual nature.
4. Unwelcomed touching.
5. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, etc.

Where:

1. Submission to such conduct is made either explicitly a term or condition of the student's status in a course, program, or activity.
2. Submission to or rejection of such conduct by a student is used as a basis for academic or other decisions affecting such student.
3. Such conduct is so severe, persistent or pervasive that it substantially effects an individual's ability to participate in or benefit from an educational program or activity, or otherwise denies an individual access to the school's educational resources.

Procedures

Any student who alleges sexual harassment by any staff member or student in the Spring-Ford Area School District may complain directly to his/her principal or the Director of Human Resources (Spring-Ford Area School District, Title IX Coordinator).

Each complaint will be promptly investigated utilizing developed internal guidelines.

Sanctions

Any person found violating this policy will receive appropriate disciplinary action.

Anti-Discrimination and Harassment

Spring-Ford Area School District Board Policy 248.1

The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district: to continually strive to maintain an educational environment in which discrimination and harassment are not tolerated; to prevent and eliminate prohibited discrimination and harassment; to encourage positive student interactions and understanding and the right to associate freely with other students or groups; and to encourage students who believe they have been the victims of prohibited discrimination or harassment to promptly report such incidents to designated employees.

Accordingly, the Board prohibits all forms of unlawful discrimination of students, including harassment, based on race, color, national origin, sex, and disability, by any member of the school community; the Board further prohibits discrimination, including harassment, based on association with other students of the protected classifications or groups representing such protected classifications, by any member of the school community; the Board further prohibits retaliation or reprisals against any person who makes a good faith complaint of prohibited discrimination or harassment by any member of the school community; and the Board further prohibits knowingly making false reports of discrimination or harassment.

The Board recognizes various legitimate expression interests may be implicated in an anti-discrimination and harassment policy and that the offensiveness of a particular expression as perceived by some students, standing alone, is not a legally sufficient basis to establish prohibited discrimination or harassment. The Board does not intend this policy to chill freedom of expression, but instead attempts to balance legitimate speech and expression interests with its obligation to provide a safe and effective educational environment.

In furtherance of this policy, the Board directs that complaints of discrimination or harassment shall be investigated promptly. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

The Board further assures and hereby directs that effective corrective action shall be taken as appropriate, including steps to remedy discriminatory effects and to prevent recurrence or retaliation.

Prohibited Conduct

1. Harassment prohibited by this policy includes any of the following.

- a. Bias Harassment - Unwelcome expressive or physical conduct by any member of the school community relating to a student's sex, race, color, religion, national origin, age or disability when the conduct is so severe, pervasive and objectively offensive that it adversely affects a student's ability to participate in or benefit from an educational program or activity, or substantially interferes with a student's educational performance. Such harassment includes by its nature what is known as "hostile environment" discrimination.
- b. Quid Pro Quo Discrimination/Harassment - No school personnel reasonably believed by the student to hold a position of authority or some manner of control over the student, whether real or perceived, shall explicitly or implicitly condition a student's participation in an educational program or activity or base an educational decision on the student's submission to unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Quid pro quo discrimination/harassment is equally unlawful whether the student resists and suffers the threatened harm or submits and, thus, avoids the threatened harm. This statement herein is not intended to in any way limit the applicability of any statutes, including those relating to voluntary or involuntary sex acts or consent, or of any Board policy.
- c. Criminal Harassment - Conduct by a member of the school community when, with intent to harass, annoy or alarm a student, the person follows a student in or about common areas; subjects or threatens to subject a student to unwelcome physical contact; or behaves in a manner which alarms or seriously annoys a student and that serves no legitimate purpose, is also prohibited and may be reported as harassment as provided herein.
- d. Physical Harassment - Non-expressive, physically harassing conduct that simply interferes with a student's education, whether based on a protected characteristic or not, is prohibited and may be reported as harassment as provided herein.
- e. Association Harassment - Expressive or physical conduct, directed at a person's association with any other person or any lawful group commonly associated with or presenting the protected characteristics, whether actual or perceived, of sex, race, color, religion, national origin, or disability is prohibited and may be reported as harassment as provided herein.
- f. Retaliation Harassment - It is a separate and distinct violation of this policy for any member of the school community to retaliate against any person who reports alleged harassment, any person who testifies, assists, or participates in an investigation, proceeding, or hearing relating to such harassment. It is possible that an alleged harasser may be found to have violated this anti-retaliation provision even if the underlying complaint of harassment is not found to be a violation of this policy. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment.

2. Bias Discrimination

- a. The district shall not, on the basis of sex, race, color, religion, national origin, disability, or association with any person presenting such protected characteristics, exclude any student from participation in, deny any student the benefits of, or otherwise subject any student to discrimination under any educational program or activity, including athletics.
- b. No school personnel, in providing any aid, service, or benefit, whether directly or through contract or other arrangement, shall not:
 1. Treat one student differently from another in determining whether such student satisfies any requirement or condition for the provision of such aid, benefit, or service,
 2. Provide different aids, benefits, or services or provide aid, benefit, or service in a different manner,
 3. Deny any student any such aid, benefit or service,
 4. Subject any student to separate or different rules of behavior, sanctions, or other treatment relating to such aid, benefit, or service,
 5. Afford an opportunity to participate in or benefit from the aid, benefit, or service that is not equal to that afforded to others, unless necessary to provide a qualified disabled person with aid, benefit, or services that are as effective to obtain the same result, to gain the same benefit, or to reach the same level of achievement as provided to others,
 6. Aid or perpetuate discrimination by providing significant assistance to any agency, organization, or person that discriminates, on the basis of a protected characteristic,
 7. Otherwise limit any student in the enjoyment of any right, privilege, advantage, or opportunity, on the basis of sex, race, color, religion, national origin, age, disability, or association with any person presenting such protected characteristics.

The above statements of prohibited conduct are in addition to/in supplement of any other non-discrimination policies of the district.

3. False Report - A person who knowingly makes a false report may be subject to the same action that the district may take against any other individual who violates this policy. The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated or which did not rise to the level of unlawful harassment.

4. Lewd, vulgar, and or indecent expressive or physical conduct is prohibited, whether or not the conduct amounts to harassment.

5. Harassment/discrimination based on sex may be committed by either males or females, and may occur regardless of the sex of the harasser or the victim.

Unless the context indicates otherwise, and except as specifically defined herein, the terms harass, harassing, and harassment as used in this policy shall be given their common meaning.

1. Civil Rights Coordinator is the person designated:

- a. To coordinate efforts to comply with various civil rights and discrimination laws.
- b. To be the primary contact for inquiries about this policy.
- c. To be the custodian of records of complaints and investigations.
- d. To oversee the investigative process.
- e. To assess the training needs of district staff, including building principals or designated investigators, and students in connection with dissemination, comprehension, and compliance with this policy.
- f. To track all complaints.
- g. The Civil Rights Coordinator is responsible to monitor the implementation of nondiscrimination procedures in the following areas:
 - 1) Curriculum/Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
 - 2) Training - Provision of training for students and staff to identify and alleviate problems of discrimination.
 - 3) Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
 - 4) District Support - Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related areas.
 - 5) Student Evaluation - Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.

2. As prescribed in the attached internal guidelines, the **Investigator** shall be responsible to complete the following duties when receiving a complaint of discrimination:

- a. Inform the student or third party of the right to file a complaint and the complaint procedure.
- b. Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
- c. Notify the complainant and the accused of the progress of the investigation at appropriate stages of the procedure.
- d. Conduct interviews of the complainant, respondent and any witnesses.
- e. Draft findings in the form of a report to the interested parties, Civil Rights Coordinator and Superintendent.

3. Expressive or physical conduct includes, by way of example, but is not limited to, spoken or written communication, gestures, depictions, and pictures.

4. School Community includes any one or combination of students, school employees (including teachers, staff, and administrators), independent contractors, school visitors, school volunteers, all others who enjoy the use of district facilities and programs, and anyone engaged in business with the district. Any prohibited harassment addressed in this policy may be committed by any individuals, or combination of individuals, of the school community.

5. School Personnel includes the school community, except for students.

6. Severe, pervasive and objectively offensive is considered in the totality of the circumstances under which the alleged harassment

occurred and is considered from both a subjective and objective perspective.

a. Factors to consider when determining the nature of the discrimination/ harassment in this regard include, but are not limited to:

- 1) The ages of the accused and the student, including simple chronological age, age disparity, developmental age or maturity, and the ability of the student to perceive, and the degree of perception, of the nature of the conduct.
- 2) The relationship between the student and the accused.
- 3) The frequency; duration, and intensity (one outrageous incident may be sufficient) of the conduct.
- 4) The number of persons involved.
- 5) Whether the conduct was physically threatening or humiliating.
- 6) The manner of conduct alleged, such as expressive conduct, physical conduct, direct discrimination (for example exclusion based on protected characteristic), or combination thereof.
- 7) The location and context of conduct.
- 8) Any previous complaints from or about the same individuals as well as previous similar complaints in the same school.
- 9) The degree of interference and disruption, both to the student specifically and to the educational environment generally.

b. Where expressive conduct is involved, consideration of the time, manner, and place of the conduct must be considered, including but not limited to:

- 1) Whether the expressive conduct would reasonably be viewed as school sanctioned, such as when expressed in a school newspaper or school assembly.
- 2) The degree of ability to escape the conduct, such as in a classroom, or in the hallway or a free time.
- 3) The relative ages and abilities of the accused and the student to understand and perceive the meanings of the expressive conduct as well as the nature of the forum in which expressed, such as during an exchange of political view or in an unsupervised setting with multiple harassers, or in elementary versus high school.
- 4) The degree with which the expressive conduct disrupts the educational environment.
- 5) The nature of the conduct, such as a request for sexual favors or classroom analysis of sexuality in literature.

7. Unwelcome - Conduct to which a student submitted, acquiesced, failed to complain about, or even previously participated in, does not thereby mean the conduct was welcomed or meaningfully consensual. For example, the Board always considers inappropriate any illegal sexual conduct between adult school personnel and minors, and even “consensual” sexual relationships between adult school personnel and secondary students are presumptively always inappropriate. Whether conduct was unwelcomed, like so much of the consideration of harassment/discrimination is determined on the unique facts of each complaint.

The Board further directs that the school community shall be responsible for maintaining an educational environment free from prohibited discrimination and harassment.

District Action: If after appropriate investigation the district determines that a complaint of discrimination or harassment is founded and violates this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur.

Notification: The district shall annually inform the school community as well as parents/guardians of this policy against discrimination and harassment and of the discrimination/harassment grievance procedures, by means of:

1. Distribution of written policy.
2. Publication in handbooks.
3. Presentation by staff to students.
4. Posting of notice in prominent locations.

Such notice shall include the name, mailing address, and telephone number of the Civil Rights Officer as well as the mailing address and telephone number of the U.S. Department of Education, Office for Civil Rights. The Civil Rights Coordinator identified in this policy is Director of Human Resources/Spring-Ford Area School District, 857 South Lewis Road, Royersford, PA 19468.

See Related Board Policies 000, 103, 701, 806, 906

Bullying and Cyber Bullying

Spring-Ford Area School District Board Policy 249

The Spring-Ford Area School District is committed to providing all students and employees with a safe and civil educational environment, free from harassment or bullying. Spring-Ford Area School District recognizes that bullying interferes with the learning process, and may present an obstacle to the academic, vocational, and social/emotional development of students.

All forms of bullying and cyber bullying by school district students are prohibited. Anyone who engages in bullying or cyber bullying in violation of this policy shall be subject to appropriate discipline.

Bullying shall mean a pattern of repeated intentional harmful behavior by a person or a group of persons that involves an imbalance of power (physical or social) toward a less powerful person or persons. This may include a wide variety of behaviors, with deliberate intent to hurt, embarrass, exclude or humiliate the other person(s). Researchers have identified three (3) forms of bullying:

1. Physical – the most commonly known form; includes hitting, kicking, spitting, pushing and taking personal belongings.
2. Verbal – includes taunting, malicious teasing, name-calling, and making threats.
3. Psychological or Relational – involves spreading rumors, manipulating social relationships, and engaging in social exclusion or intimidation.

Cyber bullying shall mean all forms of verbal and psychological bullying that occur using technology or on the Internet through e-mail, instant messaging, text messages, on-line gaming, social media (ex. Twitter, Facebook) or personal profile web sites. Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student, teacher or employee of the district by sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or web site postings (including blogs). Cyberbullying can include the creation of false or misrepresentative webpages, website postings and/or social media accounts by students or staff members about other students or staff members. All forms of cyber bullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the district, offenders shall be the subject of appropriate discipline.

Each staff member shall be responsible to make their best efforts to maintain an educational environment free of bullying and cyber bullying.

Each student shall be responsible to respect the rights of his/her fellow students and all school district employees, school board members and the community at large and to ensure an atmosphere free from all forms of bullying and cyber bullying.

Students shall be encouraged to report bullying or cyber bullying complaints to school district employees and their parents/guardians. Parents/Guardians are encouraged to report suspected bullying to a building administrator.

All employees who receive a complaint alleging bullying or cyber bullying shall investigate to determine if bullying or cyber bullying is indicated. If the employee suspects that bullying or cyber bullying has occurred, a referral must be submitted to a building administrator. Employees who witness acts of bullying shall respond appropriately to ensure observed acts of bullying cease and to teach students that bullying is not acceptable behavior.

A building administrator or his/her designee will inform parents/guardians as appropriate.

Students who are found to have bullied others may receive counseling, a parental conference, detention, suspension, expulsion, loss of school privileges, and/or exclusion from school-sponsored activities.

Depending upon the severity of a particular situation, a building administrator may also take appropriate steps to further ensure student safety. Such steps may include the implementation of a safety plan; separating and supervising the students involved; providing employee support for students as needed; and reporting incidents to law enforcement, if appropriate.

See Related Board Policies 218, 220, 233, 248

Standards for Persistently Dangerous Schools

Spring-Ford Area School District Board Policy 143

The Pennsylvania Department of Education, as required by the Unsafe School Choice Option provision of the No Child Left Behind Act of 2001 (Section 9532), hereby adopts the following standards for identifying persistently dangerous schools.

As used in these standards, the following terms shall be defined as provided herein:

Dangerous incidents - shall include both weapons possession incidents resulting in arrest (guns, knives or other weapons) and violent incidents resulting in arrest (homicide, kidnapping, robbery, sexual offenses and assaults) as reported on the Violence and Weapons Possession Report (PDE-360).

Department - shall mean the Pennsylvania Department of Education.

Local Educational Agency or LEA - shall include a school district, an area vocational-technical school, an intermediate unit or a charter school.

Persistently dangerous school - shall mean any public elementary, secondary or charter school that meets any of the following criteria in the most recent school year and in one additional year of the two years prior to the most recent school year:

1. For a school whose enrollment is 250 or less - at least five dangerous incidents.
2. For a school whose enrollment is between 251 to 1,000 - a number of dangerous incidents that represents at least 2% of the school's enrollment.
3. For a school whose enrollment is over 1,000 - 20 or more dangerous incidents.

Safe public school - shall mean a public school that has not been designated as a persistently dangerous school under these standards or that has had such designation removed by the Department.

Student Opportunity to Transfer

1. Except as provided below, a student who attends a persistently dangerous school must be offered the opportunity to transfer to a safe public school within the LEA, including a charter school.
2. A student who attends a persistently dangerous school may apply to transfer at any time while the school maintains that designation.

Department of Education's Responsibilities

1. The Department shall identify those schools that meet or exceed the criteria for a persistently dangerous school by analyzing the Annual Report on School Violence and Weapons Possession (PDE-360). In identifying persistently dangerous schools, the Department will use the most recent data available to it from the reporting LEA, and will take all reasonable steps to verify that the data is valid and reliable.
2. After review and verification of PDE-360 data, the Department shall promptly inform an LEA when any of its schools meets the definition of persistently dangerous school.
3. The Department shall provide technical assistance to the LEA in developing a corrective action plan. The Department shall review proposed corrective action plans submitted by LEAs and shall approve suitable corrective action plans.
4. After approval of the corrective action plan, the Department shall conduct a site visit to each persistently dangerous school to

assess the school's progress in implementing the plan. If no significant improvement is observed, the Department may require the LEA to submit a revised corrective action plan for that school.

5. The Department shall reassess a school's designation as persistently dangerous at the end of the school year during which its corrective action plan is completed.
6. During the reassessment described above, the Department shall remove the designation if the school no longer meets the definition of persistently dangerous school.

LEA's Responsibilities

1. Pursuant to Pennsylvania's Safe Schools Act, Act 26 of 1995, as amended, all school entities as defined by the Act must report to the Department all incidents involving acts of violence; possession of a weapon; or the possession, use, or sale of a controlled substance, alcohol, or tobacco by any person on school property or at school-sponsored events or on school transportation to and from school or school-sponsored activities.
2. Within 10 school days of receiving notification by the Department, an LEA shall notify the parent or legal guardian of each student who attends the school that the Department has identified the school as persistently dangerous.
3. The LEA shall offer all students who attend the school the opportunity to transfer to a safe public school, including a charter school, within the LEA.
4. The notification and offer to transfer shall state that no student is required to transfer to another school.
5. Upon receipt of an application to transfer, the LEA shall transfer the student within 30 calendar days.
6. When considering a student's request to transfer to another school, the LEA should take into account the particular needs of the student and the parent/ guardian.
7. To the extent possible, the LEA should allow the student to transfer to a school that is making adequate yearly progress, and one that is not identified as being in school improvement, corrective action, or restructuring.
8. A charter school only has to accept a student who meets its admission criteria if space is available.
9. If there is not another safe school within the LEA to which students may transfer, the LEA is encouraged, but not required, to establish an agreement with a neighboring LEA to accept the transfer of students.
10. The LEA must submit a corrective action plan to the Department within thirty (30) calendar days of receiving notification that a school has been identified as persistently dangerous.
11. The LEA must receive approval from the Department for its corrective action plan and shall implement all steps contained in its corrective action plan within the time periods specified in that plan.
12. After the Department has notified an LEA that a school is no longer identified as a persistently dangerous school, the LEA is encouraged to permit students who transferred to complete their education at their new school. LEAs may not require students to return to their original school if the students are enrolled in a charter school.

Standards for Victims Of Violent Crimes

Spring-Ford Area School District Board Policy 144

The Pennsylvania Department of Education, as required by the Unsafe School Choice Option provision of the No Child Left Behind Act of 2001 (Section 9532), hereby adopts the following standards for a student who becomes a victim of a violent criminal offense while in or on the grounds of the public elementary or secondary school that s/he attends.

As used in these standards, the following terms shall be defined as provided herein:

Local Educational Agency or LEA—shall include a school district, an area vocational-technical school, an intermediate unit or a charter school.

Safe public school—shall mean a public school that has not been designated as a persistently dangerous school under the standards for identifying persistently dangerous schools or that has had such designation removed by the Department.

Victim or student victim—shall mean the student against whom a violent criminal offense has been perpetrated while the student was in or on the grounds of the public elementary or secondary school that s/he attends.

Violent criminal offense—is defined as any of the following offenses that are set forth in Title 18 of the Pennsylvania Consolidated Statutes:

1. Kidnapping.
2. Robbery.
3. Aggravated assault (on the student).
4. Rape.
5. Involuntary deviate sexual intercourse.
6. Sexual assault.
7. Aggravated indecent assault.
8. Indecent assault.
9. Attempt to commit any of the following: homicide, murder or voluntary manslaughter.

Student Opportunity to Transfer

1. Except as provided below, a student who becomes a victim of a violent criminal offense while in or on the grounds of the public elementary or secondary school that s/he attends, must be offered the opportunity to transfer to a safe public school, including a charter school, **within the LEA.**

2. In order for a student victim to be entitled to transfer to another school under these standards, the violent criminal offense first must be reported to law enforcement authorities by the student, the student's parent/guardian, or school officials.
3. A student victim (or his/her parent/guardian) may apply to the LEA to transfer to another school within thirty (30) calendar days after the incident is reported to school authorities.

LEA's Responsibilities

1. Within ten (10) calendar days of receiving notice of the violent criminal offense, the LEA shall notify the student victim that s/he has the right to transfer to a safe public elementary or secondary school, including a public charter school, **within the LEA**.
2. The notification and offer to transfer shall state that no student is required to transfer to another school.
3. Upon receipt of an application to transfer, the LEA should transfer the student as soon as possible, and shall transfer the student within ten (10) calendar days after receiving the application.
4. When considering a student's request to transfer to another school, the LEA should take into account the particular needs of the student and the parent/ guardian.
5. To the extent possible, the LEA should allow the student to transfer to a school that is making adequate yearly progress, and one that is not identified as being in school improvement, corrective action, or restructuring.
6. A charter school only has to accept a student who meets its admission criteria if space is available.
7. If there is not another safe school within the LEA to which students may transfer, the LEA is encouraged, but not required, to establish an agreement with a neighboring LEA to accept the transfer of students.

Student Expression

Spring-Ford Area School District Board Policy 220

The Board respects the right of students to express themselves in word or symbol and to distribute materials as a part of that expression, but recognizes that the exercise of that right must be limited by the need to maintain an orderly school environment and to protect the rights of all members of the school community.

The Board reserves the right to designate and prohibit manifestations of student expression which are not protected by the right of free expression because they violate the rights of others. Such expressions are those which:

- libel any specific person or persons;
- seek to establish the supremacy of a particular religious denomination, sect or point of view;
- advocate the use or advertise the availability of any substance or material which may reasonably be believed to constitute a direct and substantial danger to the health of students;
- are obscene or contain material otherwise deemed to be harmful to impressionable students who may receive them;
- incite violence, advocate the use of force, or urge the violation of law or school regulations;
- advertise goods or services for the benefit of profit-making organizations; and
- solicit funds for non-school organizations or institutions when such solicitations have not been approved by the Board.

The Board shall require that students who wish to distribute materials submit them for prior review. Where the reviewer cannot show within two school days that the materials are unprotected, such material may be distributed. Appeal from prior review shall be permitted to the Superintendent and the Board in accordance with district rules.

The Board shall require that distribution of printed materials take place only at the places and during the times set forth in the rules and regulations of this district in order that such distribution not interfere with the orderly operation of the schools.

The Superintendent shall develop rules and regulations for the distribution of printed material which shall include:

- procedures for the prior review of all material to be distributed. Such procedures shall designate a reviewer, who shall bear the burden of showing the material to be unprotected, require that the time consumed by the review process not be so excessive as to constitute a prohibition in itself, and delineate an appeal process;
- designation of the places at which and times during which material may be distributed;
- the requirement that students who distribute printed materials shall be responsible for clearing any litter that results from their activity; and
- disciplinary action for those students who distribute printed materials in contravention of this policy and the rules of this district or who continue the manifestation of an unprotected expression after a person in authority orders that they desist.

Student Complaint Process

Spring-Ford Area School District Board Policy 219

The Board recognizes that students have the right to request redress of complaints. Further, the Board believes that the inculcation of respect for lawful procedures is an important part of the educational process. Accordingly, individual and group complaints should be recognized and appropriate appeal procedures provided.

For purposes of this policy, a student "complaint" shall be any such that arises out of actions that directly affect the student's participation in an approved educational program. The Board or its employees will recognize the complaints of the students of this district provided that such complaints are made according to procedures established by Board policy.

The student should first make the complaint known to the staff member most closely involved or, if none is identifiable, his/her guidance counselor and both shall attempt to resolve the issue informally and directly. For complaints which must move beyond the first step, the student shall prepare a written statement of his/her complaint which shall set forth:

- the specific nature of the complaint and a brief statement of the facts giving rise to it;
- the manner in which and extent to which the student believes s/he has been adversely affected;
- the relief sought by the student; and
- the reasons why the student feels s/he is entitled to the relief sought.

The complaint may then be submitted, in turn, to the building principal, the Superintendent and the Board.

At each step beyond the first, the school authority hearing the complaint may call in the student's parent.

The student may seek the help of a parent or a guardian at any step.

Terroristic Threats/Acts

Spring-Ford Area School Board District Board Policy 218.2

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

Terroristic threat - shall mean a threat to commit violence, communicated with the intent to terrorize another with the reasonable expectation that it will be received as such, or 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 student from communicating terroristic threats or committing terroristic acts directed at any student, employee, Board member, community member or school building.

The Board directs the Superintendent to react promptly and appropriately to information and knowledge concerning a possible or actual terroristic threat or act.

The Superintendent shall be responsible for developing administrative regulations to implement this policy.

Staff members and students 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 student has made a terroristic threat or committed a terroristic act, the following guidelines shall be applied:

1. The building principal shall immediately suspend the student for a minimum of five days.
2. The building principal shall promptly report the incident to the Superintendent of Schools and the local police department.
3. The building principal will refer the student to the Building Student Assistance Team.
4. The Superintendent may recommend expulsion of the student to the Board.

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

See Related Board Policies 123, 218, 226, 233, 248

Tobacco Use

Spring-Ford Area School District Board Policy 222

The Board recognizes that tobacco use by students presents a health and safety hazard which can have serious consequences for both users and nonusers. For purposes of this policy, tobacco use shall be defined as a lighted or unlighted cigarette, electronic cigarette (e-cigarette), cigar and pipe; other lighted smoking product; and smokeless tobacco in any form.

It is the intent of the Board to create a healthful environment within its schools. Well-documented research evidences multiple health hazards from the inhalation of tobacco smoke by both smokers and nonsmokers.

The Board prohibits students from possessing and using tobacco at any time in a school building, on a school bus, while participating in any activities sponsored by the school, and on school property owned by, leased by, or under control of the school district. The school district shall initiate prosecution of a student who violates the tobacco use policy. The Superintendent or designee shall annually notify students and parents about the district's tobacco use policy by publishing such policy in the student handbook, posted notices and other efficient methods. The Superintendent or designee shall develop procedures to implement this policy. Incidents of possession, use and sale of tobacco in violation of this policy by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year.

A student convicted of possessing or using tobacco in a school building or on a school bus or school property shall be subject to the penalties in the discipline code which is set forth in detail in the student handbook and shall be fined up to \$50 plus court costs or admitted to alternative adjudication for violating the provisions of Resolution #97-4, The Fire and Panic Act, and the Tobacco Act.

See Related Board Policies 218, 226, 227, 233

Additional School Guidelines: Resolution #97-4

WHEREAS, the Spring-Ford Area School District (herein "School") is concerned about the health, education and welfare of its students and seeks to provide for the comfort of all parties by regulating and controlling tobacco in or on School property; and

WHEREAS, the Commonwealth of Pennsylvania (herein “Commonwealth”) vested in the School all necessary powers to carry out the provisions of the Pennsylvania School Code pursuant to 24 P.S. S 2-211; and

WHEREAS, the Commonwealth vested in the Board of School Directors expressed power to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper regarding the conduct and deportment of all pupils attending the public schools in the district, during the time they are under the supervision of the School, including the time coming to and returning from school pursuant to 24 P.S. S 5-510; and

WHEREAS, the Commonwealth promulgated the “Fire and Panic Act” (herein “Act”) for the purposes of protecting the public health and to provide for the comfort of all parties by regulating and controlling tobacco in certain public places, including schools, pursuant to 35 P.S. S 1230.1 et seq.; and

WHEREAS, the Commonwealth amended the Act to vest in the School the power to initiate criminal prosecution of a pupil who commits an offense under the School Tobacco Control Act (herein “Tobacco Act”) pursuant to 18 Pa. C.S.A. S 6306.1; and

WHEREAS, subsection (B) of the Act allows the School to impose a fine of not more than \$50, for the benefit of the School, and court costs, upon conviction of the Act, or for the court to admit the pupil to an Adjudication Alternative Program provided under 42 Pa. C.S.A. S 1520; and

WHEREAS, it is the intent of the School to impose a criminal fine or initiate placement in an adjudication alternative program for those students who are prosecuted under the provisions of the Tobacco Act and it is the intent of this Resolution to be an addition to any other disciplinary actions that the School may take in accordance with the Student Disciplinary Code, as amended; and

WHEREAS, it is the intent of this Resolution to become a formal part of the Student Disciplinary Code and that any inconsistent provisions in the Student Disciplinary Code shall be superseded by way of this Resolution.

NOW THEREFORE, the Board of School Directors of the Spring-Ford Area School District hereby resolves as follows:

1. For the purposes of this Resolution, the following definitions shall apply:
 - a. “Tobacco” means a lighted or unlighted cigarette, cigar, pipe or other lighted smoking product and smokeless tobacco in any form.
 - b. “School property” means in the school building, a school bus or on school property owned by, leased by, or under the control of the School.
 - c. “Pupil” means a person between the ages of 6 and 21 years, who is enrolled in the school.
2. No Spring-Ford Area School District pupil shall use or possess tobacco on school property as defined in this Resolution.
3. In addition to any of the remedies that exist in the Spring-Ford Area School District Student Disciplinary Code, the School hereby imposes a criminal fine or placement in an adjudication alternative program for violating the provisions of this Resolution, The Fire and Panic Act, and the Tobacco Act.
4. The School Administration shall notify employees, students, and parents of this Resolution (which contains the policy of the Board of School Directors) in a student handbook and parents newsletter, and on posters or other efficient means.
5. The School Administration shall be authorized to issue Commonwealth of Pennsylvania Non-traffic citations and collect the fines, and, if appropriate, file them with the appropriate District Justice for the expressed purpose of criminally prosecuting violations of this Resolution in addition to the Student Disciplinary Code.
6. The administration is hereby delegated authority to promulgate administrative guidelines within the intent of this Resolution to implement the District Justice procedures.
7. In the event of any inconsistency between the Student Disciplinary Code and this Resolution, this Resolution shall prevail.

Weapons

Spring-Ford Area School District Board Policy 218.1

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

The term **school property** means all buildings, facilities, and grounds on the school campus, school buses and other conveyances providing transportation to or from school or school-related functions or activities, school parking areas, and any facility being used for a school function or activity.

The term **school zone** means in, or on the grounds of a public, parochial or private school, or within a distance of one thousand (1,000) feet from the grounds of a public, parochial or private school.

The term **weapons** shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku (stick), metal knuckles, poisons, drugs, ammunition, firearm, shotgun, rifle, replica of a weapon and any other tool, instrument or implement capable of or designed to harm, threaten or harass students, staff members, parents and patrons of the District.

The term **firearm** means any instrument which will or is designed to or may readily be converted to expel and projectile by the action of an explosive; the frame or receiver of any such instrument; any firearm muffler or firearm silencer; or any destructive device.

The term **destructive device** means any explosive, incendiary, or poison gas, including, but not limited to, any bomb, grenade, rocket, missile, mine, or device similar to any of the aforementioned instruments.

The term **possessing** means a student is in possession of a weapon when the weapon is found on the person of the student; in the student’s locker; under the student’s control while s/he is on school property, on property being used by the school, at any school function or activity, at any school event held away from the school; or while the student is on his/her way to or from school.

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district building,

onto school property, to any school sponsored activity, and onto any public conveyance providing transportation to school or a school sponsored activity.

The school district shall expel for a period of not less than one year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law. The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.

Violations of this policy shall be immediately reported by the principal/assistant principal to the appropriate law enforcement agencies for investigation of violations of and possible prosecution under the Federal Gun-Free School Zones Act of 1990 and/or the Pennsylvania Crimes Code. Notwithstanding referrals of violations to law enforcement agencies, the school officials are authorized to conduct investigations relating to disciplinary action for violations of this policy and further authorized to take any immediate actions required to protect the health, safety, and welfare of the school community.

In the case of a student with disabilities, the Superintendent shall take all necessary steps to comply with the Individuals With Disabilities Education Act (IDEA).

The Superintendent's designee, the principal or assistant principal of the building, shall report the discovery of any weapons prohibited by this policy to the student's parents/legal guardians and to local enforcement officials.

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

The Superintendent shall report all incidents relating to expulsions for possession of a weapon on school grounds to the Department of Education. The Superintendent or a designee shall take the necessary actions to develop a memorandum of understanding with local law enforcement officials that sets forth procedures to be followed when an incident occurs involving an act of violence or possession of a weapon by any person on school property. Acts of violence or possession of a weapon on school property in violation of this policy shall be reported to the Office for Safe Schools on the required form at least once each year.

Any violation of this policy shall result in an administrative recommendation to the Board of School Directors for expulsion from the schools of the Spring-Ford Area School District for a period of not less than one year, subject to the review of the Superintendent of Schools, on a case-by-case basis, and fulfillment of all due process requirements under the Pennsylvania Public School Code of 1949, as amended, and the implementing regulations of the State Board of Education.

Weapons under the control of authorized law enforcement personnel shall be permitted on school property and within a school zone. The Superintendent of Schools may authorize other persons to possess weapons on school property or within a school zone subject to special conditions or procedures as prescribed by the Board of Education.

Students and staff shall be informed concerning this policy at least annually.

See Related Board Policies | 13.1, 123, 218, 226, 227

Additional Middle School Guidelines

In order to run an effective school program, rules and regulations must be established and maintained. It is the student responsibility to know the rules and regulations outlined in this handbook. Please act in a mature manner and show respect toward your teachers, fellow students, and anyone who is a part of Spring-Ford School community. We are proud of our school, faculty, and students. Let us work together to make this a great school year. Individual staff members or administration generally handle behavior on the part of the student that impedes orderly classroom procedure or interferes with the orderly operation of the school. The supervising staff member or observer immediately intervenes and applies the most appropriate disciplinary action. Staff members will work with students so that they become aware of how their actions are in conflict with rules and expectations. Individual teachers will develop techniques that are designed to promote appropriate school behavior. In many cases involving small problems and minimal infractions of school rules, the staff member may give a warning. Repeated misbehavior on the part of the student may result in morning, lunch, or after school detentions. More serious or chronic offenses may lead to the assigning of demerits.

After School Attendance At Middle School Events: Students are encouraged to attend athletic contests that are being held in the 7th Grade and 8th Grade Centers. However, such attendance does not permit unsupervised loitering and wandering about the building. Therefore, the following guidelines will assist in the supervision of students attending athletic contests on 7th Grade and 8th Grade Centers:

1. Students are required to sit in the gymnasium during all athletic contests. Students may not loiter in the gymnasium foyer or wander the hallways. If students are found to be loitering or refuse the request to sit in the gymnasium, they will be asked to immediately leave school property. Habitual offenses and/or gross insubordination may result in the issuance of Defiant Trespass letters to those offending students.
2. When the athletic contest has concluded, all students are expected to leave school property in a timely fashion and not loiter in the gymnasium or foyer. Habitual offenses and/or gross insubordination may result in the issuance of Defiant Trespass letters to those offending students.

Bicycles: A bicycle parking rack is provided at the front of the 7th Grade Center and rear 8th Grade Center. Pupils riding bikes to school should park them in this area only. The Board regards the use of bicycles and motor vehicles for travel to and from school by students as an assumption of responsibility by parents and students. Care should be exercised when riding bikes on the school grounds when the ground is soft or when school bus traffic is heavy. The school district is not responsible for any loss, theft, or damage to these vehicles.

Skateboards: Skateboards are not to be permitted on the school grounds of either the 7th Grade Center or the 8th Grade Center. This is to prevent unsafe situations regarding bus traffic and car traffic in and around schools, both in the morning and afterschool.

Cooperation With Local Authorities: Incidents of a serious nature which violate school rules and civil laws may be referred to the local authorities.

Fire And Bus Drills: The State Fire Code requires periodic fire drills in public schools. Some of these will be under the direct supervision of the fire company. Exits to be used are posted in each room. When leaving the building or returning, pupils are to stay in a **single file line and remain quiet**. Windows are to be closed in each room and the last person out must close the door. Remain in line and move far enough away from the building as directed by the teachers. Running is prohibited, but rapid movement through the hallways is a necessity. No talking is permitted during a fire drill. Bus drills are now required by the state. The purpose of the drill is to accustom pupils to the use of emergency exits from school buses. The instruction of the bus driver **must be followed explicitly** by all pupils.

Gum/Snack Foods: The chewing of gum is prohibited in the 7th Grade and 8th Grade Centers. This includes after school activities or functions. The reason is based upon health and safety standards, consideration of others, and problems associated with cleaning the building. The eating, selling, and purchasing of snack foods not served in the cafeteria is also prohibited during the school day or at school activities.

Hallway Expectations: In passing between classes, teachers will allow a reasonable length of time that takes into consideration hall traffic, distance, and other factors. It is expected that classes will be dismissed promptly when the bell rings. Pupils should move in a manner that reflects consideration for others and adheres to the rules as stated below.

Rules:

1. Students are to walk on the right side of the hall;
2. Students must walk, not run. Deliberate slow walking is not expected.
3. Loitering in the halls is not permitted.
4. Students must keep moving in the halls. If there is need to stop, move to the right of the hallway and remain against the wall so as not to block traffic.
5. Conduct in the halls is important. Shouting or other unnecessary disturbances are neither expected nor permitted. Trash should be placed in the proper receptacles, not on the floor. Behavior in hallways is often the only picture visitors get of our school. You can reflect the high quality of your home training and your own intelligence by using good judgment in the halls.
6. Hall conduct in the morning and after school should adhere to the rules. Loudness, rudeness, pushing, shoving, and wrestling are not expected.
7. Crowding around drinking fountains is not allowed; form a line along the lockers.
8. Permission must be secured to use the lavatory if such use will cause tardiness to class. **This permission must be granted by the teacher to whose class the student is going.**

Lavatory Use: Lavatories will be available for students during the four-minute passing time and also for emergencies during class. Individual teams/teachers may also allow lavatory privileges at their discretion.

Lockers And Locks: Lockers with a combination lock build in are provided for each student. Care of this equipment and orderliness within is the responsibility of the pupil and will be checked periodically by teachers. Students are permitted to go to their lockers at specified times during the day, but must assume the responsibility to be on time to all classes and other assignments. The locker combination should not be shared with any other pupil. Thus, everyone is guaranteed a private place to keep books and private property. Giving away a locker combination destroys the privacy of the locker. **The individual student is responsible for the articles in the locker and the school will not assume responsibility for any loss.** The school administration reserves the right to check any student locker at any time. Students are to respect the property of others. No student is permitted to go through anyone else's locker or bookbags. Lockers and outside of lockers should remain clear of decorative items at all times.

Lunch: A lunchroom is provided in the 7th Grade and 8th Grade Centers. Four lunch periods are provided in the schedule. Assignment to a lunch period will be made at the beginning of the year and must be adhered to. Pupils should report **promptly and quietly** to the lunchroom and either get into the lunch line or go to tables assigned. The lunch period is 30 minutes in length. The teachers in charge will begin dismissing a quiet cafeteria, via microphone, during the last two minutes of the lunch period. Pupils are then expected to move **quietly** through the hallways to the next class period. **Orderliness and reasonable quietness** are expected in the cafeteria. No pupils may leave the building for lunch without special permission from the supervising staff.

Cafeteria & Lunch Periods

1. Students will be late if they arrive after the 4-minute passing time. Students arriving late must have a pass to avoid lateness demerits, detention, etc.
2. No saving of places or cutting in lunch lines will be permitted.

3. Behavior problems in the cafeteria may result in an assigned seat for an unlimited number of days and a permanently assigned seat for further misbehavior.
4. All pupils must eat their lunches in the cafeteria or with supervision in a classroom whether they buy their lunches or bring them from home. Students not eating any lunch shall still report to the cafeteria when scheduled for lunch.
5. No food may be taken from the cafeteria.
6. Trays and silverware will be returned in the proper manner. Deliberate damage of trays and silverware will not be tolerated. Misconduct in the cafeteria is a serious offense.
7. Students will be excused from the cafeteria by the teachers in charge.
8. Visitors are not permitted in the cafeteria during lunch periods.

Daily Cafeteria Services: Spring-Ford Area School District participates in the National School Lunch Program and follows state and federal regulations that enable the School District to provide a wide variety of quality lunches on a daily basis for all children. It is through this program that we are able to offer nutritious lunches at the lowest possible price. Menus are posted in each cafeteria and on the website monthly. Please check the Food Service webpage frequently for news, monthly menus, instructions and forms. You may also sign up on the webpage to receive email alerts when there are new items posted.

Free and Reduced Priced Meals: Free and Reduced Price Meals are available to families who qualify. We strongly encourage families to apply. If your family chooses to apply, please complete a “Free and Reduced Meal Price Application Form.”

To access the online version of the Free and Reduced Lunch Application Form, Kindergarten Milk Form, and Snack Limitation Form, please do the following:

1. Visit www.spring-ford.net
2. Click “For Parents” and “Food Services”
3. Click “Important Forms” on the right panel

If you have applied in the past and have qualified, please be aware you need to reapply every school year. There is a 30 school day carryover period of your status as of June 30th to start each new school year. However, if you choose to not reapply during this 30 day carryover period, when the carryover runs out, the student’s status will automatically revert back to “paid” status until you reapply. If any costs are incurred during that gap time in between when the carryover period ends and you reapply (after exceeding the 30 school day grace period), you will be responsible for paying these costs, even if you are approved for Free or Reduced status at a later date.

Payment Guidelines

Spring-Ford uses a point-of-sale system for the purchase of lunches. Prepayments may be made to your student’s account by:

- Paying online through e-Funds for Schools;
- Paying with a check made payable to “Spring-Ford Cafeteria;” or
- Paying with cash.

Payments may be made at any time and in any amount. When a student comes through the cafeteria line to purchase lunch, he or she will enter their individual student ID number. Only the exact amount of the purchase will be deducted from their account.

Account balances and printouts of purchases may be obtained online through Skyward Family Access on the district’s website, by contacting your school’s cafeteria manager or by contacting the Office of Food Service via email.

Students may purchase lunch and snacks from their point-of-sale account. To restrict purchasing to lunch only, request a “Snack Limitation Form” from your school cafeteria or go to www.spring-ford.net, click “For Parents” and “District Forms.”

It is the parent’s or guardian’s responsibility to make sure these lunches, whether full-priced or reduced, are paid in advance.

Students presenting checks in payment of their lunches will have the entire amount of the check deposited into their account. Likewise, a student presenting cash in the form of a large denomination bill will have the entire amount deposited to his or her account. The cafeterias do not make change from a check or a large denomination bill.

Forgotten Lunch Money and Negative Balance Guidelines

District Procedure: Spring-Ford Area School District has guidelines that all of our cafeterias are required to follow concerning forgotten lunch money, negative balances, and the long term consequences thereof. These specific guidelines can be found on our website at www.spring-ford.net, click on “For Parents,” “Food Services,” then “2017-2018 Guidelines for Forgotten Lunch Money.”

Alerts: Low Balance Alert: When a student has a balance of \$10 or less, you will receive an automated e-mail or a phone call indicating your child’s balance is under the \$10 limit. This will be your indication to send additional money for your student’s account.

Alerts: Negative Balance Alert: When a student has a negative balance, you will receive an automated e-mail or a phone call indicating your child’s balance is negative. This will be your indication to send additional money for your student’s account.

You may look up your student’s balance and specific information on purchases at any time. If you choose to turn off the Low and/or Negative balance alerts, you will not receive these alerts via Skyward when your student’s balance becomes low or falls into the negative. However, you will still be responsible for them.

Non-Sufficient Funds Check Policy: The district allows parents and guardians to purchase lunches and milk with a check. Unfortunately, we have suffered losses due to checks being returned to us for non-sufficient funds and bank charges. Please be aware that it is illegal

to submit non-sufficient funds checks. If payment is not received from the parent or guardian within ten days of the date of its return to you, we will take further action, including turning the collection item over to the local District Justice or Collection Bureaus. If this becomes necessary, you will be responsible also for any court costs and fines. No checks will be accepted after the second offense. If a non-sufficient check has been received, the amount of the check will be deducted from your child's lunch account, as well as a \$25 non-sufficient check fee will be assessed for each non-sufficient check presented (as per approved Board policy). Please help us provide a nutritious, cost-effective lunch program.

Field Trip Lunches: In the event your child is going on a field trip with his/her class, whether he or she is a free, reduced or full-paid lunch student, a bag lunch is available and can be ordered through your cafeteria. The lunches for your child would be at the same cost as a regular lunch and can be deducted from their lunch account. If your child is a reduced or free lunch student, they are entitled to a lunch for the trip, reduced being \$.40 or no charge for the free lunch student. All field trip lunches are ordered in advance of the trip day.

Competitive Foods Sales and Distribution: The district is aware of providing students with the best possible nutrition at school. Proper nutrition is important for both physical and educational development. Nourishing meals assist children in making the most of their educational opportunities. Accordingly, it is the policy of this school district that the sale of or distribution of competitive foods or foods of minimal nutritional value shall be prohibited throughout the school grounds between the start of the school day and after a half an hour after dismissal at the end of the day. Competitive foods are any foods or beverages that are distributed or sold in competition with the school meal. If you have any questions or need further guidance, please refer to the district Wellness Policy, located in the board policy section of the website. You may also contact the Office of the Food Service Coordinator.

In light of these guidelines, it is requested that visiting parents or guardians having lunch with their child purchase a lunch from the child's cafeteria. Menus for each cafeteria may be located on the district website. If a parent or guardian is unable or prefers not to purchase a school lunch, it would be requested that they pack a lunch. Because of our efforts to follow nutritional standards comparable to the "Nutritional Standards for Competitive Foods in Pennsylvania Schools" provided by the Pennsylvania Department of Education, Division of Food and Nutrition, products from fast food establishments and carbonated drinks would not be appropriate to maintain the guidelines for nutritious meals.

School Property: Textbooks and supplies are furnished by the school district. As a matter of good citizenship, a student should take the best possible care of books loaned him, and avoid wasteful use of pencils and paper. It is a matter of common decency not to litter on the floors, halls, or school grounds, not to make pencil marks on the walls, not to write or carve on desks, and to take care of all school property. We should take pride in our surroundings and in the reputation of our school and student body. Only the cooperation of each student in this respect can gain the ends we desire.

Student Pictures: Our student picture program will be conducted in a similar manner as in recent years in that those wishing to purchase pictures will be asked to bring in the money on the day that pictures are taken. This is done in an effort to maintain the lowest possible prices that can be given by eliminating wasteful production of pictures which are not purchased. Students desiring to purchase pictures will have a choice of packets at varying costs. Students are required to get their picture taken during the fall pictures for identification purposes with no obligation to purchase a picture package. Students will receive spring pictures which are half length pictures. Your son or daughter is not required to have his or her picture taken in the spring. There is no obligation to purchase the portraits.

Supplies: Pencils are issued at regular intervals during the year to all pupils. Tablet paper is available in each classroom and can be secured from the teacher as needed. Manila second sheets are also available for most homework use and some scratch paper needs. Lined composition paper and notebook paper are available. All types may be secured from your class teacher.

Telephones: Students are not to use the phones in the office or classrooms for personal calls. Only matters requiring urgent action are to be cause for such use. Students will not be called to the telephone in most instances; a message will be taken and the student will be notified.

Textbooks: Textbooks are supplied by the school district. Damage beyond reasonable wear and tear will be charged to the pupil receiving the book. Lost books must be paid for according to the schedule of costs in the principal's office. All books should be protected. Marks are not to be made in the books, nor is the property to be defaced or abused in other ways. Take care of your property so that the full use required by law may be gotten from the book.

Drills: All schools will conduct annual tornado, lock down and intruder drills.

Trespassing: Any unauthorized person found inside the school building or on school grounds at any time may be subject to prosecution for Defiant Trespassing and be liable for a fine of up to \$300.00. High School and Middle School students who are not participating in a school sanctioned after-school activity are not permitted to loiter on the 7th Grade Center and 8th Grade Center properties. To address

individuals that do not adhere to this request, verbal warnings will be issued, followed by a written warning sent by certified mail, and finally local police will be called to issue a Defiant Trespassing Citation.

Vandalism: Parents or guardians are liable for all damages caused by pupils who in any way damage, destroy or misplace school property.

Staff-Student Communication/Relations

Spring-Ford Area School District Board Policies 345, 445, 545

The Board adopts this policy to establish procedures for staff and student interaction and communication in and out of the school setting, in person, and via correspondence including but not limited to telephone, email, “texting,” and the Internet.

Staff, as defined in this policy, includes all individuals approved by the Board of School Directors as a volunteer, or paid/contracted employee and are, therefore, required to adhere to all of the Policies and Guidelines of the Spring-Ford Area School Board of Directors. Unprofessional Relationship, as defined in this policy, includes, but is not limited to, staff fraternizing or communicating with students as if staff members and students were peers. The sending, sharing or posting of inappropriate content by an employee to a student is prohibited.

Inappropriate content, as defined in this policy, includes any content unrelated to homework, class-work, district approved extracurricular activities or interscholastic athletic programs, or a letter of reference for a higher education application, scholarship opportunity, or career opportunity.

Social Media, as defined in this policy includes forms of electronic communication (as websites for social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos).

Each staff member shall be responsible to make their best efforts to maintain a professional relationship with students and families. Each year during new employee orientation as well as annually as a part of a scheduled in-service program, a review of this policy is required for all staff members. Staff members must adhere to the following guidelines, which are consistent with the school’s workplace standards on harassment, student relationships, conduct, professional communication, and confidentiality.

1. A staff member must not violate any of the district’s policies, including its policies concerning discrimination, harassment, and acceptable use of technology.
2. A staff member must uphold the district’s value of respect for the individual and avoid making defamatory statements about any member of the school community.
3. A staff member may not disclose any confidential information of the district or confidential information obtained during the course of his/her employment, about any individuals or organizations, including students and/or their families.
4. Staff members must be aware that they have a personal responsibility and, hence, are potentially personally liable for the legality, accuracy, and confidentiality of their statements.
5. Staff members are prohibited from establishing unprofessional relationships or engaging in communication with students that are unprofessional and therefore inappropriate or about inappropriate content. To that end, this policy strictly limits staff members from emailing with students via the staff members’ own personal email and/or communicating with students through the staff members’ personal social media accounts.
6. This policy specifically exempts staff communication directly to a student’s personal email address or cell phone in the direct and specific context of extracurricular events a student may be involved in with the staff member. However, prior to a teacher, coach, club or activity advisor communicating with students either by emailing students at the students’ personal email address or by texting students to their personal cell phone, parents shall be placed on yearly notice of this exception. Should the parent desire that the student not be contacted directly under this exception, the parent shall notify the building principal in which the activity takes place. When possible, parents/guardians should be copied on emails to student’s personal email accounts and text messages to student’s personal cell phones.

Examples of unprofessional communication consistent with this policy shall include, but are not limited to:

1. Staff members communicating with students as if staff members and students were peers, such as writing personal letters, making personal comments, sending personal emails and/or texting students.
2. Calling students on cell phones or allowing students to make personal calls to them unrelated to homework, class work and school district-sponsored or sanctioned student activities.
3. Sending, sharing, posting, taking or giving lewd or inappropriate pictures, depictions, comments or graphics to students.
4. Discussing or revealing to students personal or confidential information that is inappropriate in regard to the staff-student relationship, or inviting students to do the same (other than professional counseling by a school counselor).
5. Engaging in flirtatious behavior or dialogue of a sexual nature, whether in person, by phone, via the Internet or in writing, including electronic communications.

Staff members engaging in inappropriate communication with students will be investigated by school officials and, if warranted, will be disciplined, up to and including termination. Depending upon the severity of the offense, the school district may notify the proper authorities, including the Pennsylvania Department of Education, local police and child welfare agencies for further investigation.

Acceptable Use of the Electronic Communications Systems

References Spring-Ford Area School District Board Policy 815

Students and guests must comply with the Spring-Ford Area School District's Acceptable Use of Electronic Communications Systems Policy #815 that is located in the School District's Policy Manual and building offices. Please contact the building principal or Director of Technology if you have any questions about the Policy.

Electronic Communications Systems Use

Responsible Use Guidelines

The purpose of these Responsible Use Guidelines of the Spring-Ford Area School District is to foster the independent use of the school district's network, subject to compliance with procedures and standards for appropriate network behavior and communication.

The following Responsible Use Guidelines apply to all users when they access any Spring-Ford Area School District network connection:

1. It is understood that cooperation is critical in the use of the Internet at the Spring-Ford Area School District. It is the goal of the use of the Internet to prepare students to become computer literate in an increasingly technological world. It is understood that a minor's independent use of the School District's network is necessary to attain such a goal, subject to the procedures and standards for appropriate network behavior.
2. Violations of the Responsible Use Guidelines may result in student discipline, subject to the Student Disciplinary code, and/or staff and administrative discipline, subject to guidelines adopted by the School District Administration.
3. Transferring copyrighted materials to or from any Spring-Ford Area School District network without the express consent of the owner of the copyright is a violation of Federal law and is expressly prohibited.
4. It is understood that the use of the Internet is a privilege. The primary use of the network shall be reserved to those individuals who utilize the materials that are of "educational value" to students of the Spring-Ford Area School District. For the purposes of these Guidelines, "educational value" shall mean those areas of network access that have a direct or indirect impact on the student's educational program at the Spring-Ford Area School District. The use of the system for defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening and racially offensive, and illegal material or other prohibited activities shall not be permitted, and the Spring-Ford Area School District will use any and all efforts available to it, within the confines of the law, to prevent such material from entering the school network. Individuals are encouraged to report such entry of material into the system to the School District Administration.
5. Use of electronic mail and other network communications facilities to harass, defame, offend, or to disseminate defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially-offensive, or illegal material, or otherwise annoy other users of the network is forbidden. Each user has the responsibility to report all such violations. Only those contacts leading to appropriate educational and personal growth on the Internet are permitted.
6. All users must recognize that e-mail or network messages may contain thoughts, conclusions, and certain biased perceptions that were never intended for publication. There may be liability for defamation for spreading false and disparaging information about third parties, particularly comments on students, personnel applicants, or various vendors. Such discussions or use on the network is expressly prohibited.
7. Network users may not allow any other person to use their password or to share their account. It is the user's responsibility to protect network logon accounts from unauthorized use by changing passwords periodically and using passwords that are not easily guessed. Passwords must be kept confidential. Use of another individual's password (even with permission) is expressly prohibited.
8. Any attempt to circumvent system security, guess passwords, or in any way gain unauthorized access to local or network resources is forbidden.
9. Use of the Internet for commercial gain or profit is not allowed from an educational site.
10. Users may not move, repair, reconfigure, or modify network systems.
11. The District Administration reserves the right to monitor all accounts.
12. Professional employees of the school will monitor the use of the Internet.
13. Students or employees who violate the Internet guidelines of the school may be denied future Internet privileges for a defined period of time or other disciplinary measures set forth in the Student Code of Conduct or in any other rules of the District, which may be applicable.

Spring-Ford Area School District Acceptable Network Behavior Agreement 2017-2018

(This agreement is based on District Policy 815)

The school network and Internet provide great educational benefits to students. Access to the network and the Internet is given as a privilege to students who agree to act in a considerate and responsible manner. Students are responsible for good behavior on the Internet just as they are in school. Some material accessible via the Internet may contain items that are illegal, defamatory, or potentially offensive to some people. General school rules for behavior and communication apply. Please review the following rules for acceptable on-line behavior. The following actions are **prohibited**:

1. Playing online games, listening to online audio or viewing online video
2. Downloading, sending or displaying offensive messages or pictures
3. Downloading and/or installing software applications
4. Using obscene language, harassing, threatening, insulting, or attacking others
5. Misusing or damaging computers, computer systems, or computer networks
6. Changing default settings
7. Excessive printing and printing in color where color is not required

8. Violating copyright laws
9. Bypassing or attempting to bypass, disengage, or disable Internet filtering software
10. Employing the network for commercial or political purposes
11. Revealing the personal address or phone number of yourself or any other person without permission from your instructor
12. Trespassing or attempting to view, gain access to, or hack the network, or any computers/servers, or files/folders not belonging to you, or any other network/computer software structures for which you have not explicitly been given permission. Doing so is forbidden and subject to discipline and/or loss of computer privileges.

Keep your password confidential as all users are accountable for Internet traffic traced to their account. All Internet usage, whether successfully accessed or blocked, is logged, timed and traceable per user.

Executable files, zipped files, music files, or movie files may not be saved in student folders nor executed on district computers without prior, expressed permission from District Technology. If you are found to have any of these stored in your network folder or local hard drive you will be subject to disciplinary action.

Any violation of the above rules may result in loss of access as well as other disciplinary or legal action. Loss of network privileges may result in a grade of "F" in a computer-based class.

Student Activity Fee

Spring-Ford Area School District Board Policy 122.1

The intent of the Board is to offer diverse and appropriate co-curricular programs. Research has demonstrated that student achievement is enhanced by involvement in these programs.

It is the responsibility of the Board to ensure that the costs of such programs are reasonable and are controlled. With the goal of developing ever-increasing ownership for these programs by those who benefit most directly, reasonable student activity fees will be established and collected. These fees are to be paid by students as a prerequisite for involvement in co-curricular activities in grades 7-12. Provisions will be made for exemption from paying either a part or all of the fees by students whose economic situation would otherwise preclude their involvement. The Superintendent or designee shall develop guidelines to implement this policy.

Additional District Guidelines

The Spring-Ford Area School District Board of Directors has established a Student Activity Fee for all secondary students who wish to participate in the extracurricular activities of athletics, marching band and select chorus (Vocal Ensemble and Gold 'n Blue).

The fee will be \$100 for students participating in programs that are 9th-12th grade levels and will be \$75 for students participating in programs which are 7th and 8th grade levels. These fees will be a one-time annual fee and will enable the student to participate in multiple activities for the year. Provisions will be made for exemption and/or accommodations in paying these fees for students in the free and reduced lunch program.

School Guidelines on Eligibility for Extracurricular Activities

There are many extracurricular programs and activities available to students for their pleasure and enrichment. We want such programs and activities to be well-attended by our student body. However, certain guidelines must be adhered to by students to remain eligible for such opportunities. Outlined below are remarks relating to specific programs and activities.

1. A student assigned a suspension for disciplinary purposes is ineligible to participate in or attend any after school activities (except detention) for the length of the suspension.
2. A student placed on disciplinary probation is ineligible to participate in or attend any after-school activities or programs (except detentions) for the length of the probationary period.
3. A student failing two or more major subjects (or the equivalent) is ineligible to participate or attend any after school activities, programs, or field trips until a passing status has been successfully achieved.
4. Students on probation are ineligible to attend any end of the year activity which takes places during the day or evening.

National Junior Honor Society

The Middle School chapter of the National Junior Honor Society is a co-curricular activity that directly supports the educational goals set forth by the Spring-Ford Area School District. Students with a cumulative average of 95 percent or higher will be given an induction packet which must be completed and returned to the Guidance Suite, within a specified period of time for further consideration. Upon completion of the packet, teachers will evaluate the students following prescribed guidelines regarding leadership, citizenship, service, and character. Students will be evaluated on a four-point scale in each of the aforementioned areas. Students receiving a total score of fourteen or higher will be considered for selection in the National Junior Honor Society.

Assemblies

Assembly programs offer the potential of providing educational and enrichment activities for students. On a periodic basis throughout the school year, assembly programs will be provided for middle school students. The assemblies will provide a variety of programs, including professional entertainment, plays, movies, musical performances and award presentations.

Band Instrumental Music

Opportunities exist for all Middle School students interested in playing a musical instrument to receive instrumental instruction and to participate in band. During the regular school day, instrumental lessons in a group format are offered to all interested students. The scheduling of these lessons is on a rotating basis so that the student will have minimum disruption of his/her daily schedule. All band members will be scheduled for instruction and all those taking lessons will participate in the appropriate band.

The **Seventh and Eighth Grade Band** is one band and functions both as a concert band and a marching band. Concerts are presented at Christmas and in the spring while marching includes two Halloween parades, the Spring-Ford Cavalcade and Memorial Day services in Royersford or Spring City. Membership in Jazz Band is by audition or by director invitation. The jazz band will perform at both spring concerts, the variety show, the Spring-Ford Festival of the Arts, and all other events in the community.

Band Front

Participation in band front is limited to students in seventh and eighth grade. Membership is through audition held in the spring of the previous school year. This group will follow the same performance schedule as the seventh and eighth grade band established by the band director.

Chorus

Opportunities exist for interested middle school students to participate in choral music programs. There will be a combined seventh and eighth grade chorus. Additional programs may include select performing groups. There will be rehearsals scheduled both on school time and after school for all groups. Several performances will be staged during the school year, including concerts at Christmas time and in the spring.

Cheerleading

There will be two cheerleading squads (one for fall sports and one for winter sports) and each squad will be composed of a mix of both seventh and eighth graders. Students interested in becoming cheerleaders compete for spots on the squads and the tryouts are held in the spring for the following school year.

Class Trips

Class field trips are evaluated annually based upon the significance to our curricular objectives. Class field trip opportunities may not be available to each grade every year. End of the year culminating class social field trips are a privilege to attend and not a requirement of a student's academic program. Subsequently, student behavior recognized throughout the course of the school year dictates student participation in such activities. In addition, all student financial obligations, i.e. lunch credits, media center late fees, textbook replacements, etc. must be paid in full prior to the student being permitted to attend the culminating class trip.

Interscholastic and Intrasccholastic Athletics and Extracurricular Activities

Intrasccholastic athletics will be restricted to seventh and eighth graders only, by state law. The programs available are:

Girls' Volleyball	Football	Girls' Soccer	Boys' Soccer
Girls' Basketball	Boys' Basketball	Girls' Cross Country	Boys' Cross Country
Field Hockey	Baseball	Softball	Boys' Lacrosse
Girls' Track & Field	Wrestling	Girls' Lacrosse	Boys' Track & Field
Fall & Winter Cheerleading			

The programs available to eighth graders such as football, basketball, wrestling, baseball, lacrosse, cheerleading and field hockey will also be offered to ninth graders and will be separate from the high school varsity and junior varsity programs. These eighth and ninth grade programs will be coordinated by the middle school principal and coordinator of athletics. The rule of academic eligibility includes **all** other programs, clubs, intramurals, activities and sports.

Eligibility

In order for a boy/girl to compete in interscholastic athletics, he/she must fulfill all the regulations and requirements set forth by the PIAA. The major requirements are as follows for all athletes:

1. The participants must be an amateur;
2. If the age of 15 is attained on or after July 1, the student shall be eligible, age-wise, to compete through that school year;
3. If the age of 16 is attained on or after July 1, the student shall be eligible, age-wise, to compete with students in the ninth grade;
4. The participant must be regularly enrolled in a public school and in regular attendance thereafter;
5. No student shall be eligible to participate in Practices, Inter-School Practices, Scrimmages and/or Contests unless the student has completed a comprehensive initial pre-participation physical evaluation ("CIPPE") performed by an Authorized Medical Examiner, and the Authorized Medical Examiner has completed the PIAA Comprehensive Initial Pre-Participation Physical Evaluation Form ("CIPPE" Form). The examination may not be completed prior to June 1 of the upcoming school year.
6. Written consent of the parent or guardian is required.
7. **Misconduct, or other evidence of poor school citizenship**, may be cause for ineligibility at the discretion of the coach or principal.

8. The student activity fee must be paid before any student may participate in an athletic event or performance.

Additional eligibility rules that meet PIAA Requirements are as follows:

1. To be eligible to participate in an extracurricular activity, a student must maintain a 70% or above grade point average in a minimum of his/her four (4) major subjects. Eligibility shall be cumulative from the beginning of a grading period and shall be reported on a weekly basis.
2. In cases where a student's work in any preceding grading period does not meet the standards provided, said student shall be ineligible to participate in extracurricular activity for at least fifteen (15) school days of the next grading period.
3. At the end of the school year, the student's final credits in the student's major subjects rather than the student's credits for the last grading period shall be used to determine the student's eligibility for the next grading period.
4. Under certain conditions, the principal may declare a pupil ineligible for special situations if conduct warrants such action.
5. How Academic Ineligibility Affects Participation. A student/athlete who is not passing the required 4 or more major subjects with a 70% or higher as per the P.I.A.A. constitution and by-laws and who is deemed ineligible shall participate under the following guidelines:
 - a. Practices- Student/athletes who are ineligible may participate in a portion of practice provided that they fulfill these requirements:
 - i. As a student first and athlete second, the student/athlete will be required to see the teacher(s) of those classes he/she is not maintaining a 70% or above grade point average after school until at least 3:30 p.m. for designated academic homework/study time.
 - ii. If the teacher(s) of the classes that the student/athlete is not maintaining a 70% or above grade point average is unavailable to meet with the student/athlete after school, the student/athlete may work with another teacher of the same subject or attend homework club if available. Special arrangements for attendance may also be made with approval of the principal.
 - iii. Students who have stayed afterschool for this designated academic homework/study time and provide their coach with signed documentation of their attendance from the teacher or office will be permitted to join their team after 3:30 and participate in the remainder of practice.
 - iv. Students who do NOT attend a designated academic homework/study time will NOT be permitted to practice
 - v. The student athlete may participate in an evening practice providing he/she has completed their requirement(s) for the designated academic homework/study time and have delivered a signed note from their teacher(s) to the coach.
 - *Ineligible students who have fulfilled their obligations to participate in a portion of practice as stated above MUST secure their own transportation to their practice location or may walk with written parent permission
 - b. Contests: A student/athlete who is ineligible will not be able to participate in a contest and:
 - i. Will not be dismissed early from school to attend a contest of his/her particular team;
 - ii. Will not be permitted to ride the bus or dress for an away game.
 - iii. May attend a home game after they have completed their designated homework/study time with the teacher(s) with whom they are failing. The participant must deliver a note to the coach signed by the teacher(s) stating they have fulfilled their requirement for that day. The student/athlete will not be permitted to dress for the contest.
 - iii. Participants may attend an evening contest provided they have delivered a signed note to the coach from the teacher(s) stating their work is completed for that particular day. The student/athlete will not be permitted to dress for the contest.
 - c. Eligibility:
 - i. Determinations of eligibility will be made on a weekly basis.
 - ii. Students who are deemed ineligible will retain that status for one week (until the next eligibility report is generated).
 - iii. Eligibility concerns, which the student/athlete believes are the result of an inaccurate gradebook or unreported grade should be brought to the attention of the Athletic Director immediately. In these cases the Athletic Director will work with the student/athlete to determine their eligibility or requirements for them to gain eligibility.
 - iv. As a student first and athlete second, graded work missed due to absence from school or absence from class due to a sporting event will be included in the determination of weekly eligibility.
 - v. The Athletic Director has the final determination in all eligibility disputes.
6. Article III, Section II: How Absence Affect Eligibility and Participation
 - Contests: A pupil who has been absent from school during a semester for a total of 20 or more school days shall not be eligible to participate in any athletic contests until he/she has been in attendance for a total of forty-five school days following his/her twentieth day of absence. Exceptions are death in immediate family, confining illness or injury; such excused absences may be waived.
 - Practices: A pupil may practice during this ineligible period due to absences.
7. A student/athlete must attend school the day of the game. Any exception to the rule must have prior approval of the Director of Athletics and the Principal. In case of illness, the athlete must be in the school by the end of the first period. If the nurse sends the athlete home, they may not participate that day.
8. Eligibility rules shall apply to participants in all interscholastic sports and to cheerleaders.
9. Participants must maintain appropriate school citizenship and behavior. Guidelines for behavior can be found in this section of this handbook under "Code of Conduct."

Dramatics: The middle school offers an excellent program in dramatics for students. There will be two productions each year, and tryouts are announced to the total student population. Rehearsals are scheduled both after school and on selected evenings. Opportunities not only are available to students for performing roles, but also exist for students to become involved in stage crew work (scenery, props, lighting).

Newspaper: The student newspaper staff will work to publish a school-wide newspaper to be distributed at the end of each report period. The purpose is to provide a record of student activities. Any money raised through the sale of this edition will go toward meeting the costs of publication.

Student Council: The student council will consist of elected student members from the seventh and eighth grades of the middle school. A school election will be held each school year. The student council works with administrators, faculty, and students to promote:

- Attitudes of good citizenship within the middle school student body;
- A forum for student expression;
- Activities for students that enrich the daily school routine.

Awards: Giving recognition to students for their accomplishments is important. Throughout each school year, students will be recognized for their accomplishments and participation in academics, athletics, and activities. Awards will be presented to students at various school functions for participation in intramurals, interscholastic athletics, cheerleading, band, band front, chorus, drama, stage crew, newspaper club, radio club, and student council.

Special awards will be presented for excellence in academics, citizenship, athletics, music, drama, physical education, art, home economics, and technology education. The type of award will vary depending upon the area of participation and the level of accomplishment. Among the types of awards will be certificates, plaques, and letters. Special awards will be given at the end of the year by the American Legion and the American Legion Auxiliary to deserving eighth grade students.

Scholar's Dinner: The Home and School Association will sponsor a Scholar Recognition for students and their parents during the fourth marking period of the school year.

- To be eligible to attend the 7th Grade Scholar Social, **students must have earned Distinguished Honor Roll status for the first, second, and third marking periods consecutively of their 7th grade year.**
- To be eligible to attend the 8th Grade Scholar Recognition, **students must have earned Distinguished Honor Roll status for the first, second, and third marking periods consecutively of their 8th grade year.**

Distinguished Honor Roll and/or Honor Roll status is displayed on all electronic student report cards and information about the calculations used for Distinguished Honor Roll and/or Honor Roll status is displayed within the handbook and on our school websites.

Student Government: The student body will vote for four student government officers in the beginning of the school year. Candidates for the offices of President, Vice-President, Secretary and Treasurer will prepare and present brief speeches during the voting process. All student speeches must be submitted to the building principal or designee in advance of their reading to the school community. Students are encouraged to craft and present a positive and respectful message in their individual speeches. Speeches containing inappropriate language and/or content may cause the candidate to be disqualified from consideration for a Student Government Office.

Night Activities: Over the course of the school year, several night activities will be conducted for students in the middle school. The activities will vary from night to night, but will, over the course of the year, offer opportunities for students to get together socially. The hours for night activities will vary depending upon the planned events. The hours will be clearly announced to students for each event. Some guidelines to know are:

1. Permission to leave early will be given only under special circumstances. No one leaving for any reason may be permitted to return. A **note** regarding this must be signed by the parents and presented in advance to the main office. Only a parent or parent-approved designee (named in the note) may pick up the students.
2. Dress regulations will vary from event to event, and expectations will be announced to students prior to each activity.
3. Chaperones from the faculty will be in attendance. Parents may assist chaperoning, if desired, in addition to the faculty. Chaperones shall have full responsibility regarding admission, conduct of the activity, and exclusion if necessary.
4. Those attending activities are not permitted in other parts of the building.
5. Pupils on probation or suspension may not attend any school functions or activities beyond the regular school day unless granted special permission by the principal or house principal.
6. Students absent from school on the day of the event may not attend the evening event.
7. Students must be picked up promptly at the end of an activity. Failure to do so may result in loss of future privileges.
8. Only Spring-Ford Area Middle School students are permitted to attend Middle School Dances or other evening activities.
9. **Middle School students are prohibited from attending Senior High School dances.**
10. **All school district policies and guidelines apply during evening activities.**

Keystone Exam Requirements

In March 2014, the Pennsylvania Department of Education published updated changes to Chapter 4, the governing document for public education in our state. The updates set more rigorous requirements for high school graduation through the adoption of Keystone Exams. These exams are end-of-course assessments that measure what a student has learned as a result of their coursework. The new graduation requirements read as follows: In order to graduate from a public high school in Pennsylvania, your child must meet specific requirements established by the Local Education Agency (LEA) in which he/she is enrolled. These local requirements include graduation requirements mandated by the Commonwealth to guarantee that a Pennsylvania diploma reflects the knowledge and skills that our graduating students need to be successful in college and the workplace in an increasingly complex and challenging economy. This guide is designed to assist you in understanding how proposed changes to Pennsylvania's Public School Code, which authorizes commonwealth graduation requirements, will impact your child.

Spring-Ford Graduation Requirements for Students:

Students WILL be required to demonstrate proficiency in each of the content areas listed below by passing a Keystone Exam in the following subject areas: Algebra I, Biology, Literature

Pathway to Proficiency:

Spring-Ford Area School District is committed to ensuring all students reach proficiency on the Keystone Exams. The following procedures are in place to help guide students and parents through the path to proficiency:

- All students in grades 7-9 (except those taking the PASA assessment) will take the Algebra I Keystone when they complete the course.
- All students in grades 9 or 10 (except those taking the PASA assessment) will take the Biology Keystone when they complete the course.
- All students (except those taking the PASA assessment) will take the Literature Keystone in 9th grade.

Students who score proficient or advanced on each exam have met the graduation requirement. Please note: a student who scores proficient is not able to retake the exam to attempt to achieve advanced.

Students who DO NOT score proficient or advanced must retake the Keystone Exam(s) at least two additional times (three times minimum if non-proficient on the first two exams) at later date. Our Pathway to Proficiency is described below.

Class of 2019 and Beyond

Students in the Class of 2017 and beyond who have not achieved proficiency on a Keystone exam will be required to complete an intervention before retaking the applicable Keystone. Intervention may take the form of a specific course within a student's schedule, or another form of tutorial. Students who are not proficient after at least three attempts before his/her Senior year on the Algebra I Keystone are required to complete and pass a Keystone Remediation Course for Algebra I. Students who are not proficient after at least two attempts (if possible before the fall of his/her Senior year) on the Biology Keystone are required to complete and pass a Keystone Remediation Course for Biology. Students who are not proficient after at least three attempts (if possible before the fall of his/her Senior year) on the Literature Keystone must complete and pass 10th Grade English.

Additional Guidelines

If the student passes the Keystone Exam, but does not pass the course associated with the Keystone Exam he/she does NOT have to re-take the course, but credit will not be awarded for the failed course. Students who did not score proficient on a Keystone Exam must participate in remediation prior to re-taking the Keystone/ module. The remediation must be consistent with the student's educational program. The school must continue providing remediation/instruction either until the student demonstrates proficiency in the subject area or until the student passes the corresponding remediation or English course. All students (except those taking a PASA exam) shall attempt the Keystone Exams in each subject area three times (if possible before his/her Senior year) before moving to the Keystone Remediation Course.

Spring-Ford Area School District Annual Public Notice Of Special Education Programs and Services and Gifted Education Programs

I. Individuals With Disabilities Education Act

Spring-Ford Area School District is required by the Individuals with Disabilities Education Act ("IDEA") to provide a free, appropriate public education ("FAPE") to "children with disabilities." Pursuant to the IDEA, students are considered to be children with disabilities if they need special education and related services and have one or more of the following physical or mental disabilities:

- Autism, including pervasive developmental disorders • Deaf-Blindness • Emotional Disturbance
- Orthopedic Impairment • Hearing Impairment including Deafness • Mental Retardation • Multiple Disabilities
- Visual Impairment including Blindness • Other Health Impairment • Traumatic Brain Injury
- Specific Learning Disability • Speech or Language Impairment

The IDEA further requires the provision of FAPE to children with disabilities between the age of three and the school district's age of beginners known as "eligible young children." The Montgomery County Intermediate Unit provides early intervention services and programs to eligible young children located within the Spring-Ford Area School District. Eligible young children are afforded the

same rights as school age children including screening, evaluation and an appropriate program and services. Information regarding potential signs of developmental delays and other risk factors that could indicate disabilities can be found on the Montgomery County Intermediate Unit website at www.mciu.org or by calling 610-705-9409.

II. Services For Protected Handicapped Students

Spring-Ford Area School District must provide services to and may not discriminate against “protected handicapped students” in accordance with Section 504 of the Rehabilitation Act. A protected handicapped student is a student who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment or is regarded as having such an impairment. Protected handicapped students may qualify for special services to ensure equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for the individual student.

III. Gifted Education

In Pennsylvania, school age students qualify to receive specially designed instruction when they have been identified as “mentally gifted.” A student is mentally gifted when he or she has outstanding intellectual and creative ability that requires specially designed programs or support services not ordinarily provided in the regular education program. Spring-Ford Area School District will determine whether a student is mentally gifted based upon multiple criteria, including IQ score, which indicate gifted ability. The determination of gifted ability will not be based on I.Q. score alone.

IV. Screening And Evaluation

Spring-Ford Area School District uses procedures to help identify children who may qualify for services, including parent/teacher referrals, review of student records and screening for hearing, vision and speech and language problems. If you believe that your child may be eligible for special education and related services or gifted education, screening and evaluation services designed to assess the needs of your child and his/her eligibility are available to you at no cost. You may request screening and evaluation at any time, whether or not your child is enrolled in the district’s public school program.

Requests for screening and evaluation may be made in writing and sent to your child’s building principal or to: Spring-Ford Area School District, Office of the Assistant Superintendent, 857 South Lewis Road, Royersford, PA 19468. Requests for screening and evaluation will be kept confidential. If you believe that your young child may qualify for early intervention services, you may contact the Montgomery County Intermediate Unit directly at (610) 539-8550.

SFASD Notice Of Rights Under Family Educational Rights And Privacy Act (“FERPA”)

Spring-Ford Area School District protects the confidentiality of personally identifiable information gathered about its students in accordance with federal and state law. FERPA affords parents and students eighteen years of age and older certain rights with respect to the student’s educational records. These rights are summarized as follows:

1. The right to inspect and review the student’s educational records within 45 days of the date that the District receives a request for access. Parents should submit a written request to the school principal identifying the record(s) that they wish to inspect. The principal will make arrangements for access and notify the parents of the time and place where the records may be inspected. Parents have the right to request copies of the records and the District may charge a reasonable copying fee as long as it does not prevent the parents from exercising their right to inspect and review their child’s records.
2. The right to request an amendment of the student’s educational records that the parents believe are inaccurate, misleading or violate the privacy or other rights of the child. Parents may request that the District amend a record by writing to the school principal, clearly identifying the part of the record they would like to change, and specifying why the change is warranted. The District will notify the parents in writing of the decision and advise them of their right to a hearing regarding their request for the amendment. Additional information regarding the hearing procedures will be provided to the parents upon notification of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that Federal and State law authorize disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with a “legitimate educational interest.” A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the School District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); members of the Board of Education; persons or companies with whom the School Department has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists); and parents, students and volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.
4. The right to file a complaint with the United States Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

Complaints may be made by contacting the Family Policy Compliance Office at the following address: U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605

A copy of the Confidentiality Procedural Guidelines is available for inspection at the Administrative Office of Spring-Ford Area School District. Additional information regarding student records, including access request information, is available by calling the District at 610-705-6000.

Notice for Release of Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Spring-Ford Area School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Spring-Ford Area School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Spring-Ford Area School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.¹

If you do not want Spring-Ford Area School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 30, 2018. Correspondence may be sent to:

Office of the Assistant Superintendent of Schools;
Spring-Ford Area School District
857 S. Lewis Road
Royersford, PA 19468

Spring-Ford Area School District has designated the following information as directory information:

- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
- Student's Name
- Date of birth
- Electronic mail address
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of athletes
- Honors and awards
- Most recent previous school attended
- Photograph
- Dates of attendance

¹These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

Region I**Dr. Edward Dressler**

484 Peters Way., Phoenixville, PA 19460
 610-933-5906
 e-mail: etd@psu.edu

Linda Fazzini

147 Gateshead Way, Phoenixville, PA 19460
 610-792-3687
 e-mail: Linda_Fazzini@spring-ford.net

Kelly J. Spletzer

6 Tara Drive, Royersford, PA 19468
 610-505-5466
 e-mail: kelly.spletzer.sfasd@gmail.com

Region II**Dawn R. Heine, Vice President**

42 Bradford Dr., Schwenksville, PA 19473
 610-287-2820
 email: dawnheine@verizon.net

Clinton Jackson

11 Springfield Drive, Collegetown, PA 19426
 610-454-0522
 e-mail: Clinton_Jackson@spring-ford.net

Colleen Zasowski

38 Metka Road., Limerick, PA 19468
 610-287-0260
 e-mail: czasowski@hotmail.com

Region III**Mark P. Dehnert**

483 N. 7TH Ave., Royersford, PA 19468
 610-948-4289
 e-mail: mark.dehnert@comcast.net

Thomas J. DiBello, President

33 Fieldstone Ln., Royersford, PA 19468
 610-608-5761
 e-mail: Thomas_DiBello@spring-ford.net

Christina Melton

128 abbey Drive, Royersford, PA 19468
 610-246-1326
 e-mail: Christina_Melton@spring-ford.net

Julianna Lelli and Nandini Pate, Student Representatives: Spring-Ford Area Senior High School, 610-705-6001

James Fink, Board Treasurer: District Office, 610-705-6000

Diane M. Fern, Board Secretary: District Office, 610-705-6000

Board Agendas Available

Agendas for the workshops and meetings of the Board of School Directors are available at www.spring-ford.net.

Board Meeting & Work Session Dates: 2018-2019 School Year

The Board of School Directors meets twice each month for open public meetings. The first meeting is a work session held the third Monday of each month, while the second is the regular Board meeting held the fourth Monday of each month. In December of each year, a reorganizational meeting is held. Other meetings may be scheduled as necessary. Work sessions and meetings are generally held in the Spring-Ford Area Senior High School cafeteria at 7:30 p.m., unless otherwise scheduled. If you are interested in attending any meeting or work session, please contact the school district office at 610-705-6000 for the exact location. Work Session and Board Meeting dates for 2017 are listed below. Dates for meetings in 2018 will be established at the December meeting.

Month	Work Session	Board Meeting
AUGUST	20	27
SEPTEMBER	17	24
OCTOBER	15	22
NOVEMBER	19	26
DECEMBER	3	10 (Optional)

*(Organizational meeting
and board meeting)*

All dates for 2019 are tentative and are subject to change

Month	Work Session	Board Meeting
JANUARY	21 (*Tues)	28
FEBRUARY	19 (*Tues)	25
MARCH	18	25
APRIL	15	23 (*Tues)
MAY	20	27
JUNE	17	24
JULY	Emergency Only as Called by the Board President Or Superintendent of Schools	

Spring-Ford Area School District Administration

Administrative Offices

857 South Lewis Road, Royersford, PA 19468-2711; (610) 705-6000

www.spring-ford.net

Superintendent	David R. Goodin, D.Ed.
Assistant Superintendent	Allyn J. Roche, Ed.D.
Chief Financial Officer.	James Fink
Controller.	Mary Davidheiser
Director of Human Resources	Elizabeth A. Leiss
Director of Planning, Operations and Facilities	Robert Hunter
Supervisor of Operations and Facilities	Barry Ziegler
Director of Athletics.	Michael McDaniel
Supervisor of Special Education (K-3).	Daniel C. Currie
Supervisor of Special Education (4-6)	Christine B. Raber
Special Education Coordinator (7-9)	Katie Davis
Supervisor of Special Education (10-12)	David Krakower
Director of Curriculum and Instruction	Kimberly A. Bast
Curriculum Supervisor.	Catherine Gardy
Curriculum Supervisor.	Heidi Rochlin
Director of Technology	Robert Catalano
Technology Infrastructure Administrator	Robert Cywinski
Manager of Technology Operations	Sandra Bernat
Systems Administrator	Chuck Applegate
Software Specialist	Kathleen Cox
Information Systems Analyst	Joseph Mayo
Coordinator of Transportation	Lora A. Sanderson
Coordinator of Food Services.	Paula H. Germinario
Manager of Communications and Marketing	Erin G. Crew
Manager of Communications Media	Andrew Rothermel
Home and School Visitor	Julie Caterson
School Police Officer	Gwendolyn Phillips
School Police Officer	Dave Eagleston
School Resource Officer	Jason Corroplese