

STUDENT AND FAMILY GUIDE TO WELSH VALLEY MIDDLE SCHOOL

2024-2025 SCHOOL YEAR



GUIDE TO WELSH VALLEY MIDDLE SCHOOL

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WELCOME TO WELSH VALLEY MIDDLE SCHOOL

Dear Welsh Valley Community,

On behalf of the entire faculty and staff we would like to welcome you to a wonderful school year at Welsh Valley Middle School. We look forward to working with students as well as families to create a memorable, productive, and educationally fulfilling experience. Students within the Welsh Valley community will be encouraged to become an active learner, responsible citizen, and positive contributor so they move forward to high school with the requisite skills for success.

Welsh Valley Middle School is currently ranked by US News & World Report as one of the best middle schools in Pennsylvania. This recognition is because of the high-quality education our students receive each day and due to the dedication shown by so many staff members. Additionally, this is because of the wonderful partnership from families of Lower Merion who act as our partners in this work as students enter to learn and go forth to serve.

The hope is that this guide can be used as a resource for families and students. It provides an overview of routine procedures as well as policies which apply to Lower Merion School District and our specific school community. It should be noted that this is not designed to offer a specific solution for all problems and answer all questions. We do hope that it will serve as a helpful navigation tool and through the creation of strong relationships we may always come together to find the right solution to allow all students to find success within the fabric of Welsh Valley Middle School.

Please contact us with any questions at 610-618-5820 and also be sure to check out the [WVMS Family Resource Site](#).

Have a wonderful school year,

Christopher Hall
Principal

Anna O'Rourke
Assistant Principal

Joseph Devine
Assistant Principal



You are an important part of your child's education! That is why we want to communicate with you, in your language, about your child's education. This often includes translated documents and a language interpreter for meetings and conversations. LMSD provides free access to interpretation services to our schools and District offices. For support related to these and other translation services, please contact the building principal, Amy Young (610-658-3923), or our District's ELD Coordinator, Dawn Chapman, at 610-645-1440 or chapmad@lmsd.org.

ARTICLE I: KEY EXPECTATIONS FOR ALL LMSD SCHOOLS

1.1 LMSD's Motto and Mission

The District's **motto**, "Enter to Learn, Go Forth to Serve," forms the core of the District's vision statement and serves as a guiding principle for students and staff.

The District's **mission** is our central purpose and it is what drives our actions. Our mission statement follows:

Committed to excellence and continuous improvement, the Lower Merion School District strives to ensure that all students achieve their highest level of critical thinking and creativity, that they value themselves and the diversity of others, and that they are knowledgeable, contributing citizens capable of excelling in a rapidly changing world. This is accomplished by individuals engaging in innovative, active experiences tailored to myriad ways of learning and in partnership with our community.

The District's **strategic plan**, "All Forward," serves as a strategic compass for the District's work. The plan was designed to be actionable, inspirational, and accessible to all members of our school community. Five "bold statements of strategic intent" provide the framework of our plan and represent where we want to be as a school community. These statements reflect a shift from where we are today in how we (1) define student success, (2) transform curriculum, (3) support professional learning, (4) engage students, and (5) partner with our community. It is important to note that the intent of the plan is not to solve a problem or fix a failure. Rather, it serves as a necessary next step forward in our evolution as one of the finest public school systems in the United States. More information about the plan can be found [here](#).

1.2 LMSD Calls for a Culture of Equity, Inclusivity and Belonging in All Schools

All LMSD policies and administrative regulations can be found on the [District website](#). Many of the most important involve the climate and culture of our schools. The overarching goal of these policies is to make our schools safe places where civility is the rule, where controversial topics can be discussed and dissenting opinions fairly presented, and where all students and staff – regardless of disability, race, color, language, immigration status, age, creed, religion, sex assigned at birth, sexual orientation, gender identity, gender expression, ethnicity or national origin – can participate fully, free from bullying, harassment, hazing or discrimination.

The table below identifies key policies of the District that are designed to ensure that the values expressed above are maintained in every schools. Each member of the school community – students, parents/guardians, and staff – has the responsibility to create these conditions and has the right to report situations that violate these expectations. Please contact your building administrator for additional information about these



If you believe you are a victim of, or witness to, an incident or practice that violates one or more of these policies, you should immediately report the situation to your Building Principal/ Assistant Principal. You may also voice a complaint or concern by completing the [online reporting form](#). Please see Section 1.4 for more information.

policies. **If you believe you are a victim of, or witness to, an incident or practice that violates one or more of these policies, you should immediately report the situation as described in Section 1.4 or by filling out the LMSD Reporting Form [here](#).**

Policy/AR	Title
006	<i>Civility</i>
101	<i>Equity</i>
103	<i>Equal Opportunity Program for School and Classroom Practices</i>
114	<i>Individualized Student Supports and Services</i>
119	<i>Controversial and Value Issues</i>
130	<i>Guidelines Concerning Religion</i>
151	<i>Extracurricular and Co-Curricular Opportunities</i>
246	<i>Discriminatory Harassment, Bullying and Hazing</i>
259	<i>Transgender and Gender Diverse Students – Ensuring Equity and Nondiscrimination</i>
301	<i>Equal Opportunity Program for Employment Practices</i>
302	<i>Standards of Conduct - Employees</i>
All LMSD policies and regulations can be found on the District's website.	

1.3 Restorative Practices Build Relationships & Create Community in LMSD Schools

LMSD has carefully researched restorative practices through the work of LMSD’s **Achievement Imperative Taskforce**. The framework focuses on developing community and managing conflict and tension by repairing harm and restoring relationships. The fundamental hypothesis of Restorative Practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than *to* or *for* them.

Whenever possible, a restorative approach is used to address student discipline issues. A restorative approach to discipline is a philosophy that, when conflict occurs, an attempt is made for students to fully understand what their role was in the conflict and how their actions affected themselves and others. Students then take ownership in the process by trying to “make it right” with others who were affected. Some restorative questions that are asked of students:



- What happened?
- What was your role in it?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way have they been affected?
- What do you think you need to do to make things right?

Please note that restorative practices do not replace disciplinary consequences; rather, they work together to remediate harm to the community. For more information about LMSD’s Achievement Imperative Task Force, please visit [LMSD’s website](#).

Finally, in conjunction with these efforts, our students services team members are always available to support students who are negatively affected by the conduct of other student(s), staff, or community members. Our school counselors can assist with providing this type of support for your child (please see Section 2.2 for contact information).

1.4 LMSD Schools Respond to Reported Concerns

Concerns or conduct that violate community expectations may be reported in a variety of ways. We encourage attempts to address issues with the individual(s) directly involved, particularly if the matter involves an employee of the District. This contact could be made via EMAIL or PHONE. If that matter involves another student, your child’s teacher or counselor may be a good starting point. They can be reached by EMAIL or PHONE.

We understand that sometimes you may not be comfortable taking that first step. And sometimes, you may not be able to resolve the matter at that level. That’s ok. You may report it directly to a school administrator such as a principal or assistant principal by EMAIL, PHONE, or **LMSD Reporting Form**. This form will be routed to the school’s administrative team as well as the LMSD’s Office of Equity and Compliance.

If you have a concern that you would like to report directly to the Office of Equity and Compliance, please contact 610-645-1928 or baskerla@lmsd.org.

When you report a concern in LMSD, the initial questions you can expect to hear are:

- Tell me about what happened?
- Can you share all the details you can remember such as:
 - Who was involved? When did it occur and for how long? Where were you at the time? Did anyone else see or hear it? Do you know why it happened? Please provide as many details as you can remember.
- Is there anything else we should know?

In addition to the process outlined above, concerns or conduct that violate community expectations may be reported through **Safe2Say Something**. Safe2Say is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” BEFORE it is too late. Please note that state-level analysts (not LMSD representatives) determine how to route the report based on the nature and seriousness of the matter.



Title IX Sexual Harassment is a specific form of harassment prohibited by federal law and LMSD policy. Complaints about harassment can be made using the LMSD Reporting Form or the other methods described in this section. For further information about Title IX protections, please link to our website [here](#) or contact the Title IX coordinator:

Felicity Hanks, Director of Human Resources

hanksf@lmsd.org

610-645-1902



SAFE SAY SOMETHING

SEE IT. REPORT IT.

  **MOBILE APP**

 **1-844-SAF2SAY**

 **SAFE2SAYPA.ORG**

Matters involving a threat to the health, safety, or welfare of a member of the LMSD community should be referred directly to the Lower Merion Police Department by calling 911.

1.5 Expectations for Students

We expect all members of our school community to engage in conduct that is reflective of good character and citizenship. We believe that if we pledge to maintain these fundamentals in our dealings with one another, our schools will be an emotionally and physically safe settings for us to learn and grow together as a community. In all school settings, students are expected to:

- Be Safe
- Be Responsible
- Be Respectful

Occasionally, students conduct themselves in a manner that violates these expectations. The Board of School Directors has adopted, as a policy statement (Policy 235), a district-wide student code of discipline. The code details the rights and responsibilities of students, parents, teachers and administrators. It is recognized that there is a variety of effective means to deal with disciplinary problems as they occur in school. Since the purpose of any disciplinary action taken by the school is to help the student modify and change behavior to an acceptable standard, disciplinary responses of the school must be in keeping with and appropriate to the behavioral infraction. To provide for uniformity, fairness and consistency in the disciplinary process, the code defines the due process procedures to which a student is entitled, including situations governed by Chapters 12 and 14 of the Pennsylvania Code as well as the Individuals with Disabilities Education Act (IDEA). Whenever possible, a restorative approach is used to address student discipline issues (see Section 1.3), but that does not necessarily replace appropriate consequences in accordance with the student code of conduct.

More specific information regarding behavior expectations and consequences can be found in **Appendix A, Student Code of Conduct**.

A. A Note About Technology & Personal Devices, Including Cell Phones

Lower Merion School District takes pride in ensuring that our students have access to information available on the Internet. Any student who violates the provisions of Policy 134 may have their internet access privileges suspended along with additional disciplinary action. An account is set up for each student. Students access the Internet under the direction and supervision of teachers. Students can also access LMSD resources from home using their student account.



As a component of student health and wellness, the District desires to better support students regarding responsible use of personal devices as well as how to help them disconnect. While we recognize the importance of learning how to use technology appropriately in this rapidly changing, interconnected world, we also know that personal electronic devices (including, but not limited to, cell phones, smart watches, and headphones/earbuds) can cause an unnecessary distraction in the school environment and may contribute negatively to the health of our students.

To this end, students are permitted to bring personal electronic devices to school. However, all personal electronic devices must be silenced or turned off and remain in a backpack, handbag, or

locker during the school day during the school day. To limit distraction, teachers/staff may also require students to store phones during class in a designated location in the teacher's classroom. Failure to follow these rules will result in progressive disciplinary action including, but not limited to, confiscation of the device.

When permitted to use personal electronic devices (such as before or after school), students must continue to maintain an orderly school environment, conducive to academic instruction, in accordance with District policy. Please see **Appendix A** for additional details about such devices in our schools.

B. Off-Campus Conduct

Under Pennsylvania law, LMSD, like other public school districts, may investigate and discipline conduct that occurs during or in relation to its educational program or activities. This means that misconduct that occurs off school property, but during a school-related activity (e.g., a field trip or athletic event), may be subject to disciplinary action. On the other hand, misconduct that occurs off school property or after school hours may only be subject to discipline when there is a legal nexus between the misconduct and disruption of the educational process (such as threats to school safety or school personnel). That said, in such circumstance, the school may still provide supports for any student targeted or a victim of off-campus misconduct.

1.6 Staff Expectations

We expect all members of our school community to engage in conduct that is reflective of good character and citizenship. Staff are bound to conform with expectations as set forth by law, contract, policies, and practices. LMSD policies regarding standards of conduct for employees can be found [here](#) (300 series) and includes, but is not limited to, restrictions concerning private tutoring/coaching, receipt of gifts, and maintaining appropriate boundaries with students. Complaints or concerns regarding staff conduct may be reported as described in Section 1.4.

- Gift Policy

The District and the Lower Merion Education Association (the union representing teachers and staff) requests that gifts not be given by students to employees.

1.7 District- and School-Related Organizations

There are a number of ways to get involved with your child's school and learn more about LMSD. Here are a few options to consider:

- Each of the District's eleven schools maintains an active **Home & School Association (HSA)** that meets regularly to inform parents of upcoming school and district-wide initiatives, plan activities, provide a forum for ideas and concerns, and act as a liaison between parents and school staff. All parents are invited to actively participate in their school's HSA. Please see Section 2.5 for more information about your school's HSA.
- The **Interschool Council (ISC)** is the umbrella organization for the eleven **Home and School Associations (HSAs)** in Lower Merion School District. The ISC strives to enhance education throughout the district by promoting communication among parents/guardians, teachers, school

district administrators, the Board of School Directors and the general community. For more information, please visit the LMSD website [here](#).

- Founded in 1972, the **Committee for Special Education** is a parent-led volunteer organization serving families of students with an IEP, GIEP or 504 Service Agreement. CSE hosts general meetings on topics of interest to families, and runs a monthly brown bag lunch as an informal gathering for parents/guardians to share their experiences. Visit [our website](#) for more information.
- The **Committee to Address Race in Education (CARE)** was formed in 1997 in order to forge school-community partnerships and opportunities for stakeholders to work collaboratively to serve all students. The CARE committee meets monthly from September through May each year to communicate about issues of race that have implications for education, advise the school district on issues of policy and practice, report about programs that benefit all racial/ethnic groups, and educate all stakeholders in an effort to increase understanding and bring all students to the highest possible levels of achievement. For more information, please visit the LMSD website [here](#).
- The mission of the **Education Foundation of Lower Merion (EFLM)** is to provide a vehicle for the entire community's voluntary support of programs and activities enhancing the educational experience of all students, consistent with the mission of the Lower Merion School District. Visit the [Education Foundation website](#).
- The **Lower Merion Township Scholarship Fund (LMTSF)** awards grants on a financial need basis to graduates of Lower Merion and Harrilton high schools for post high school education. Contributions come from District residents, industry, civic and social organizations, proceeds from school photographs, the sale of Tribute Cards through HSA's, and student and parent fund raising activities. For more information call 610-645-1893 or visit the [LMTSF website](#).
- The **Lower Merion Board of School Directors** is comprised of nine elected members serving four-year terms. The major responsibility of the Board is to set policies that define the nature of public education from Kindergarten through the 12th grade. Parents/guardians and residents are encouraged to attend the Board's Business, Education and Committee Meetings. Formal action is taken only at the Business Meetings. Time is set aside for questions, comments or suggestions from the public during each meeting. For more information, visit the complete [School Board Meeting Schedule](#). The Board can also be reached via email at communitycomments@lmsd.org.

1.8 LMSD's PowerSchool Parent/Guardian Portal for Access to Key Information

LMSD uses an electronic platform called Power School for maintaining student information. The Parent/Guardian Portal provides you with access to your child's schedule, report cards (grades), attendance, and eligible transportation. Critically, the Portal also allows you to update contact information, including emergency contact names and numbers. The website can be access from the LMSD's home page or at <http://powerschool.lmsd.org/public/>. Directions for creating accounts and help with navigating PowerSchool can be found [here](#).

- **School Messenger**



LMSD utilizes an automated calling system to alert parents/guardians of any urgent messages. This system will call the numbers in the order that they are listed on your emergency contact form. Parents/guardians are asked to ensure that all emergency contact phone numbers are kept up-to-date. If there is any change, please update contact information via PowerSchool Parent Portal.

1.9 District Departments and Key Contacts

Our District is comprised of a number of departments designed to serve our students, staff, and community. Please feel free to learn more about our organization by visiting the [LMSD website](#).

ARTICLE II: GENERAL INFORMATION ABOUT OUR SCHOOL

2.1 Overview of Our School

Here is a little information about us. Learn more here: <https://www.lmsd.org/welsh-valley>

Grades Served	5th – 8th grades
Enrollment (approx.)	788
School Hours	8:00 a.m. – 2:35 p.m. (Attendance is taken at 8:00 am) Office opens at 7:30 a.m.
School Address	325 Tower Lane Narberth, PA 19072

PLEASE NOTE: Sleep and School Start Times



Beginning in September 2024, the middle school schedule is 8:00 a.m. – 2:35 p.m. The implementation of this schedule will necessitate revisions to the current bell schedules. This schedule may be further modified after implementation, as real-time data regarding transportation times and scheduling impacts becomes available.

2.2 Key Contact Information

We hope that you are able to find the contact you are looking for below. If not, please do not hesitate to contact our Main Office at 610-658-3920 for assistance.

Quick Reference Numbers/Emails	
Main Office/Information Line	610-658-3920
Fax	610-667-4749
Attendance	610-658-3946
Student Services/Guidance	610-658-3923
Health Services	610-658-3930
Nutritional Services	610-645-1934
Transportation	610-645-1940

Our Leadership Team			
Principal	Christopher Hall	610-658-3920	hallc@lmsd.org
Assistant Principal	Joe Devine	610-658-3920	devinej@lmsd.org
Assistant Principal	Anna O'Rourke	610-658-3920	orourkea@lmsd.org
Activities/Athletic Director	Jim Scott	610-658-3920	Scottj@lmsd.org
Coordinator of Student Interventions	Kristy Fruit	610-658-3920	fruitk@lmsd.org
Coordinator of School Culture & Climate	Mario Dattilo	610-658-3920	dattilm@lmsd.org

Our Student Services and Support Team				
Counselor	Joshua Gansky	Grades 7 5A, 5B	610-658-3941	ganskyj@lmsd.org
Counselor	Lauren Ruth	Grade 8, 5C	610-658-3944	ruthl@lmsd.org
Counselor	Elizabeth Cooke	Grade 6, 5D	610-658-3942	cookee@lmsd.org
School Psychologist	Amanda Fontana	All	610-658-3933	fontana@lmsd.org
Social Worker	Theresa Davidson	All	610-658-3943	davidst@lmsd.org
School Nurse	Kathryn Bromley	All	610-658-3930	bromlek@lmsd.org

Our Content & Grade Level Leads		
Math	Amy Murphy – 5 th & 6 th GR	MurphyA@lmsd.org
	Ashley Rehm – 7 th & 8 th GR	RehmA@lmsd.org
Science	Katie Weber – 5 th and 6 th GR	WeberKa@lmsd.org
	Meg Hunt – 7 th & 8 th GR	huntm@lmsd.org
English	Shayna Ash – 5 th & 6 th GR	AshS@lmsd.org
	Jeff Howarth – 7 th & 8 th GR	HowartJ@lmsd.org
Social Studies	Mike Tavani – 5 th & 6 th	tavanim@lmsd.org
	MayBeth Peterson – 7 th & 8 th GR	PetersM@lmsd.org
Special Education	Karyn Flocco	FloccoK@lmsd.org
Unified Arts	Mary Calaghan	CallagM@lmsd.org
Grade 5	Rick Fox	FoxR@lmsd.org
Grade 6	Anthony Carangi	CARANGA@lmsd.org
Grade 7	Chris Lewis	LewisC@lmsd.org
Grade 8	Mary Beth Peterson	etersM@lmsd.org

2.3 Communication Pathways

In addition to the contact information above (we always welcome your call anytime!), the strategies listed below are additional ways for you to get in touch and stay in touch.

A. E-mail

Every staff member has an LMSD email address available on our web page. We ask that the following guidelines be observed when using this form of communication:

- If you need to set up an appointment with a staff member in order to discuss lengthy or confidential information, please send a message via e-mail with a phone number and a good time to reach you.
- Staff members routinely check their e-mail before and after school. Important messages that must reach a staff member immediately are best sent through the office or via a written note. Alternative dismissal arrangements, emergency information and other timely information that must be received by the staff member the same day should not be sent electronically.

B. Schoology

Staff will use Schoology, a learning management system, to share information with students and families about classes, course materials, assignments and other information students need to know. It's also where students and families will find the Weekly Planner.

After September 13, 2024, parents and guardians will be able to set up accounts, using access codes for each student that will be available in the [PowerSchool Parent Portal](#).

The following resources will help you get started:

- Step-by-step information on how to set up your Parent/Guardian Schoology account [is available here.](#)
- A video on how to set up your Parent/Guardian Schoology account [is available here.](#)

C. Unsure About Who to Call?

Please start with our main office number: 610-658-3920. This chart lists a variety of situations that can arise during the year and may help you find the best **first point of contact** at school in the event you do not know where to begin. See also [LMSD's Making Practices Public, Pathways for Effective Communication](#).

SITUATION	TEACHER	COUNSELOR	SCHOOL NURSE	SCHOOL OFFICE	PRINCIPAL/ ASST. PRINCIPAL
Concern about school work/student progress	X				
Concern about behavior/disciplinary issue in class	X				
Concern or conflict with teacher or other staff member	X				X
Concern about transition to middle/high school		X			
Social concerns/unhappy at school	X	X			
School-related incidents of bullying or harassment	X	X			X
Illness or injury requiring multiple days of absence		X	X		
Home situation that may impact school (e.g., death of a family member, pet, parent separation, etc.)	X	X			

- Translation Services

You are an important part of your child's education! That is why we want to communicate with you, in your language, about your child's education. This often includes translated documents and a language interpreter for meetings and conversations. LMSD provides free access to interpretation services to our schools and District offices. For support related to these and other translation services, please contact your building principal or our ELD Coordinator, Dawn Chapman, at 610-645-1440 or chapmad@lmsd.org.

2.4 School Visitors and Volunteers

- School Visitors

We hope that you are able to take the opportunity to visit our schools during our open houses and/or conference periods. Unfortunately, though we would love to see you, we are typically not able to accommodate unplanned visitors during the school day. In the absence of an invitation for a meeting or other education-related purpose, we encourage everyone to notify the building in advance of their visit. When you do visit, please note that you will be required to follow our visitor

policies, including providing photo identification and screening through our **Raptor Visitor Screening System**.

- **School Volunteers**

Volunteers play a vital role in supporting our students, staff and programs. While we greatly value the assistance of volunteers in supporting our school, we also must be vigilant in ensuring the safety of our students. Therefore, all adult volunteers (even parents and guardians) entering our schools to work with children must have the clearances mandated by the Pennsylvania Child Protective Services Law. For more information about this requirement and how to apply, please visit the [LMSD website](#).

2.5 Home & School Association

The Home and School Association (HSA) is an active participant in the life of our school community. Through its efforts, the HSA enables teachers to extend the curriculum by supporting field trips, cultural programs, speakers and the artist in residence program. We encourage every family to become an active member of this organization.

The HSA compiles a Family Directory at the start of each school year as a resource for all parents/guardians. With Parent/Guardian permission, the HSA is provided basic contact information by the school. The HSA also publishes a Newsletter for families. For further information about our HSA, please send an email to wvhsa1@gmail.com.

2.6 Important Dates

Please check the [LMSD website](#) for a detailed list of events including early dismissals, school closures, open houses, and picture days. If you have any questions, please confirm the details by contacting the Main Office at 610-658-3920.

2.7 Daily Schedules and Late Openings/Early Dismissals

- **Daily Schedule**

	Arrival & Attendance Period	Start Time	End Time
Grades 5-8	7:40 a.m.	8:00 a.m.	2:35 p.m.

Upon arrival in the morning, students are expected to visit their lockers, unpack book bags, and organize their belongings for the day. Students may have a light breakfast in the cafeteria until 7:50 a.m.

When students arrive on campus, they are expected to report to their Arrival & Attendance period classroom beginning at 7:45 a.m. Students arriving after 8:00 a.m. are considered tardy and are to report to the office and then report directly to their assigned class.

- **Staying After-School**

Students are permitted to remain in the building or on the school grounds after 2:35 PM for the following reasons:

- Students are participating in inter-scholastic or intramural athletics

- Students are participating in school-sponsored extra-curricular activities
- Students have scheduled appointments with a teacher, counselor, or administrator
- Students have been assigned an after-school detention

Students involved in any of these activities and who finish their activity before 4:30 p.m. must report to the Main Office until 4:30 p.m.

- **Weather and Other Emergency Closures/Late Openings/Early Dismissals**

In the event of weather-related or other emergency closures, the District shares this information to families in a variety of ways.

Our goal is to make a decision and issue notifications before 6:00 a.m. Crews from our Transportation and Operations departments assess road conditions throughout the District and consult with the Township, weather services and PennDoT. It's important to note that while roads in one area of the District may be clear, conditions elsewhere may be hazardous. The safety of ALL students, drivers and staff is the primary factor under consideration.

If a weather-related or other emergency late opening, closure or early dismissal will occur, the following notification methods will be used:

- Emails, phone calls and text message will be sent to staff
- Emails and text messages will be sent to families who have email addresses registered in PowerSchool
 - Note: NO phone calls to families are made between 10:00 p.m. and 8:00 a.m.
- Information will be posted on the District Website: <https://www.lmsd.org/>
- Information will be posted on the District Facebook page <https://www.facebook.com/LowerMerionSchoolDistrict/>
- Information will be shared on the District Twitter account (@LowerMerionSD)
- The District emergency hotline will be updated: (610) 645-0143
- Information will appear on the LMSD TV channel: Xfinity Channel 22, Fios Channel 36
- Information will be shared with local TV and radio news outlets
- Right At School will notify RAS families about their hours and locations via email

Sources of School Closings/Delayed Opening Information	
Phone	LMSD Emergency Hotline: 610-645-0143
TV	Comcast Channel 6 (Educational Access Cable), NBC 10, and FOX 29
Internet	LMSD (www.lmsd.org); KYW News Radio (www.kyw1060.com)
Radio	KYW News Radio 1060 AM

2.8 Access to Grades, Attendance, and Other Important Information



Access to your child's schedule, grades, attendance, and eligible transportation through **PowerSchool Parent Portal** is provided to you as another form of communication between school and family. The website can be access from the district's home page or [here](#). Additional help with navigating PowerSchool can be found [here](#).

Please note that ensuring the safety of each child at our school is a top priority. In order to assist us in meeting the needs of your child, parents/guardians are asked to update PowerSchool and promptly notify your child's teacher and our office staff in writing if there are any changes in the

emergency contact information for your child. Parents/guardians are asked to please make sure that individuals listed as emergency contacts are willing and able to come to school in the event that your child needs to be picked up. Any time anyone picks a child up from school, they will be required to provide photo identification.

The **Family Educational Rights and Privacy Act (FERPA)** affords parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. For more information, please refer to [Board Policy 216 and its accompanying procedures](#) for details regarding the District’s procedures for the classification, maintenance and destruction of student records.



A Note about Custody: The District recognizes that every family situation is unique. In situations where parents do not live together, disagreements involving parental rights within the school setting may arise. Under these circumstances, we encourage parents to work collaboratively to settle their disputes amicably between themselves.

Ultimately, determination of child custody is a legal process, not an educational one. If the custody of your child has been determined by the courts, it is imperative that a copy of the court order be provided to us. The court order will help us identify who can make educational decisions regarding your child and who is permitted access to your child while he/she is at school. In the absence of a custody order, we will assume that both parents can make educational decisions and both parents can take physical custody of your child.

2.9 Attendance

School attendance continues to be one of the most important variables contributing to student achievement. Both Pennsylvania law and District policy require that we carefully monitor student attendance. We understand that there are circumstances which prevent students from attending school and we excuse certain types of absences, such as illness, medical or dental appointment, bona fide religious holiday, or death of a family member.

Late Arrival or Absence

If your child is going to be absent for some or all of the school day, we encourage you to use the **LMSD Safe Arrival** system to report your child’s absence or tardy arrival before 8:00 a.m. The online absence form is available 24/7. If it’s more convenient, you can call the LMSD Safe Arrival Hotline number for your school (610-658-3946). When calling, please include the student’s name, grade, reason for the absence/tardiness, and date. If you call, you will still need to submit a written note to the school office or an online notification when your child returns to school (within 3 days of student’s return).

Please note, on the day of your student’s absence, you will receive a verification phone call, even if the absence has been reported via our LMSD Safe Arrival system. Phoning parents/guardians of students who are not in class is an important measure undertaken by the District to ensure the safety of all of our students.



PLEASE REPORT ABSENCES
USING THE LMSD SAFE
ARRIVAL SYSTEM:

[CLICK HERE FOR THE
ABSENCE FORM](#)

OR CALL 610-658-3946

If you have a doctor's note that would excuse an absence, you can send the original note to the school office upon the child's return or email it to welshvalleyattendance@lmsd.org.

For more information about these requirements and Pennsylvania Truancy Law, please refer to the [LMSD website](#).

As a reminder, you can check your child's attendance on the [PowerSchool Parent Portal](#).

Early Dismissal

If your child will be leaving school early, please complete the online absence form prior to arrival to ensure timely dismissal or present a note to the attendance secretary upon arrival to school. Parents/guardians must come into the building to sign out their child prior to leaving.

Absence for Educational Trip

The LMSD Safe Arrival system is not to be used for Educational Trip absences. Educational trips not exceeding a total of 5 school days per school year may be excused if approved by the District Superintendent/Designee and/or Principal. You must complete the "[Absence for Educational Trip](#)" form via email to welshvalleyattendance@lmsd.org and submit to the Principal's office 14 days before your planned educational trip. Students are responsible for requesting and making up any assignments for the period of absence.

School Health Services

For information about school health services related to attendance, please see Section 4.2 (Health Services).

2.10 Arrival/Dismissal Procedures

Arrival

Unless participating in an approved school-sponsored activity, students should not arrive to school before 7:40 a.m. Adult supervision is not available before this time. Students are expected to report to **Arrival and Attendance** period when they arrive at school after they visit their locker. Announcements will begin at 7:50 am. Students arriving after 8:00 a.m. will be marked late. This system ensures that every student has a safe place to go to begin school.

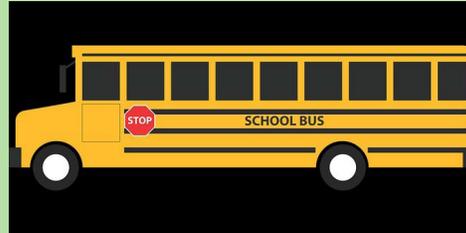
Dismissal

The instructional day concludes at 2:35 p.m. Students are guided by staff members to their assigned busses for dismissal from the school.

2.11 Transportation Services

Lower Merion School District provides bus service for students and the drivers are operating on a timely schedule and carry great responsibility for student safety. To further assist with transportation efficiencies, LMSD has implemented a Transportation Opt-Out process. Traditionally, all LMSD students who are eligible for bus transportation to and from school are included when bus routes are planned. For the 2024-25 school year, families **who do not live in a walk zone** will be able to opt out of LMSD transportation and are encouraged to do so if they know their child(ren) will not be using their seat on an LMSD bus. If you do not wish to opt out, no action is necessary. For more information to opt out of transportation, please visit [LMSD's Transportation Update](#). Students eligible for transportation can find specific information about their bus assignment and stop in the [PowerSchool Parent Portal](#).

Bus riding is a privilege, not a right. Cooperation with the bus driver and fellow students will result in a safe journey for all passengers. Failure to comply with rules may result in losing the privilege of riding school buses. Please see **Appendix A** for more information about bus rules.



- **Bus Passes**

It is the Transportation Department's policy that students ride on the bus to which they are assigned. Bus passes are NOT issued to students from the main office for social or homework reasons. Families that need an exception to this policy, due to an emergency or an unexpected absence of adult supervision at home, must receive permission from a school administrator. Parents are asked to please make requests in writing as early as possible.

For more information about transportation services, please visit [LMSD's website](#). The Transportation Department's phone number is 610-645-1940.

- **Late Runs**

Should a student choose to participate in an after-school activity, there are 5 buses designated to transport students' home at 4:30 pm and 5:30 pm. These buses are considered "cluster buses" that drop students off in a location close to their neighborhood. The late run bus list is available in the main office and [LMSD's website](#).

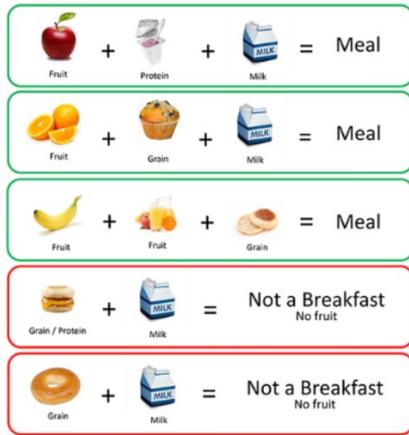
- If a student stays after school as a spectator for one of our sporting events, they are expected to take the 4:30 bus home unless they are supervised by an adult (parent, guardian, caregiver, neighbor, etc.) at the game. The adult will be responsible for the student from 4:30-5:30 and their transportation home if the game extends beyond 5:30.
- It is recommended that if a student has arranged to be picked up by a parent/guardian at 4:30 or 5:30 that they ask them to be 5-10 minutes early. Students will be directed by staff to take the appropriate LMSD late bus home at 4:30 or 5:30 if their pre-arranged ride is

not in the front office circle. All arranged transportation must be present before the buses depart or the student will be expected to board the appropriate late bus.

2.12 Nutritional Services (Breakfast and Lunch Programs)

Each school has a fully equipped kitchen and all food is prepared on site. Students carrying their own lunches may purchase assorted milk products and juices as well as a-la-carte products.

Breakfast is free for all students. What makes up a free breakfast?

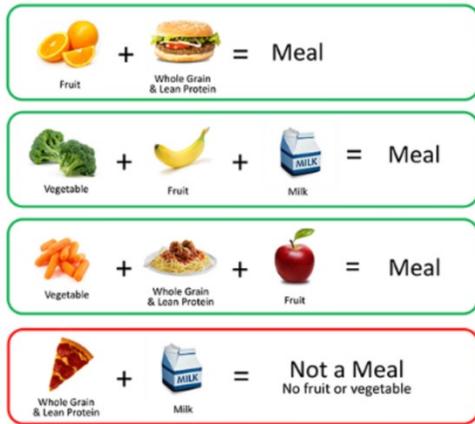


Students must have 3 categories on their plate. Students can also have one from all 5 categories (consider taking a snack later).

The chart below lists some popular breakfast items.

Entrée	Fruit	Vegetable	Milk
Muffin	Fresh fruit	Tater Tots	1% Milk
Bagel	Raisins	Raw veggies	Fat-Free Chocolate
Cereal	Craisins		Cheese Stick
Eggs	Fruit Cup		Yogurt
Egg & Cheese Sandwich	Apple Juice		
French Toast	Orange Juice		
Pancake & Sausage			

What makes up a complete lunch?



Students must have 3 categories on their plate. Students can also have one from all 5 categories (consider taking a snack later).

The chart below lists some popular lunch items.

Protein	Grain	Fruit	Vegetable	Milk
Chicken	Bread	Fresh fruit	Cooked or Raw	1% Milk
Beef	Pasta	Fruit Cup		Fat-Free Chocolate
Turkey	Rice	Dried Fruit		
Tuna	Tortilla	Fruit Juice		
Eggs				
Beans/Hummus Cup				

- Items that cost additional money:
- Some Juice
 - Seltzer
 - Chips
 - Popsicles
 - Water ice
 - Ice Cream
 - Cookies

LMSD is launching a new meal payment system, called “[School Café](#),” which is replacing MySchoolAccount.com beginning this school year.

[School Café](#) is a one-stop-shop, where you will be able to:

- Deposit and manage funds for your student’s meals
- View menus and nutritional information

- Apply for Free/Reduced meals and track your application

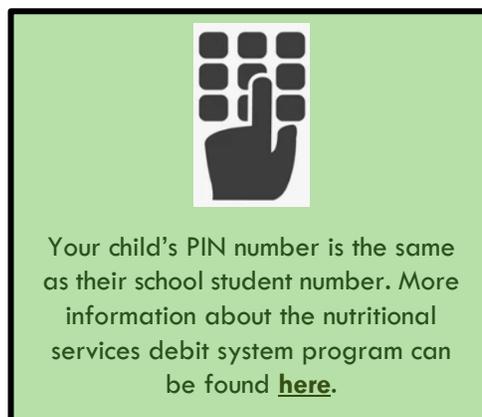
A convenience fee applies to payments made at the School Café. To avoid this fee, parents or guardians may send a check with their student. Please make checks payable to LMSD and include the student's ID number on the check.

Students can rate their favorite (or not so favorite) menu items using the School Café app. To access [School Café](#) and create your account, you can either visit the site at <https://www.schoolcafe.com/LMSD> on your laptop/desktop or download the app to a mobile device from the App Store or Google Play. Then, click on the link that says, "Set Up a New Account" and fill out the requested information.

- All balances from MySchoolAccount.com has been credited to your student's School Café account
- All existing Free/Reduced lunch information has been moved into School Cafe
- Student(s) will use their existing PIN/Student ID number for their meals
- Click the "language" button on the upper right to change the site language

LMSD also participates in the National School Breakfast and Lunch Program, which provides free and reduced-price lunches based upon need. More information and application for this program can be found [here](#).

If you have any questions please feel free to call the Nutritional Service Office at 610-645-1990.



2.13 Emergency Drills

The safety of our students, faculty, staff, and visitors is one of our top priorities. Our school has emergency procedures in place to deal with a variety of situations that may occur.

Fire Drills

Monthly fire drills are conducted throughout the year. Any visitor at our school at the time of a fire drill is asked to exit through the nearest exit and report to the office staff at the front of the school (bus loop or parking lot).

Lock Down Drills

Lock down drills are conducted throughout the year. Any visitor at our school during a lock down drill is asked to find the nearest secure location and remain there for the duration of the drill. No one may enter or exit the building during a lock down.

Student Pick Up at School Due to an Emergency During the School Day

In the event of an emergency dismissal necessitating the pickup of all students, all students will be signed out by parents/guardians at a specified location to be communicated at the time of the emergency dismissal.

Evacuation to a Secondary Location

In the event of an emergency requiring the evacuation of students from our school, all students, faculty, and staff will be transported by bus to another location, which will be communicated to families at the time of the evacuation. Parents/guardians will receive notification via the School Messenger Automated Calling System if this occurs and will be directed to the appropriate location in order to pick up their children.

2.14 School Supplies and Other School-Related Fees/Costs; Need-Based Support

From time to time, families are asked to purchase school supplies (typically at the beginning of the school year) and may incur fees due to items such as school-issued laptop insurance, field trips, or other curricular-related activities. Students who are eligible for free and/or reduced lunch are also eligible for financial support with these types of school-related costs. You must indicate your interest in receiving such support when completing your [application for free/reduced meals](#). You may also seek support through a school counselor, social worker or administrator. Please see [LMSD Policy 152](#) for more information about how we support families.

2.15 Insurance

Through a group plan, accident insurance is available to all students at a low cost. Students are encouraged to take advantage of this service. The cost of the insurance and filing of claims is the responsibility of the individual student and parent. Insurance forms are available in the school office, or on [LMSD's website](#).

Lower Merion School District's interscholastic teams are covered by a district insurance policy. Intramural programs in the Lower Merion School District are not covered by this insurance policy.

2.16 Lost & Found Items

Welsh Valley Middle School makes every effort to support students when they lose or find an item as long as it does not interrupt an active learning environment. Items returned to an LMSD staff member that are believed to be lost should be brought to the main office to be stored in the school's vestibule. The district takes no responsibility for lost items to be returned.

ARTICLE III: ACADEMIC INFORMATION

The information provided in this section will give you an overview of the middle school academic program. If it's not here, or you need more help, don't hesitate to contact us! Please note, more detailed information about the middle academic program can be found on [LMSD's website](#) and [WVMS Family Resource Site](#). There you can also find more information about our recent exciting efforts to reimagine the middle level school schedule.

3.1 Academic Calendar

- Quarterly Schedule

End of First Quarter	November 8, 2024	Report Cards Available	November 27, 2024
End of Second Quarter	January 24, 2025	Report Cards Available	February 7, 2025
End of Third Quarter	April 4, 2025	Report Cards Available	April 25, 2025
End of Fourth Quarter	June 17, 2025	Report Cards Available	June 24, 2025

- Parent/Guardian Conferences



Parent/guardian conferences are an excellent opportunity to meet with your child's teachers and get feedback on their progress. A notification will come from the building principal with exact dates and times for parents/guardians to sign up for conferences.

3.2 Teaming

In order to cultivate a close-knit learning environment in our schools and promotes overall community, students in grades 5-8 will be assigned a 2-4 person teaching team (depending on grade level). Students will participate in their core content classes within the team: ELA, Science, Social Studies, and Math. They will have opportunities to be with their other age group peers during World Language, Specials, Lunch, and Recess.

3.3 Instructional Plan, Tools & Expectations

A. Materials/Textbooks

All students are supplied with necessary textbooks and workbooks. In addition, school supply lists are posted on our web page. We do expect children to appreciate and respect the value of their school supplies and texts. Failure to replace damaged or lost textbooks and/or library books can lead to restricted access to the library and/or delay in the issue of report cards. Please see Section 2.14 for need-based financial support.

B. Syllabus

Teachers will be providing students and families a syllabus for each course during the first two weeks of school. While "syllabus" may be a term often associated with the collegiate experience, we see this as an opportunity to clearly communicate expectations for students and strengthen the partnership between home and school. The primary purpose of the syllabus is to serve as a communication device for both student and parent/guardian. Contents of the syllabus are intended to serve as a guide and not a script. Due to instructional, organizational and social unpredictability,

items are subject to change on the syllabus. Changes that could impact student learning and achievement will be communicated to both students and parents in a timely fashion. Expected items to be found on the syllabus include: teacher contact information, course description, course goals and objectives, course outline, instructional practices, required textbooks and materials, district and course grading policies, homework expectations, technology use in the course, academic integrity expectations, and classroom procedures.

C. Technology Tools

District-Issued Devices: Students in grades 5, 6 and 7 will be issued a Chromebook for the 2024-25 school year and Students in Grade 8 will be issued a MacBook. Prior to being issued students must:

- Present Proof of insurance
- Complete the Quiz on Safe usage in Accordance with Policy 137
- Provided a parent digital signature for use both on and off school grounds
- Have a student signature for acceptable use via email

Details on requirements for computer issuance will be provided during the opening days of school.

Schoology: Our teachers use Schoology to electronically share information with students and families about classes, course materials, assignments and other information students need to know. Parents/guardians and students are encouraged to check Schoology regularly. Information that may be found in Schoology include: weekly planners, teacher contact information, syllabus, upcoming homework, classroom notes or presentations, future assessments, tests, quizzes, or projects. It is a good first reference for students who are absent from school as they attempt to seek information about what may have been missed due to absence. **LMSD-Net:** Lower Merion School District takes pride in ensuring that our students have access to information and resources available on the Internet to assist them in the learning process. Additional information regarding students' use of the internet is included in School Board [Policy 134 LMSD-Net: Student Use, Rights, and Responsibilities](#).

Students will be provided with LMSD-Net and Internet training. This training shall include educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and cyberbullying awareness and response. Students can also access LMSD resources from home using their student account (<https://myfiles.lmsd.org>). Any student who violates the provisions of this policy may have their LMSD network privileges suspended or revoked and school disciplinary action and/or legal action may be pursued.

D. Homework

Students, parents and teachers generally believe homework to be helpful. The terms listed below describe types of and purpose for homework. The purpose of their homework within this framework should be made clear to students.

TYPE	PURPOSE
Practice	help students master skills presented in class.
Preparation	help students gain maximum benefit from future lessons.
Extension	determine whether students can transfer specific skills or concepts to new situations.

Creativity require students to integrate many skills and concepts in order to produce original responses.

Homework can play an important role in the academic experience of each student in the middle school. While a teacher is responsible for defining the specific role such study will play in a given student's education, the student and his/her parents must also assume their responsibilities. Cooperation and communication between the home and the school are essential if educational assignments are to make a significant contribution to a student's total educational experience.

Formal homework assignments should require from an average of 10 to 15 minutes per academic subject in 5th and 6th grade, 15 to 20 minutes in 7th grade and 20 to 25 minutes per academic subject in 8th grade.

For additional information, please see [LMSD's Homework Policy 132](#).

E. Report Cards

Report cards are issued four (-4) times per year for students in grades 5 -8. Families will receive appointments to attend a conference in the fall and early spring one month in advance of each conference. Additionally, teachers are available to meet with families to discuss concerns or questions about a student's progress. Throughout the year, you are welcome to call the school office in order to set up an additional appointment if needed.



Families are able to access the new Standards-Based Reports Cards through the [Powerschool Parent Portal](#). If you have not already created a Parent Portal account, it is important that you do so in order to view your child's report card. Please visit the following link: <http://powerschool.lmsd.org/public/> and click on the "Create Account" tab at the bottom of the page.

F. Performance Levels/Grading Scale

- Performance Levels for Grade 5

Four indicators of progress are noted on the new report cards using a numeric marking system (4, 3, 2, and 1). Descriptors for each indicator are provided below:

4 – Applying	The student's performance consistently meets the grade level standard. The student applies key concepts, processes, and skills at a complex level.
3 – Meeting	The student's performance consistently meets the grade level standard. The student grasps key concepts, processes, and skills.
2 – Approaching	The student's performance is approaching the grade level standard. The student is developing an understanding of key concepts, processes, and skills.
1 – Emerging	The student's performance does not meet the grade level standard. The student demonstrates a limited understanding of key concepts, processes, and skills.

For more information about the LMSD Report Card for Grades K-5, please refer to [LMSD's website](#).

- Grading Scale for Grades 6-8

Numeric Average	Grade	Final Grades
97-100	A+	A final year-long grade is issued in every class. The numeric averages of each of the four quarters are totaled and divided by four, which results in a final grade. In summary, each quarter equates to 25% of a student's final grade. Also, there is a statistical "floor" of 50% for each of the first two quarters. Students who receive a grade of "F" for the final yearly grade in a course will be expected to re-take the course in Summer School. See LMSD Policy/AR 213 (Grading of Student Progress).
93-96	A	
90-92	A-	
87-89	B+	
83-86	B	
80-82	B-	
77-79	C+	
73-76	C	
70-72	C-	
67-69	D+	
63-66	D	
60-62	D-	
Below 60	F	
> 86.5	O – Outstanding	
64.5-86.4	S – Satisfactory	
< 64.5	U - Unsatisfactory	

3.4 Academic Assistance and Support

A. Classroom Teacher

We encourage our families to connect directly with their child's classroom teacher to discuss any areas of concern or questions you have related to your child's academic progress. We believe partnership with families is important to student success.

B. Intervention and Enrichment Period

All students are assigned to an Intervention and Enrichment period ("I&E"). The I&E period is scheduled for 35 minutes at the end of the day each day of the 5-day cycle for 5th and 6th grades and 42 minutes for 7th and 8th grades.

Although the I&E period is not a graded academic class, the time spent during I&E is crucial to many students' success while in middle school. There are two specific types of I&E periods. The first type is a typical I&E period in which students may use their time to begin working on assignments, visit teachers with questions, work with other students on group projects, organize their work, and make up missed work. In some cases, a student may be assigned an I&E room by an instructor for remediation or a specific assignment that needs to be completed. The second type of I&E period is a meeting period such as an Advisory-type meeting on a particular topic or lesson, Team Meeting, or Club/Rehearsal such as Advanced Choir or Model UN.

C. Achievement Teams

For a child who may need a higher level of support, our Achievement Team provides school-based services to students experiencing varying difficulties. The goal of the Achievement Team meeting is to collaboratively develop individualized strategies to increase student success in the general education setting. Growth and change are achieved through commitment to consistent teamwork with families, students and staff.

Achievement Team members at each building can include, as needed: the student's Parent/Guardians, School Administrators, General Education teachers, Guidance Counselors, School Psychologists, Reading Specialists, Math Support teachers, Behaviorists, Nurses, Speech-Language Therapists, Occupational/Physical Therapists, Special Education teachers, and Gifted Education teachers.

Students may be referred to the Achievement Team by individual teachers, teacher teams, other school personnel, or parents/guardians. The Achievement Teams use a variety of information sources to gather data on student achievement including student grades, student performance on standardized tests, and other anecdotal information from all those who come into contact with the student both in the school and home environments.

The Achievement Team works to gather baseline data on student progress, develop an action plan which includes research-based strategies to support students in the targeted area(s) of need, and support teachers in their efforts to make instructional modifications and provide instructional or behavioral interventions. Achievement Teams monitor each student's progress on a regular basis in order to document the effectiveness of interventions or recommend further modifications to meet the needs of the student.

To learn more about the Achievement Team at your school, please contact your child's counselor or our Coordinator of Student Interventions (see contact information in Section 2.2).

3.5 Special Education, Gifted Education & 504 Service Agreements

A. Special Education Services

Lower Merion School District provides an extensive range of educational services and supports for students with special needs within our schools. These services include: Learning Support, Emotional Support, Autistic Support, and Life Skills Support. Speech/language therapy, occupational therapy, physical therapy, hearing support, vision therapy, and transition services also are provided to eligible students requiring these services due to an educational need. A broad array of supplementary aids and services to support students' educational needs includes communication devices, audio versions of books, assistive technology, a braille production center, and pre-vocational opportunities. The continuum of programs and services for children with disabilities varies in accordance with the changing needs of our community. For more information about special education services, please visit [LMSD's website](#).

B. Gifted Education Services

If an evaluation determines a student is mentally gifted and in need of specially designed instruction, then a Gifted Individualized Education Plan (GIEP) is developed to meet that student's identified academic areas of strength. The GIEP is created by a team, including family/legal guardian(s) of the child, the child's teacher(s), a designated representative from the District and any other person who is requested to be present by either the family/legal guardian(s) or the District. The GIEP identifies present levels of academic achievement, annual goals, instruction for specially designed instruction and supports each student in developing individual strengths. The content and design of each student's GIEP depends on the individual's academic strength areas identified for enrichment, acceleration or a combination of both. For more information about gifted education services, please visit [LMSD's website](#).

C. 504 Service Agreements

In accordance with the American with Disabilities Amendment Act (ADAA), the District provides students with a disability access to educational programs equal to their nondisabled peers. The student's disability and the necessary services, aids, and accommodations are reviewed by a school team with the parent/guardian and a 504 Service Agreement is developed for the student. Student's eligibility and the specific accommodations necessary are reviewed on a yearly basis with

the parent. Consent of parent/guardian is necessary to implement a Service Agreement. For more information about 504 Service Agreements, please visit [LMSD's website](#).

ARTICLE IV: COUNSELING, HEALTH & WELLNESS

4.1 Counseling Services

The District strives to provide access for all students to a comprehensive school guidance and counseling program which is research based, data driven, and reflects the individual developmental needs of our students. Our professional school counselors work in collaboration with families and other staff and community members. School counselors advocate for an environment that promotes diversity and equity and provide a continuum of services through a comprehensive school guidance and counseling program for all students in grades K through 12. School counselors implement programs for systemic change in our schools based upon the recommended competencies suggested for all students, with the goal of developing students into open-minded, tolerant, curious, resilient, and self-advocating individuals. Through exposure to the school guidance and counseling program, students will experience growth within the three domains of: academic achievement, personal/social development, and career awareness, as recommended by the American School Counselor Association (ASCA). More information about LMSD and our school's counseling services can be found on [LMSD's website](#).

Our school's counselors are responsible for providing support services to all of our students, grades 5, 6, 7, and 8. Please refer to Section 2.2 to see our current counselor assignments and contact information.

- **College/Career Readiness**

In addition to the above-described services, Family Connection from Naviance Succeed is a web-based service designed specifically to assist students in becoming college and career ready through self-exploration. All of these exploratory activities are developmentally appropriate and follow the American School Counselor Association (ASCA) student competencies.

One benefit of Naviance is that it allows students to take a Learning Style Inventory in school to gain insight about how they most effectively learn and study. A second feature of Naviance is a Resume Builder tool. Resume Builder allows students to keep an electronic record of their skills, achievements, and interests. Students also use Naviance to take the Career Key test which matches students' personality types, based on Holland's Codes, with potential careers. These exploratory activities facilitate the process of students understanding themselves in the context of high school course selection, college planning, and ultimately finding career satisfaction. We encourage you to review the results of your child's Naviance activities with him/her. The website can be accessed here (<http://connection.naviance.com/wvms>).

Counselors will guide students through the following lessons throughout the year:

- 5th Grade – Galaxy Career Exploration
- 6th Grade – Learning Styles Inventory
- 7th Grade – Resume
- 8th Grade – Career Key

- **START (Student Assistance Referral Team)**

Our school's START team is comprised of school counselors, teachers, paraprofessionals, and administrators who have been trained through the Montgomery County Intermediate Unit's SAP program. All members are trained to identify issues that may be barriers to a student's learning and school success. The team works collaboratively with colleagues, parents, and Carson Valley Children's Aid to assist with any academic, behavioral, attendance and/or health concerns of our students at our school. Please contact your child's counselor with any questions (see Section 2.2 for contact information).

4.2 Health Services

A. Role of School Nursing

Our school nurses care about the health and safety of our school community and play an essential role in keeping children healthy, safe, and ready to learn. All students have access to a certified school nurse (see contact information in Section 2.2) and, when staffing is available, a registered nurse will be assigned to support school buildings. Certified school nurses are responsible for reporting vaccine compliance to the state, overseeing and reporting state mandated health exams and health screening, and case managing students with serious health concerns and identified disabilities. In addition to assessing children for illness and injury during the school day, school nurses provide daily nursing services and treatments to students who are medically fragile or who deal with chronic health issues such as asthma, life-threatening allergies, diabetes, epilepsy, and mental health concerns.



If a student is involved in an accident, or injured during school, they should immediately tell a teacher or other adult in the school to contact the nurse.

B. School Health Record Requirements

Pennsylvania School Health Law requires medical/dental examinations, immunizations, and health screening for all students at the intervals cited below. Additional information and LMSD forms can be found on [LMSD's website](#).

State Mandated Health Exams

- Physical exam: K/1st Grade (the year that a student enters school), 6th grade, 11th grade
- Dental exam: K/1st Grade (the year that a student enters school), 3rd grade, 7th grade

Vaccines required for ALL students in grades K-12

- Four doses of Tetanus, Diphtheria, & acellular Pertussis (usually given as DTP, DTaP, DT or Td)
 - One dose must be on or after the 4th birthday
- Four doses of Polio vaccine
 - 4th dose must be on or after 4th birthday and at least 6 months after previous dose given
 - 4th dose is not necessary if the 3rd dose was given at age 4 years or older and at least 6 months after the previous dose
- Two doses of Measles, Mumps and Rubella (MMR) vaccine
- Three properly spaced doses of Hepatitis B vaccine

- Two doses of Varicella (chickenpox) or evidence of immunity
 - First dose must be given after 12 months of age
 - If immune, provide date of disease

Vaccines required for ALL students in grades 7 – 11

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) (if 5 years has elapsed since the last tetanus vaccine)
- 1 dose of meningococcal conjugate vaccine (MCV4/MenACWY)

Vaccines required for ALL students in grades 12

- 2 doses of Meningococcal Conjugate (MenACWY)
 - If the first dose of MenACWY was given at 16 years of age or older, this shall count as the 12th grade dose

Annual School Health Screening

- Growth (grades K thru 12th grade)
- Vision (grades K thru 12th grade)
- Hearing (grades K, 1, 2, 3, 7, 11)
- Scoliosis (grades 6 & 7 - offered in the absence of a current physical exam form; requires written parent permission)

C. When to Keep Your Child at Home

It is important to maintain a healthy environment in the classroom to protect all students. The following symptoms may indicate contagious illness. Your child should be kept at home if any of these occur:

- Fever of 100 degrees or more within the past 24 hours
- Rash (unless determined to be non-communicable by physician)
- Vomiting and/or diarrhea within the past 24 hours
- Yellow or green drainage from the eyes or nose
- Excessive coughing
- Shortness of breath
- Difficulty breathing
- Loss of taste or smell

The student experiencing any of the contagious conditions listed below will be readmitted to school after 24-48 hours of appropriate therapy. A physician's note may be required. Please contact the school nurse if your child has any of these conditions.

- Strep throat, scarlet fever, impetigo, ringworm, pinworm, conjunctivitis (pinkeye), staph infection (MRSA).
- Chickenpox
- Hepatitis A, Hepatitis B and meningitis
- Head lice (pediculosis)
- Fifth disease

LMSD follows the recommendations and cooperates with the Montgomery County Office of Public Health (MCOPH) and the Pennsylvania Department of Health (PADOH) in matters of communicable illnesses. The Health Departments have the authority to require exclusion from school for communicable illness. The Health Departments also have the authority to exclude students who are unimmunized or partially immunized during outbreaks of communicable illness.

D. Medications

In accordance with Pennsylvania state law, the Pennsylvania Nurse Practice Act, and LMSD School Board Policy 210, school nurses are only permitted to administer medication (prescription and over-the counter medication i.e. Tylenol or Advil) that is prescribed by a physician. In the school setting, that physician is your healthcare provider. We encourage you to have a school medication form filled out for any medication including “over the counter” (OTC) medication that your child may need throughout the school year. The form can be completed at the time of your child’s annual “well-visit” or during another routine visit to avoid any cost for completion of forms. School medication forms can be downloaded from [LMSD’s website](#).

- Students may not carry medication (prescribed or “over the counter”) with the exception of specified emergency medications (see below) and completion of [LMSD FORM 28c](#) (Medication Administration Request and Consent) and [LMSD FORM 28d](#) (Permission to Carry and Permission to Carry and Self-Administer Emergency Medication).
- All medications (prescription and “over the counter”) must be provided to the school in the original pharmacy labeled container or original container for “over the counter” medications.
- All medications (prescription and “over the counter”) must be brought to school by the parent/guardian. No more than a 30-day supply of any medication will be stored at school with the exception of emergency medication which may be stored until the end of the school year or until the medication has expired or has been discontinued (whichever comes first). Parents/Guardians are responsible for noting expiration and refill dates of medications and providing medication to the school. Expired medication will not be administered.
- Changes in dosage/frequency require an updated [LMSD FORM 28c](#) and [LMSD FORM 28d](#) (if applicable). Medication forms must be updated annually and for any changes in dosage/frequency etc.
- Medication must be picked up by the parent/guardian at the end of the school year or upon the discontinuation of the administration of the medication, whichever is earlier. Medication that is not picked up will be discarded.

If your child will need medication administered at school (prescription or “over the counter”):

[LMSD FORM 28c](#) must be completed by the Licensed Prescriber and the parent/guardian before any medication (prescription or “over the counter”) may be administered. Medication orders can be accepted via fax or electronically from a Licensed Prescriber and may be on the Licensed Prescriber’s letterhead instead of [LMSD FORM 28c](#) if they contain all of the required information listed in [LMSD FORM](#)



Students may NOT carry medications (prescribed or “over the counter”) with the exception of specified emergency medications and completion of [LMSD FORM 28c](#) and [LMSD FORM 28d](#).

28c and the parent/guardian has provided written authorization for the administration of medication.

If you want your child to carry emergency medication or to carry and self-administer emergency medication:

Students may carry and self-administer specific emergency medications such as Epipen®, “rescue” asthma inhalers and medication for diabetes only if both **LMSD FORM 28c** and **LMSD FORM 28d** have been completed by the parent/guardian and Licensed Prescriber. The forms must specify the need for the student to carry and self-administer the medication. Pennsylvania regulations now require that parent/guardian, Licensed Prescriber and School Nurse all agree that the student is competent to carry and self-administer the emergency medication. Students who self-administer emergency medications must notify the School Nurse following each use.

E. Students with Temporary Weight Bearing Restrictions/Limitations on the Ability to Ambulate

If your child has an injury that limits their ability to ambulate without assistive devices (crutches, casts, splints, & orthopedic boots), a physician’s note describing weight bearing status, prescribed assistive devices (including crutches), and excuse from participation in physical education class is required. For safety reasons and to prevent further injury, we also strongly recommend that parents provide transportation to and from school while a student is non-weight bearing or using crutches. If a wheelchair is recommended for your child, please contact the school nurse and guidance counselor for information about classroom accessibility and special transportation options.

***Please see Section 2.2 for our health services contact information.

4.3 Clinical Services

In addition to our school counselors, each school has a school psychologist and social worker to support our students. Please refer to Section 2.2 for their contact information.

The **School Psychologist** provides support for all students to help them achieve the most from their educational experiences. The School Psychologist offers consultation to parents, teachers and school personnel and provides assessment when recommended by the Multi-disciplinary Team. In addition, direct intervention for problem solving with students and families is also available. The School Psychologist may also provide educational programs to help parents, school personnel and others be more effective in their roles.

The **School Social Worker** provides direct intervention and consultation with students, teachers and families, referrals are made to appropriate community services. Contact is facilitated and maintained with the outside agency to ensure that school, family and community programs are working toward common goals for the student.

4.4 Emergency Plans and Crisis Response

A. Emergency Plans

The District’s first priority is the safety, security, and well-being of our students. In support of those efforts, the District has an Emergency Operations Plan in place. The procedures are tailored for

each individual school. These plans, which are reviewed regularly, are implemented when the need arises.

Different actions may be taken in response to the specific emergency. However, as a general rule of thumb, the District will take one of two courses of action: a lockdown/shelter in place or an evacuation. In either situation it is imperative that parents/guardians assist us by respecting the processes that will be put into effect. This will enable us to handle an emergency in the most orderly manner possible, ensuring the safety of everyone involved.

Here is an overview of the procedures we have in place for the safety of our students and staff:

- Each classroom in the District is equipped with an Emergency Plan.
- Each building has its own emergency and evacuation plans (all staff members including substitutes are versed on it).
- Each building has drill procedures for evacuations, lockdowns, early releases, and emergency situations.
- We have developed district-wide and school-based internal and external communication systems.
- If it is necessary to shelter in place, students will be escorted to a central, safe location as directed by the principal or designee.
- In the event of an incident where outside air may be contaminated, all of the ventilation systems will be shut down and the dampers will be closed.
- Each building is equipped with emergency food and water supplies. These are being upgraded to ensure that we have appropriate amounts available for the number of staff and students.
- Schools are equipped with emergency supplies, including first aid kits and "go bags", (which have essential information in them-student lists, emergency contact information, flashlights, and security plans).
- District Personnel have been trained to assist in emergency situations and counselors have been trained to help in crisis interventions.
- Central Administration has designated personnel to assist and respond to all schools as needed.
- **Each school has a designated area established for student pick-up.** Students will only be released to their parents/guardians or those indicated on the student's emergency card and that individual may be asked to produce identification before a student is released. **Parents/guardians must remain in the designated area until their child is brought to them.**

In the event of an emergency situation or unusual event that disrupts the students' normal routine, the District has developed a communication procedure to quickly and accurately inform the parents, staff, and community of the relevant information. Communication will occur through the District's web site (www.lmsd.org) and the Educational Access Comcast Channel 6. We will also notify KYW 1060 Newsradio. Parents can also call the District Hotline at 610-645-0143 for an updated emergency message. Communication will also occur through letters to parents, school/HSA listserves, and phone chains.

In the event of a lockdown/shelter in place, the building(s) will be locked with NO arrivals or departures of anyone including staff, students or parents. We will follow our emergency procedures as well as those directed by local and/or government agencies.

As a District we are in frequent communication with our local law enforcement and continue to seek their advice, along with that of the emergency personnel, for the best methods of protecting our students and staff. If you have any questions or concerns, please feel free to contact your school principal or the School & Community Relations office (610-645-1977) anytime.

B. Other Preparedness Measures

- **Crisis Response Teams**

Members of the District staff have been trained in responding to atypical events and in meeting the needs of students and staff when schools are faced with an emergency situation. Crisis response teams are available across the District with varying membership depending on the situation. Team members may include school psychologists, school counselors, social workers, nurses, and administrators. In addition to responding to the immediate situation, members of the team are available for subsequent support and counseling to students, families, and staff. Student Services organizes and coordinates the Crisis Response Team, collaborating with school staff and other District staff as determined by the event at hand.

- **PREPaRE School Crisis Prevention and Intervention Curriculum**

PREPaRE School Crisis Prevention and Intervention Curriculum was developed by the National Association of School Psychologists (NASP). PREPaRE is an evidenced based model that is utilized within LMSD to enhance school safety and crisis management prevention and response Crisis response team members at each school and at the district level are trained in the PREPaRE model as we recognize that good crisis planning and preparation can help to mitigate the traumatic impact of a crisis.

- **Comprehensive School Threat Assessment Guidelines (CSTAG)**

Threat assessment is a problem-solving approach to violence prevention that involves both assessment and intervention with individuals who have threatened violence toward others. The CSTAG model (and corresponding manual) is designed to provide practical guidelines for school-based teams to conduct threat assessments of students and other individuals who threaten to commit an act of violence. A team member can use the guidelines can be used to conduct a preliminary assessment of the seriousness of a student's threat and determine whether the threat can be quickly resolved as a transient threat or will require more extensive evaluation and intervention. In more serious, substantive cases, the full threat assessment team – typically consisting of a school administrator, counselor, psychologist, social worker, and SRO (in our case, the LMPD) – can use these guidelines to develop a more comprehensive plan to prevent an act of violence.

- **Medical Emergency Response Teams (MERT)**

The Medical Emergency Response Team (MERT) is a team of staff members who respond to a cardiac emergency or other life-threatening emergencies that takes place in our schools and buildings or at school-sponsored events. MERT teams are part of a comprehensive school safety program and are endorsed nationally, at the state level, and locally. In fact, the Children's Hospital of Philadelphia (CHOP) is collaborating with us to develop and train our MERT teams.

MERT teams are not just for schools. It is important to have teams in any building where staff work. MERT teams are referenced in Policy 717 (Automated External Defibrillators). There is current legislation introduced in PA to require MERT training in Pennsylvania Schools.

LMSD has secured many Automated External Defibrillators (currently 38) in our schools and buildings and required multiple groups of staff members to have CPR training. MERT teams will be part of our district's effort to improve safety for staff in addition to other efforts such as offering a variety of CPR options for all staff.

4.5 Homeless Youth

McKinney-Vento Homeless Education Assistance Improvements Act and the Pennsylvania's Education for Children and Youth Experiencing Homelessness (Pennsylvania ECYEH) Program were established to make sure homeless youth have access to a free and appropriate public education while removing barriers that homeless children face. "Homeless" is defined as "anyone lacking a fixed, adequate, regular nighttime residence."

Situations that fit this definition include:

- Staying in the home of other people due to unavailable housing, financial hardship, eviction or similar circumstances.
- Living in motels, hotels, trailer parks (in some instances – examples: leaking roof, no heat, etc.), public places, or campgrounds due to unavailable suitable housing options.
- Living in an emergency shelter or transitional housing.
- Unaccompanied (not living in direct care of legal parent or guardian) or runaway youth.
- Refugee and migrant youth.

Please contact the LMSD Homeless Liaison, Marcie Monachello, by phone at 610.645.1874 or by email at monachm@lmsd.org to find out what services and supports may be available.

For more information, see the resources below:

- [Pennsylvania Department of Education - Homeless Education](#)
- The U.S. Department of Education [Fact Sheet](#) (PDF)

<https://www.lmsd.org/departments/student-services/homeless-youth>

ARTICLE V: ACTIVITIES

We, as a District and as a school community, believe participation in activities beyond the classroom are critical opportunities for students to feel seen, heard, and connected. For this reason, we have sought to create an inclusive model and encourage all students to participate in any number of our activities, which may include athletics, clubs, intramurals and other faculty/staff-sponsored events (for more information, see: <https://sites.google.com/lmsd.org/welshvalleymiddleschool/home>). These most often occur after the school day, but may occur before and, sometimes, during the school day. “Late” bus transportation is offered at 4:30 and 5:30 p.m. to facilitate student participation in after-school activities (see Section 2.11, above). Participation in all programs, either as a participant or a spectator, is a privilege and with it comes the responsibility of maintaining acceptable behavior that reflects the ideals of the school community and is in concert with the Student Code of Conduct and District policy.

There are many opportunities to get involved within the school community for students at all grade levels (5th-8th). The opportunities available are based on student interest and are subject to change depending on the number of participants enrolled. A monthly schedule for these activities is posted on the school district website and daily announcements are made to students about opportunities to get involved.

The School’s Athletic Department maintains a website that can be utilized to access information regarding general athletics and sport specific information. Please visit the website at <https://www.lmsd.org/welsh-valley/athletics> for valuable information including team schedules, directions to schools and fields, files and links to important information, individual team sites, and announcements.

APPENDIX A: STUDENT CODE OF CONDUCT

A.1 General Student Expectations/Community Rules

In addition to the commitments set forth in Section 1 regarding community expectations, the following general student conduct rules relate to customary or regular occurrences (such as possession and appropriate use of cell phones) within the school setting or school-related activities.

Cell Phones/Electronic Devices

Students are permitted to bring personal electronic devices to school. However, all personal electronic devices must be silenced or turned off and remain in a backpack, handbag, or locker during the school day during the school day. To limit distraction, teachers/staff may also require students to store phones during class in a designated location in the teacher's classroom. Failure to follow these rules will result in progressive disciplinary action including, but not limited to, confiscation of the device.

When permitted to use personal electronic devices (such as before or after school), students must continue to maintain an orderly school environment, conducive to academic instruction, in accordance with District policy and the following rules.

1. If a student uses technology in manner which is disruptive to the educational environment, the school reserves the right to temporarily suspend or completely revoke the privilege of technology use for that student, including personal electronic devices and school computers.
2. Students may not use a personal cell phone or camera to record video or take pictures of others in school, on school grounds or on the school bus unless given explicit permission from a teacher or staff member.
3. Parents and guardians are asked to please refrain from texting or calling your child's cell phone during the school day. Students are not permitted to text or use their cell phones during the school day and receiving a call or text from a family member puts your child in a difficult position. Phones are available in the office for students to use if they need to call home. Parents and guardians are welcome to call the office at any time if they need to get a message to their child. Our office staff will facilitate this communication.
4. The school will not be responsible if these devices are lost, damaged, stolen, or misplaced.

Eating and/or Drinking

Students should not be eating or drinking in classrooms, hallways, or general areas unless given specific permission by a teacher or other staff member. If drinks are allowed, only water should be permitted.

Walking Safely Around School

Students are expected to walk in the halls and outside walkways during school. Students should not be running in the halls or walkways to get to class or lunch.

Student Sales/Invitations

Students will not be permitted to sell anything in school including cookies and other baked goods, candy, gum, etc., that is not approved by the Administration. Students are not permitted to print and/or distribute personal party invitations in school.

Lockers

Students are only permitted to use lockers upon arrival at school (after breakfast time), before and after lunch, and following the commencement of I&E, unless the student has an approved early dismissal.

Dress Code and Appearance

We believe all students have the right to an equitable education and should be able to dress, and style their hair, for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming. Enforcement of this universal dress code shall not create disparities, reinforce stereotypes or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural identity, religious identity, household income or body type/size.

We recognize that each student's mode of dress and appearance is a manifestation of personal style and individual preference. We will not interfere with the right of students and their parents/guardians to make decisions regarding their dress and/or appearance, except that we are responsible for ensuring that a student's personal appearance does not interfere with the health or safety of any student. Students and staff are responsible for managing their own personal distractions and reactions. The following general standards will be in effect at all LMSD schools:

1. **Mandatory and Allowable Dress:**
 - (a) Students must wear a top, bottom and footwear while on school premises
 - (b) Some courses may require adjustments to attire and hairstyle to ensure safety during academic activities (i.e. science labs, physical education, electives, etc.)
 - (c) Some courses (physical education, science lab, electives, etc.) and school-sponsored extracurricular activities may require specific attire (safety gear, athletic attire, uniforms, hair tied back, etc.)
2. **Non-Allowable Dress:**
 - (a) Items that expose private parts of the body (genitalia, nipples or buttocks)
 - (b) Items with sexually suggestive language or messages
 - (c) Items that promote illegal or violent conduct, including but not limited to, drugs, alcohol, tobacco, weapons and/or gang affiliation
 - (d) Items that depict hate speech, intimidation or intolerance toward protected groups
 - (e) Items that are profane or legally libelous
 - (f) Items that make the students face unidentifiable; please note, however, protective masks, clothing/headgear worn for religious and medical purposes are excepted

Our dress code is intended to be gender-neutral. We do not enforce specific attire based on gender. Students have the right to dress in accordance with their gender identity within the constraints of the dress codes adopted by the school.

Exceptions to the dress code may be made by the Superintendent or designee for medical or religious reasons when required by law.

School Bus Expectations and Guidelines

Bus riding is a privilege, not a right. Cooperation with the bus driver and fellow students will result in a safe journey for all passengers. Failure to comply with rules may result in losing the privilege of riding school buses. The following guidelines will apply for students who utilize School District transportation services:

Before Boarding:

1. Arrive on time to the designated bus stop.
2. Stay off the road at all times while waiting for the bus.

3. Wait until the bus comes to a complete stop before attempting to board.
4. Exercise caution when approaching the bus.
5. Board the bus promptly and in an orderly manner.

On The Bus:

1. Keep hands and feet inside the bus and out of the aisle at all times.
2. Assist in keeping the bus safe and sanitary at all times.
3. Do not shout or talk in an excessively loud manner.
4. Treat bus equipment with respect - never tamper with the bus or equipment.
5. Do not leave books, lunches, or other articles on the bus.
6. Do not throw anything out of the bus windows.
7. Do not throw anything inside of the bus.
8. Do not engage in horseplay, fighting, or any other behavior that may distract the driver.
9. Be courteous to fellow students and the bus driver.
10. Do not put anything in the aisle at any time.
11. Seats are for students, not equipment.
12. No eating or drinking.
13. Students may not film or photograph any other passengers on the bus.
14. Music may be played using headphones only. Speakers are not permitted.

When a student is reported to the Administration for misconduct on the bus, appropriate action will be taken. This action may include notification to parents/guardians, assignment of detention, and/or any other consequence as determined by the Building Administrator. If the first offense is sufficiently serious, the privilege of bus transportation may be withdrawn for a specified period of time. Repeated violations of the rules for bus safety may also result in the suspension of bus transportation.



Please see Appendix B for a summary of student expectations throughout our school spaces.

A.2 Consequences and Restorative Practices

As outlined in Board Policy 101 (Equity), the equitable administration of school-based discipline at all District schools based on a model of restorative practices rather than punitive measures, when appropriate, is critical to the District's equity efforts and goal of reducing disproportionality in discipline. When possible and appropriate under the circumstances, students will be afforded the opportunity to participate in restorative practices as an alternative to, or in addition to, other consequences.

Examples of restorative practices include, but are not limited to, the following:

- Reflection forms;
- Peer mediation;
- Conferences with counselors;
- Mindfulness exercises;
- Community building activities;
- Community service;
- Support from appropriate community organizations.

The following chart is a guide detailing the behaviors students are expected to exhibit and the consequences or other measures students can expect when they make poor choices regarding their behavior. It is not meant to be inclusive of all possible kinds of misbehavior; rather, it is a guideline that represents the more common and serious types of misbehavior that may be experienced in a school environment. Students are reminded

that school rules are in effect, and students are subject to discipline: (1) while at school; (2) at school-sponsored events, trips, or activities, whether on or away from school property; (3) while traveling to/from school, school-sponsored events, trips, or activities on a vehicle owned, leased, or under the control of the District; and (4) as otherwise permitted by law.

The severity of any consequence or other measures will be proportional to the severity of the infraction, the age of the student, the student's current and prior disciplinary record (including any history of repeat infractions), special circumstances about the incident, including whether the student was an aggressor or victim, as well as any applicable laws or regulations, including, but not limited to, those related to the discipline of students with disabilities.

In cases where exclusionary discipline is required, the District will require that students returning to school from a suspension or expulsion meet with a designated school official to discuss academic and behavioral expectations upon return to school, individuals and resources available to support students, the consequences of future noncompliance with Board Policy and/or school rules, and the number of hours, if any, of counseling required prior to the student's return to their regular class schedule. When a student has been issued an out-of-school suspension, the student's parent/guardian will be required to attend the re-entry conference with the appropriate school official(s).

Consistent with the Pennsylvania Safe Schools Act, the District and the Lower Merion Township Police Department have entered into a Memorandum of Understanding which outlines the procedures to be followed when certain incidents contemplated by the Pennsylvania Safe Schools Act occur on school property, at any school sponsored activity, or on a conveyance providing transportation to or from school or a school sponsored activity. As outlined in more detail in the existing Memorandum of Understanding between the District and the Lower Merion Township Police Department, the parties seek to maintain a safe school environment in a cooperative and mutually supportive manner, but in a way that does not result in an over presence of law enforcement in the school environment. Through the cooperative and supportive efforts of both parties, the parties strive to reduce student referrals to the criminal justice system and eliminate the school to prison pipeline. Parents/guardians and students should be aware that the nature or degree of student misconduct in certain situations may require or necessitate the involvement of law enforcement. The decision to contact law enforcement is one that is not taken lightly, and is generally reserved for the most severe situations or those that require law enforcement notification as a matter of law.

Academic Infractions

Infraction	Examples of Expected Conduct	Examples of Behavior in Violation of School Rules	First Infraction	Repeated Infractions (potential consequences are in addition to those possible for first infraction)
Academic Dishonesty	<ul style="list-style-type: none"> Academic honesty Adherence to academic standards Integrity in academic research/publishing 	<ul style="list-style-type: none"> Cheating Plagiarism Forgery of grades, times, addresses, signatures, or other data on school records 	<ul style="list-style-type: none"> Restorative practices "0" on assignment Redo assignment for limited credit Parent/guardian contact by teacher and/or administrator 	<ul style="list-style-type: none"> Parent conference with teacher/administrator Possible reduction of grade or failure of course Any of the previous consequences
Unauthorized Lateness to or Failure to Attend Class (Class Cut), Detention, or Suspension	<ul style="list-style-type: none"> Coming to class (including detention or suspension) on time Adhering to one's school/class schedule and being in designated areas at designated times 	<ul style="list-style-type: none"> Class cut or unauthorized absence from a scheduled detention or suspension Leaving class, a detention or suspension without proper authorization 	<ul style="list-style-type: none"> Restorative practices Warning Parent/guardian contact Detention Loss of school-related privileges Up to 3 days suspension 	<ul style="list-style-type: none"> Parent conference with teacher/administrator Possible course grade reduction Up to 10 days suspension

Property Infractions

Infraction	Examples of Expected Conduct	Examples of Behavior in Violation of School Rules	First Infraction	Repeated Infractions (potential consequences are in addition to those possible for first infraction)
Arson; Unauthorized Burning; Possession of	<ul style="list-style-type: none"> Maintaining a safe and orderly school environment 	<ul style="list-style-type: none"> Burning or attempting to burn any part of any building or school property without authorization 	<ul style="list-style-type: none"> Restorative practices Parent/guardian contact 	

Explosive Materials	<ul style="list-style-type: none"> Respect for school property and the property of others 	<ul style="list-style-type: none"> Possession of fireworks or other explosive devices (including smoke bombs, stink bombs, or similar instruments capable of bodily harm or damage to school property) Possession of devices capable of starting a fire 	<ul style="list-style-type: none"> Up to 10 days suspension Referral for possible expulsion 	
Parking/Vehicle Violations	<ul style="list-style-type: none"> Following school rules and posted parking and vehicle signs and regulations 	<ul style="list-style-type: none"> Violating school parking lot rules, regulations, or posted signs Failure to park in designated space Violating any applicable provision of the Pennsylvania Vehicle Code. 	<ul style="list-style-type: none"> Restorative practices Warning Parent/guardian contact Loss of privileges Detention 	
Theft; Vandalism; Property Offenses (Including Trespassing and Inappropriate Use)	<ul style="list-style-type: none"> Showing respect for school property and the property of others 	<ul style="list-style-type: none"> Stealing, misappropriating or taking the property of another, including school property Littering Defacing, destroying, altering or tampering with the property of another without permission Trespass or misuse of school property (including books, supplies, equipment, technology devices, etc.) 	<ul style="list-style-type: none"> Restorative practices Parent/guardian contact Detention Loss of privileges Restitution Up to 10 days suspension; Referral for possible expulsion 	

Infractions Against Others

Infraction	Examples of Expected Conduct	Examples of Behavior in Violation of School Rules	First Infraction	Repeated Infractions (potential consequences are in addition to those possible for first infraction)
Assault; Battery; Fighting	<ul style="list-style-type: none"> Respecting school staff, students, and visitors Maintaining appropriate physical contact and conduct 	<ul style="list-style-type: none"> Physically or verbally attacking any person (includes behavior such as hitting, beating, striking, punching, biting, spitting, grabbing, tripping, etc.) Engaging in hostile bodily contact 	<ul style="list-style-type: none"> Restorative practices Parent/guardian contact Up to 10 days suspension Loss of school-related privileges 	

	<ul style="list-style-type: none"> Maintaining a safe and orderly school environment 	(The principal may choose not to discipline a student for actions reasonably and appropriately taken demonstrably in self-defense)	<ul style="list-style-type: none"> Referral for possible expulsion 	
Discriminatory Harassment, Bullying and Hazing	<ul style="list-style-type: none"> Maintaining appropriate physical contact and conduct Treating others with respect and courtesy 	<ul style="list-style-type: none"> Discriminatory harassment, bullying, and hazing. Refer to School Board Policy #246 Hate speech 	<ul style="list-style-type: none"> Restorative practices Parent/guardian contact Detention Suspension Referral for possible expulsion 	
Sexual Contact (Consensual)	<ul style="list-style-type: none"> Maintaining appropriate physical contact and conduct 	<ul style="list-style-type: none"> Sexual intercourse Inappropriate public display of affection Groping Inappropriate touching or bodily contact 	<ul style="list-style-type: none"> Restorative practices Parent/guardian contact Detention Suspension Referral for possible expulsion 	
Health, Safety & Welfare Infractions				
Infraction	Examples of Expected Conduct	Examples of Behavior in Violation of School Rules	First Infraction	Repeated Infractions (potential consequences are in addition to those possible for first infraction)
Drug and Alcohol Policy Violation (Use / Possession / Sale)	<ul style="list-style-type: none"> Maintaining an environment free from drugs, alcohol, and other controlled or prohibited substances 	<ul style="list-style-type: none"> Use, possession, sale, distribution, or being under the influence of any controlled substance. Refer to School Board Policy 235 	<ul style="list-style-type: none"> Restorative practices Parent/guardian contact Up to 10 days suspension Loss of school-related privileges Referral for possible expulsion 	

<p>Inappropriate Use of Electronic Device /Acceptable Use of Technology Violations</p>	<ul style="list-style-type: none"> Using technology and electronic devices in accordance with Board Policy and school rules Maintaining a school environment, conducive to academic instruction 	<ul style="list-style-type: none"> Failing to utilize technology and/or electronic devices in accordance with Board Policy, applicable law or school rules Using technology or electronic devices in a way that is disruptive to the educational or extracurricular activities of the District, including, but not limited to recording, taking photographs of, or transmitting fights or other disturbances to the school environment, except for the limited purpose of reporting such conduct to a school official Refer to School Board Policies 134 and 235 for additional information. 	<ul style="list-style-type: none"> Restorative practices Warning Parent/guardian contact Confiscation of device Detention Loss of school-related privileges Up to 3 days suspension 	<ul style="list-style-type: none"> Up to 10 days suspension Referral for possible expulsion
<p>Gambling; Selling/Distribution of Unauthorized Merchandise</p>	<ul style="list-style-type: none"> Refraining from engaging in unauthorized activities 	<ul style="list-style-type: none"> The act of gambling for money or valuables Selling or distribution of unauthorized merchandise without administrative approval 	<ul style="list-style-type: none"> Restorative practices Warning Detention Parent/guardian contact Confiscation of unauthorized merchandise 	<ul style="list-style-type: none"> Up to 10 days suspension
<p>Threatening or Intimidating Conduct; False Alarms; Terrorist Threats/Acts</p>	<ul style="list-style-type: none"> Maintaining a safe and orderly school environment Treating others with respect and courtesy Maintaining a school environment conducive to academic instruction 	<ul style="list-style-type: none"> Engaging in conduct which undermines the safety, security or wellbeing of any person or of school property Threats of violence or harm communicated verbally or in writing; bomb threats Knowingly reporting a false threat Tampering with the fire alarm, fire extinguisher, sprinkler system or other apparatus installed for the prevention of fire or for the safety of the school community or property 	<ul style="list-style-type: none"> Restorative practices Parent/guardian contact Up to 10 days suspension Referral for possible expulsion 	
<p>Threat to Health, Morals, Safety or Welfare of Others</p>	<ul style="list-style-type: none"> Maintaining a safe and orderly school environment, conducive to academic instruction 	<ul style="list-style-type: none"> Conduct that constitutes a threat to the health, morals, safety or welfare of others 	<ul style="list-style-type: none"> Restorative practices Parent/guardian contact Detention 	<ul style="list-style-type: none"> Up to 10 days suspension Referral for possible expulsion

	<ul style="list-style-type: none"> Respecting school staff, students, and visitors Maintaining appropriate physical contact and conduct Following school rules and directions of school officials 		<ul style="list-style-type: none"> Suspension Referral for possible expulsion 	
Weapons & Other Dangerous Items Violation (Possession, Use, Transfer, Sale)	<ul style="list-style-type: none"> Maintaining a safe and orderly school environment, free from weapons or similar objects 	<ul style="list-style-type: none"> Possession or use of weapon or dangerous item Refer to School Board Policy 235 for additional information 	<ul style="list-style-type: none"> Restorative practices Parent/guardian contact Referral for possible expulsion 	
Smoking / Tobacco / Nicotine Violation	<ul style="list-style-type: none"> Maintaining a safe free from tobacco and nicotine, including nicotine delivery products 	<ul style="list-style-type: none"> Possession or use of tobacco/nicotine products or nicotine delivery devices Refer to School Board Policy 235 for additional information 	<ul style="list-style-type: none"> Restorative practices Parent/guardian contact Up to 10 days suspension 	
Classroom / School Disturbance	<ul style="list-style-type: none"> Maintaining a safe and orderly school environment, conducive to academic instruction Respecting school staff, students, and visitors Following school rules and directions of school officials Refraining from using profanity Adhering to one's school/class schedule and being in designated areas at designated times. 	<ul style="list-style-type: none"> Behavior which disrupts or has the potential to disrupt the educational process or regular school operations. Includes loitering, hall pass violations, instigating violence or other violation of Board Policy or school rules, failure to identify or properly identify oneself upon request of a school official, failure to obey instructions of a school official, insubordination, profanity or inappropriate language, gesture, or action, disrespectful behavior, sleeping in class, other violations of school rules not listed in this chart. 	<ul style="list-style-type: none"> Restorative practices Warning Parent/guardian contact Detention Loss of school-related privileges Up to 3 days suspension 	<ul style="list-style-type: none"> Up to 10 days suspension Referral for possible expulsion

If you have questions or concerns regarding school culture please contact Mr. Dattilo at dattilm@lmsd.org.

APPENDIX B: WVMS STUDENT EXPECTATIONS SUMMARY

Welsh Valley Middle School Student Expectations						
Expectations	Classroom	Hallways	Restroom	Cafeteria	Recess	Extracurricular
<p><u>Be Safe</u></p> <p><i>"Safety isn't expensive, it's priceless"</i></p>	<ul style="list-style-type: none"> Stay in assigned seat Walk in classroom Keep hands and feet to yourself 	<ul style="list-style-type: none"> Allow others to pass Walk in the hallways Stay on the right side of the hallway Keep hands and feet to yourself 	<ul style="list-style-type: none"> Dispose of all paper products appropriately Restrooms are also a Cell Phone Free Zone Keep area clean 	<ul style="list-style-type: none"> Walk directly to your table and sit down Remain seated until instructed otherwise If you do not know what is in food ask an adult 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk when not engaged in play at recess 	<ul style="list-style-type: none"> Know how you are getting home Turn off electronic items and focus on the task at hand
<p><u>Be Respectful</u></p> <p><i>"Always treat others how you want to be treated."</i></p>	<ul style="list-style-type: none"> Raise hand to speak Listen to the person speaking Follow directions from adults Ask to leave your seat or room 	<ul style="list-style-type: none"> Listen to feedback from adults Respect others' personal space Use appropriate language Move along at a steady pace to ensure that you arrive to class on time 	<ul style="list-style-type: none"> Maintain clean walls and stalls Be mindful of personal space 	<ul style="list-style-type: none"> Use kind language with peers and adults Listen to announcements Say please and thank you when ordering food Follow directions from adults 	<ul style="list-style-type: none"> Use kind language with peers and adults Share space with others Show good sportsmanship 	<ul style="list-style-type: none"> Show good sportsmanship Leave your area clean Know where you left your items Follow directives by club sponsor or coach Positively interact with peers
<p><u>Be Responsible</u></p> <p><i>"You are always responsible for how you act, no matter how you feel"</i></p>	<ul style="list-style-type: none"> Complete assignments Return borrowed items Have organized folders for class Have homework ready to turn in Have necessary materials for class 	<ul style="list-style-type: none"> Use indoor voices Keep your own possessions on you at all times Use locker at appropriate times and manage materials well 	<ul style="list-style-type: none"> Interact appropriately with others Return to class promptly Only use restroom after first 5 and before last 5 minutes of any class 	<ul style="list-style-type: none"> Stay in designated area Clean up on time Keep your own food with you Only use electronic devices when allowed 	<ul style="list-style-type: none"> Keep recess areas free of trash Use recess materials appropriately 	<ul style="list-style-type: none"> Pack up quickly when dismissed Arrive to bus loop on time Bring needed items such as a change of clothes with you to school

APPENDIX C: SUPPORTING STUDENTS WITH RESPONSIBLE ELECTRONIC DEVICE USE

Supporting Students with Responsible Electronic Device Use *A Community Partnership*

Supporting students with responsible use of electronic devices is a critical community responsibility that requires the collective effort of students, parents/guardians, school staff, and local police. By working together, our community can create a safer and more positive online environment for all students.

What is the role of each stakeholder group? Monitor, Inspect, and Review			
Parents/Guardians	Students	School	Police
<p>Consider the best age to give your student a cell phone. Some parents are opting to Wait Until 8th</p> <p>If you decide to give your student a cell phone, discuss with them safety rules for smartphones & social media.</p> <p>If you need to contact your student during school hours, please call the main office. Students are not permitted to use their cell phone for any reason.</p> <p>Spend time setting up your student's phone & parental controls. Visit Family Resources below for resource links.</p> <p>Inspect student's cell phone use through weekly unannounced device checks.</p> <p>Review the expectations for quality digital citizenship you have for your student so they treat themselves and others with respect.</p>	<p>Participate in internet safety & digital citizenship lessons offered at school.</p> <p>Monitor what you and others are communicating through the use of your device to ensure it meets the expectations of all environments you will navigate.</p> <p>Inspect the communication to ensure you and others are using it to communicate responsibly.</p> <p>Review the contents of any inappropriate communication on your cell phone with the adult whose environment you are in at the time of receiving the message (school, home, etc).</p> <p>Report inappropriate and/or threatening messages to a trusted adult.</p>	<p>Plan & offer digital citizenship lessons to all students that address timely topics, think critically, & develop the habits of mind to navigate digital media. Lessons utilize research-based curriculum from Common Sense Media & Be Internet Awesome.</p> <p>Monitor students' usage of cell phones in accordance with District policy and school norms.</p> <p>Inspect issues related to cell phone usage during school hours and on school property to adequately resolve issues which happen within our environment.</p> <p>Review educational resources with students who do not meet expectations for responsible device use to outline how to be a quality digital citizen and partner with families.</p>	<p>Monitor serious issues related to conduct digitally brought to their attention by community members or the school.</p> <p>Inspect and investigate what has specifically occurred when issues arise.</p> <p>Review proper next steps following the conclusion of investigating reports of misuse or other wrongdoing.</p>

Sphere of Influence: Who is responsible for monitoring student cell phone usage?			
Parents/Guardians	Students	School	Police
<u>After School Hours & Off School Property</u>	<u>All of the Time</u> It is your device and you have a responsibility to use it correctly.	<u>During School Hours & On School Property</u>	<u>Intermittently/As Needed</u>

Family Support and Resources

We recognize that many incidents of electronic device misuse occur outside of school hours and/or off of school property. In these situations, if the content or communication rises to the level of harassment between one student and another, please call the LMPD for assistance.

Please explore the resources below to learn about ways you can set up your student’s device, set parental control settings for devices, use apps to monitor use, and more.

Device Setup

- [Responsible iPhone Setup](#)

Parental Controls

- [Common Sense Media Guide to Parental Controls](#)
- [Parental Controls for Apple Devices](#)
- [Parental Controls for Google Play on Android Devices](#)

Family Management Apps

- [Qustodio App](#): Ability to log calls/texts on your student’s device, know where your student is using the family locator, and control whose numbers are blocked. Supports iOS & Android, Macs, PCs, & Chromebooks.
- [OurPact App](#): Control and manage apps allowed on your family devices and schedule and control screen time. Full functionality only works best with iOS devices.

Popular Social Media Guides

- [TikTok](#)
- [Instagram](#)
- [Snapchat](#)

Additional Resources

- [Be Internet Awesome Family Guide](#): Google’s guide to provide families the tools and resources to help families learn, discuss, and think about online safety and digital citizenship together at home.
- [Common Sense Media Family Resources for Cell Phones](#)

Research

There is an ever growing amount of research related to the effects of smartphones as well as social media on adolescents. Take time to review recent publications to ensure you understand the impact associated with providing your student a smartphone as well as access to social media:

- [JAMA: Link between digital media use and symptoms of ADHD](#) (2018)
- [NIH: Smartphones, social media use and youth mental health](#) (2020)
- "Smartphone use and adolescent sleep: A systematic review and meta-analysis" (2020) by Billings, M., Cronin, T., & O'Neill, B.
- "Smartphone use, addiction, loneliness, and social skills among college students" (2018) by Przybylski, A. K., & Weinstein, N.
- "The effect of smartphone use on parent-child relationships: A review" (2017) by Christofides, E., Muise, A., & Desmarais, S.
- "The association between smartphone use and cognitive decline in young adults" (2018) by Rosen, L. D., Lim, A. F., Felt, J., Carrier, L. M., Cheever, N. A., & Lara-Ruiz, J. M.
- "Smartphone use and academic performance among college students: A systematic review and meta-analysis" (2019) by Kim, Y. J., & Lee, J. Y.