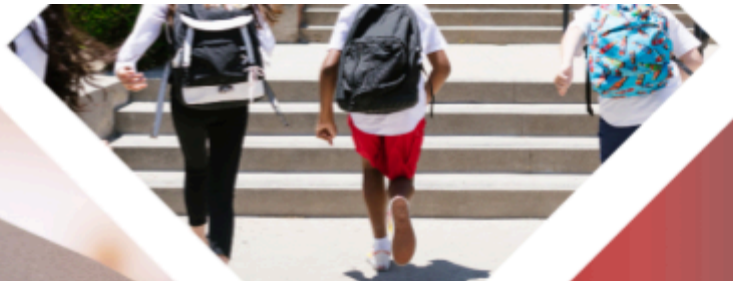




Saucon Valley  
School District





2024/25  
**STUDENT  
PARENT  
HANDBOOK**

Saucon Valley Middle School

Keep In Touch  
With Us

610.838.7001 

[www.svpanthers.org](http://www.svpanthers.org) 

2085 Polk Valley Road   
Hellertown PA 18055

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# Student Parent Handbook Overview

## PURPOSE & SCOPE OF THE HANDBOOK

The education of your children depends on a variety of factors. Some of these include the home environment, the student-teacher relationship, and the self-concept of the students. Another important factor in their development is discipline.

In the same way that we are obliged to cooperate with laws and regulations in our everyday lives, so too are students expected to follow the guidelines set forth by the Saucon Valley Middle School Administration and Faculty. These guidelines are outlined in this student parent handbook. It is meant to serve as a resource to our students and families so that expectations are clear and implemented consistently.

Please read these guidelines at home along with your child, or ask your child to read them to you. Please sign the [Student Parent Handbook Acknowledgement Google Form](#). Your electronic signature indicates that you have read the accompanying guidelines and understand our school and district rules and will cooperate with us in the implementation thereof.

Dr. Lensi Nikolov, Principal

Mr. Michael Sakelarides, Assistant Principal

## SAUCON VALLEY MIDDLE SCHOOL PHILOSOPHY

We believe the **CHILD** is the center of the educational process. This educational process is designed to develop each **CHILD**'s ability to make positive choices. Each **CHILD** will be empowered to be a responsible and respectful citizen of the middle school and the community.

We believe **HOME** provides the nurturing atmosphere that allows the child to develop towards his/her fullest potential supported by middle school cooperation and communication. **HOME**, in concert with the educational process, will foster the desire for life-long learning.

We believe the middle school **TEACHER** is a key influence to encourage active student participation, establish high expectations, enable student success, and foster life-long learning. The teacher is most effective when working as an integral member of a small, specialized, and focused **TEAM** of caring professionals.

## Contact Information

### MIDDLE SCHOOL OFFICE

Main District Number	610-838-7001
Middle School Office	Ext. 3701 or 3702

### COUNSELING

Mr. Baldo   Grades 7 & 8	Ext. 3706
Mrs. Hicks   Grades 5 & 6	Ext. 3707

School Nurse	Ext. 3709
Middle School Fax	610-838-8014

## Academics

Teachers meet to share ideas, discuss student progress and hold parent conferences. Saucon Valley Middle School faculty and staff are highly qualified in the area(s) they teach and many have many years of teaching in their subject area. Our goal is for all students to gain academic proficiency in state standards that are mandated by the Pennsylvania Department of Education.

We offer many different types of individualized support for students, whether they need additional support to meet academic standards, or they need additional enrichment to extend beyond academic standards.

### Animal Dissection – Right of Refusal

As stipulated in Section 1522 of the Pennsylvania School Code (added by Act 88 of 1992), a student may refuse to dissect, vivisect, incubate, capture, or otherwise harm or destroy animals or any parts thereof, as part of their course instruction.

### Books & Workbooks

Students are expected to be responsible, care for, and cover all textbooks, keeping them in good condition. All fines for lost, stolen, or damaged books must be paid to avoid further costs. Failure to pay for damaged or lost school property may result in discipline consequences and/or loss of privileges.

LOST, STOLEN AND/OR DAMAGED MATERIALS			
Condition & Book Fines		Condition & Workbook Fines	
<b>New</b>	100% Net Cost	<b>New</b>	100% Net Cost
<b>Good</b>	80 % of Net Cost	<b>Fair</b>	66% of Net Cost
<b>Fair</b>	60% of Net Cost	<b>Usable</b>	50% of Net Cost
<b>Poor</b>	40% of Net Cost	<b>Unusable</b>	No Charge

You will be given another book when you pay the cost for a lost book. The fine will be refunded if the book is recovered. A lost book will not be considered an excuse for failure to do assigned work.

### Child Find Process

Pursuant to IDEA '04, Section 1412 (a)(3) and 1412 (a)(10), all school districts are required to actively identify every student with disabilities residing within the district's jurisdiction who may be eligible for special education and related services. Saucon Valley School District accomplishes this task with its Child Find Process

## COURSE PATHWAYS

In 7<sup>th</sup> and 8<sup>th</sup> grades, we offer students various courses for academic support and academic enrichment. Students whose academic performance data show a need for additional instruction in language arts or mathematics will be enrolled in an additional period of one of those subjects. Students whose academic performance data show strength in core subjects will be enrolled in High Achievement Language Arts and/or Social Studies.

Every student is enrolled in a math course based on their academic history, assessment data, and long-term goals. Our Middle School Pathways reflect the math course sequence options our students can follow, as well as the criteria used to make student placements in a math pathway.

<b>MATH COURSE PATHWAYS</b>				
<b>Pathway 1</b>	<b>Pathway 2</b>	<b>Pathway 3</b>	<b>Pathway 4</b>	<b>Pathway 5</b>
Criteria to enter support at any point: <ul style="list-style-type: none"> <li>• Below 40th Percentile MAP</li> <li>• Below Basic or Basic PSSA</li> <li>• 69% or below Previous Course Grade</li> </ul>	Criteria to enter support at any point: <ul style="list-style-type: none"> <li>• Between 40th and 80th Percentile MAP</li> <li>• Proficient on PSSA</li> <li>• 70% or higher Previous Course Grade</li> </ul>	Criteria to enter Pathway at any point: <ul style="list-style-type: none"> <li>• MAP 80th-90th Percentile</li> <li>• Prof/Advanced PSSA</li> </ul>	Criteria to enter Pathway at any point: <ul style="list-style-type: none"> <li>• MAP 98th Percentile</li> <li>• Advanced PSSA</li> </ul>	Criteria to enter Pathway at any point: <ul style="list-style-type: none"> <li>• MAP 98th Percentile</li> <li>• Advanced PSSA</li> </ul>
Math Intervention	MIF 3	MIF 3/3E	MIF 3E	MIF 3E
Math Intervention	MIF 4	MIF 4/4E	MIF 4E	MIF 4E
PA Core 5 Intervention	PA Core 5	PA Core 5E	PA Core 5/6	PA Core 6/7
PA Core 6 Intervention	PA Core 6	PA Core 6E	PA Core 7/8	Algebra 1
PA Core 7 Math 2	PA Core 7	PA Core 7/8	Algebra 1	Algebra 2
PA Core 8 Math 2	PA Core 8	Algebra 1	Algebra 2	*HS Course(s) (must be taken at High School)

*\*Refer to the [High School Program of Studies](#) for grading, homework, and credit policies for students taking high school courses during middle school.*

**Curricular Review / Exemption From Instruction**

Parents who wish to have their child excused from instruction on a topic or an assessment that they consider being in conflict with their religious beliefs or moral principles must submit a written request to the principal. Parents can request copies of the relevant School Board Policy and Procedures through the school office.

The process is a systematic approach providing initial screening and direct intervention to students experiencing difficulty academically or behaviorally. This process can be the first step in identifying whether a student is eligible for special education services.

A student is identified “at risk” of school failure by student performance data. These data may include grades, district or school assessment results, standardized test scores, attendance rates and disciplinary referrals.

## FIELD TRIPS

During the year, students may be given the opportunity to attend a grade level field trip. It is our desire to make this trip enjoyable for as many students as possible.

On these trips, it is of utmost importance that students stay with their chaperones, cooperate with those in charge, obey all rules, be on time, and be considerate of other students and adults. We cannot take the chance that a student will leave his/her chaperone on these trips, and we will not accept defiant behavior.

Since we cannot take the chance of one student's actions causing peers or chaperones any undue hardship, a decision could be made to exclude a child from a specific grade level trip. If a student's behaviors during the academic year indicate an inability or unwillingness to accept these responsibilities, teachers and principal will confer to decide if a student needs to be excluded.

It is not our preference to exclude any student from the educational experience that a field trip provides, but it may become necessary to do so to ensure an enjoyable and memorable experience for the majority of the students. If a student is failing or in danger of failing a class, teachers will confer with the principal to decide if a child needs to be excluded. Teachers will notify parents of specific field trips throughout the year.

## GRADING AND REPORTING

Students earn letter grades in each course they are enrolled in during their 5<sup>th</sup>-8<sup>th</sup> grade years. Teachers collect many pieces of evidence of a student's mastery of state standards in the corresponding subject(s). Course grades will be determined by the weighted student performance on various types of learning products:

Category	High Stakes Assignments & Assessments	Engagement In-class Work	Homework
Percentage of Grade	70%	20%	10%
Learning Product	<ul style="list-style-type: none"> <li>● Long-term projects/papers</li> <li>● (only where class time is devoted to instruction, demonstration, modeling, and feedback on progress)</li> <li>● Quizzes (may be announced or "pop" quizzes)</li> <li>● Assessments</li> <li>● Performance tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Class discussions</li> <li>● Class participation</li> <li>● Class assignments               <ul style="list-style-type: none"> <li>○ Notes</li> <li>○ Graphic organizers</li> <li>○ Short-answer questions</li> <li>○ Written responses</li> <li>○ Multiple choice activities</li> <li>○ Fill-in-the-blank activities,</li> <li>○ open-ended responses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● With the exception of specific, long-term projects, no more than 10% of a student's overall grade may be derived from homework. While teachers may review homework during class for correctness, students will not be</li> </ul>



Category	High Stakes Assignments & Assessments	Engagement In-class Work	Homework
	<ul style="list-style-type: none"> <li>• Building/constructing, proposing a solution to a problem</li> <li>• Creating models</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>○ Problem-sets</li> <li>○ Demonstration</li> <li>○ Labs</li> <li>○ reflection activities</li> <li>• Technology or game-based activities</li> </ul>	penalized for incorrect answers on homework. See the homework policy in this handbook for more details

### Grade Scale

The following “letter” system of marking is used for all subjects:

Percentage Scale	Letter Grade	Grade Points Awarded	Letter Grade Descriptors
97% – 100%	A+	4.33	<b>Excellent:</b> Student does superior work; capable of independent work; excellent initiative and leadership; has broad/deep grasp of ideas.
93% - 96%	A-	4.00	
90% - 92%	A-	3.67	
87% - 89%	B+	3.33	<b>Good:</b> Student does good quality work; steady, good progress; good initiative; has a good grasp of ideas.
83% - 86%	B-	3.00	
80% - 82%	B-	2.67	
77% - 79%	C+	2.33	<b>Average:</b> student does average quality work; steady, but not rapid progress, needs direction and leadership, grasps main ideas but may need refinement.
73% - 76%	C-	2.00	
70% - 72%	C-	1.67	
Below 69%	F-	0	<b>Not meet standard:</b> Student does unsatisfactory work; very little or no progress; does not follow directions or grasp main ideas.
–	I	–	<b>Incomplete:</b> Some course requirements have not been completed. Upon completion, and approval of the teacher, the appropriate grade may be recorded.

### HOMEWORK POLICY

Successful academic growth and achievement is dependent on students’ engagement with the content, which may extend beyond the school day. Homework provides students the opportunity to develop important independent study habits, as well as solidify the day’s learning through practice

and repetition. We recognize, however, that students and families have many after school obligations, including family and extra-curricular activities. To achieve balance, the following guidelines will be followed by all teachers.

- Homework will not be assigned on the weekend or national or religious holidays.
- Homework will only be assigned if it leads to deeper learning or higher-level thinking of the concepts taught during class.
- Long term projects which are assigned a high point value will be “chunked,” so that students have checkpoints with their teacher along the way to assess progress and provide feedback incrementally.

### **Expectations for Daily Homework Limits**

Students and families should expect homework expectations to increase gradually over the course of their middle school career. The minutes listed below are inclusive of daily reading expectations. The homework load should not be overwhelming for your child. If your child is spending, on average, considerably more time than what is listed below, please reach out to your child’s counselor to discuss.

5 <sup>th</sup> Grade	30 minutes daily
6 <sup>th</sup> Grade	45 minutes daily
7 <sup>th</sup> Grade	45-60 minutes daily
8 <sup>th</sup> Grade	45-60 minutes daily

### **Honor Roll**

A student’s grade point average includes related arts courses. Students with a C+ or lower in any course will not be eligible for Honor Roll for that quarter.

**Honor Roll – GPA 3.20 or higher**

**High Honor Roll – GPA 3.80 or higher**

### **Intervention & Enrichment**

Students in 5<sup>th</sup> and 6<sup>th</sup> grades have a daily period of Intervention & Enrichment. During this time, teachers, specialists, and paraprofessionals work with groups of students on academic goals in core subjects. Our academic teams review student performance data to identify areas for growth or areas for enrichment. Data is reviewed at least quarterly and student groups are adjusted accordingly.

## **POWERSCHOOL PARENT ACCESS**

Statistics have proven that regular communication between a child's parent/guardian and school staff members increases the effectiveness of the child’s education. As a parent/guardian, PowerSchool Parent Access will allow you to view your child’s academic progress at [powerschool.svpanthers.org](http://powerschool.svpanthers.org) using any internet-accessible computer 24 hours a day, 7 days a week. Available information will include items such as: overall grades, individual assignment grades, and daily attendance.

Parents/Guardians access the PowerSchool system by using a user ID and password provided by the school main office for each student. If you have more than one child currently enrolled in the district, each child will receive their own personal and confidential ID and password for you to access their information. To obtain your ID and password, please visit the main office of your child’s school during regular school hours.



## REMEDICATION AND RETAKE

Mastery of Standards does not always occur along the same timeline for all learners. Students are to be provided the opportunity to remediate and retake assessments. Students scoring *below 70%* on a quiz, test, or other on-demand assessment, may have an opportunity to relearn the material and retake the assessment.

- When a student scores below 70% on an assessment, he/she **must** engage in teacher-directed remediation and schedule a time to retake it.
- Parents/guardians must provide transportation for their child when he/she attends before or after-school remediation.
- Students will have two weeks from the date the failed assessment score was returned to complete the teacher-remediation and retake the assessment.

Parents/guardians are responsible for reviewing their child's grades in PowerSchool. **Teachers will update grades in PowerSchool on the first and third Friday of each month, at a minimum. Parents should get in the habit of reviewing their child's grades in PowerSchool at the end of each week.** Students who **successfully pass** the second-chance assessment will earn the average of the two grades.

### Report Cards

Report cards are issued four times during the school year. Parents will be able to view their child's report card electronically in the days following the end of each marking period. Notification will be sent via email when the report cards are ready to be viewed.

## RETENTION AND SUMMER LEARNING ACADEMY

Students are required to satisfactorily pass (grade of A, B, or C) Language Arts, Social Studies, Mathematics, and Science. Failing more than two subjects may result in retention, per school district policy. In order to pass to the next grade, students failing one or two of these subjects must attend and pass Summer Learning Academy (SLA) at the family's expense. Summer school courses may be in the form of virtual learning via an internet course. Students failing to satisfactorily complete summer school may be retained the following school year.

## Athletics & Activities

Students are encouraged to participate in the activity program of the middle school. Student involvement can address and develop your interests and special talents.

### ACTIVITIES

ACTIVITIES BY GRADE	
<b>Cameratta Singers</b>	All grades; Membership by audition/invitation
<b>Co-ed Intramural</b>	All grades <ul style="list-style-type: none"><li>• Archery</li><li>• Swimming</li><li>• Field Hockey</li></ul>
<b>Competition Cheer</b>	7 <sup>th</sup> /8 <sup>th</sup> grades
<b>Dances/Socials</b>	7 <sup>th</sup> /8 <sup>th</sup> dance; 5 <sup>th</sup> /6 <sup>th</sup> social
<b>Inclusion/Diversity Club</b>	All grades
<b>Jazz Ensemble</b>	7 <sup>th</sup> /8 <sup>th</sup> grades; Membership by audition/invitation

<b>National Jr. Honor Society</b>	8 <sup>th</sup> grade by academic achievement
<b>Reading Olympics</b>	All grades; selection by advisor
<b>Student Council</b>	All grades; elected by student body
<b>iTeam</b>	All grades; selection by advisor
<b>Tri-M (Music Honor Society)</b>	All grades; selection by advisor
<b>Yearbook</b>	All grades; selection by advisor
<b>Math Club</b>	All grades; open enrollment

## **DANCES & SOCIALS**

All school regulations are in effect. Students not in school that day for any reason may not attend the dance. Tickets must be purchased prior to the event and **a current student photo ID is required for admission to dance/social**. Students who are failing two or more classes may not be able to attend the dance or social.

No food or drink may be taken into the gymnasium. Coats are to be placed in the area provided. Students wearing a shoe style that may damage the gym floor surface will not be permitted to participate in the dance. No hats and backpacks are permitted. Any student finding it necessary to enter the dance late or leave early must have a parent contact the principal prior to the dance requesting permission. Also, a note, written and signed by the student's parent or guardian, must be given to a chaperoning teacher/administrator at the dance granting permission to leave early. An adult will be expected to pick up students leaving early at the door.

***Administration may revoke the privilege to attend a social event.***

## **NATIONAL JUNIOR HONORS SOCIETY**

Using national guidelines, candidates for Honor Society will have a minimum cumulative grade point average of 3.8 in 6<sup>th</sup> and 7<sup>th</sup> grade. Candidates will be reviewed by a faculty committee regarding their service, character, and leadership qualities. Any involvement with significant disciplinary offenses may eliminate a student from consideration for Honor Society. There is an application process.

## **Student Council**

The Student Council consists of elected representatives from each grade level. The primary functions of the Student Council are to initiate and direct student activities, provide a communication vehicle between students, teachers and administrators, and to advise and make recommendations concerning school rules and school policy.

## ATHLETICS

Registration for all sports will be announced in newsletters and during AM announcements.

ATHLETICS BY GRADE	
Cheerleading	7 <sup>th</sup> /8 <sup>th</sup> grades
Co-ed Soccer	7 <sup>th</sup> /8 <sup>th</sup> grades
Field Hockey	7 <sup>th</sup> /8 <sup>th</sup> girls
Football	7 <sup>th</sup> /8 <sup>th</sup> grades
Wrestling	7 <sup>th</sup> /8 <sup>th</sup> grades
Cross County	7 <sup>th</sup> /8 <sup>th</sup> grades
Basketball	7 <sup>th</sup> /8 <sup>th</sup> grades
Baseball	7 <sup>th</sup> /8 <sup>th</sup> boys
Softball	7 <sup>th</sup> /8 <sup>th</sup> girls
Track	7 <sup>th</sup> /8 <sup>th</sup> grades
Volleyball	7 <sup>th</sup> /8 <sup>th</sup> girls

### ELIGIBILITY STANDARDS

Academic guidelines, established by the Pennsylvania Interscholastic Athletic Association (PIAA) in Article IX Curriculum, are the basis for athletic eligibility. In addition to the basic PIAA standards, Saucon Valley School District will determine an athlete ineligible should the athlete fail a total of two or more subjects within a weekly reporting basis. Failure for the reporting week, as defined by the PIAA, is cumulative working from the beginning of the grading period. During a period of ineligibility, the Athletic Director will communicate with the parents and coach to identify and rectify the deficiencies. The athlete will secure and receive assistance from those teachers (or appointees) for which the deficiencies are occurring. When possible, the teacher will notify an athlete when a potential deficiency may jeopardize athletic eligibility.

If absent from school or an unexcused tardiness, an athlete is excluded from participation in that day's athletic functions (practices and events). An athlete is expected to attend all classes, unless a valid excuse is provided and approved by the school principal. An athlete may not participate in practices or events while serving an in-school or out-of-school suspension. Students arriving at school after 8:00 AM whose tardiness is considered **UNEXCUSED** may **NOT** participate in any co-curricular activity, practice or game, that day unless he or she has secured permission from the principal. An athlete may be required to follow additional team rules and guidelines established by the coach. Violations of these rules will be handled at the discretion of the coach. In the case of repeated violations, minor or severe or insubordination, the principal and Athletic Director suspend the athlete from athletic participation pending review.

#### Interscholastic Sports

Participation in Middle School interscholastic sports, team competitions with other schools in the area, requires students to develop skill and team organization and to meet academic eligibility requirements. Students will be academically evaluated every week by teachers.. Requirements for participation in interscholastic sports also include a sports physical examination by a doctor (forms available from the middle school office or the athletic director) and parental consent. If a student has "gone out" for a sport during this school year

and already has a sports physical on file in the Health Room, all that is required is a recertification by declaring a new sport in the Athletic Office prior to the start of the season.

**PARENTS ARE REMINDED TO PICK UP THEIR CHILDREN PROMPTLY  
AT THE END OF ANY AFTER SCHOOL EVENTS.**

## **Attendance**

The Every Student Succeeds Acts requires schools to maintain an average yearly attendance rate of at least 90%. In addition, we believe strong attendance is essential for success at school, thus every effort should be made by the student to be here every day that school is in session. Attendance is taken at 7:35 a.m.

## **ABSENCES**

**Within five (5) Days** of a child's absence the parent/guardian **MUST** submit a written excuse with the child's name, date of absence, reason for absence and parent/guardian signature. This may be turned in to the office or submitted electronically in accordance with School Board Policy 204. Failure to return a note with a valid reason within five (5) days will result in the absence being recorded as an **UNEXCUSED** absence.

Saucon Valley School Board lists what constitutes Excused/Lawful Absences in School Board Policy 204. Non-school sponsored educational tours or trips may only be excused if the following conditions are met:

- The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.
- The student's participation has been approved by the Superintendent or designee.
- The adult directing and supervising the tour or trip is acceptable to the person in parental relation and the Superintendent.

**The mere fact that a parent/guardian provides an explanation for the absence does not qualify the absence as excused.**

It is the student's responsibility to make arrangements with teachers as soon as possible to **make up the missed work**. **If an absence is expected to occur for an extended period of time, parents should call the main office before 9:00 a.m.** Whenever absent from school or sent home by the nurse, a student **may not** participate in any school activity after school that day unless previous arrangements are made with the principal.

**Absences shall be treated as unlawful until the district receives a written excuse explaining the absence, to be submitted within five (5) days of the absence.**

If an excuse is not returned within five (5) days, a letter will be sent to the parents/guardians informing them that the absence will be recorded as **UNEXCUSED**. Three (3) unexcused absences may result in a citation for truancy.

### **Early Excusal**

Students are not permitted to leave the school campus at any time during the school day without permission from the principal or designee. If a student must be excused early, a note must be presented to the attendance office the morning of the early dismissal. The note should include: (1) the date and time of dismissal; (2) reason; (3) parent's signature. **Parents must sign their child out in the visitor vestibule.**

### **Early Morning Appointments**

For an early morning appointment (e.g., orthodontist, doctor) **a note should be presented on the day prior to the appointment or a telephone call should be made to the office the morning of the appointment.** The office opens at 7:15 a.m. A message may also be left on the voice mail.

### **Tardiness To School**

Arrival at school **after 7:40 a.m.** requires the student to report to the office for a tardy slip before entering class. A verbal parental confirmation or a tardy slip, which is to be completed by the parent or guardian, must be returned to the attendance office the next school day. After the fifth (not necessarily consecutive days), a letter will be sent to parents/guardians informing them of the tardiness. Additional tardies may result in a parent conference.

### **Family Trips**

Parents who plan to take their children on an educational/family trip while school is in session may request an excused absence for the student if the following conditions are met:

1. The pupil's parents/guardians submit to the office a written request for the excusal on a district form **at least (5) school days prior to the trip.**
2. The pupil's participation on the trip/tour has been approved by the school administration.
3. The student or parent presents to each of the student's teachers a written request for assignments expected to be completed during the period of the student absence at least three (3) school days prior to the first day of student absence.
4. The parent accepts total responsibility for the education of the student during the period of absence. The parent recognizes that classroom experiences cannot be duplicated and the absence could place that student at an academic disadvantage. Such responsibility includes, but is not limited to, monitoring the completion of all assignments and their submission to the teachers on the first day the student returns to school.

## **EXCESSIVE ABSENCES**

A **maximum of twenty (20) days of cumulative lawful absences** verified by parental notification shall be permitted during the school year. All absences beyond twenty (20) cumulative days shall require an excuse from a licensed physician.

If a student is illegally absent from school he/she may receive an incomplete for work missed during the truancy. Continued infractions may result in a citation for truancy or a referral to the Northampton County Truancy Intervention Program.

**If a student is habitually truant, the school may:**

- Schedule a School Attendance Improvement Conference, inviting the parents/guardians.
- Create a School Attendance Improvement Plan to address the truancy issue.
- File a citation with the appropriate magisterial district judge, in accordance with school board policy 204

***The Board may limit the number and duration of trips/tours for which excused absences may be granted to a student during the school term.***

## **Behavioral Expectations**

### **PA SCHOOL CODE**

#### **PA Code CHAPTER 12 - STUDENT RIGHTS AND RESPONSIBILITIES**

##### **§ 12.2. Student responsibilities**

(a) Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformance to school rules and regulations. Most of all, students are responsible to share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

(b) No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.

(c) Students should express their ideas and opinions in a respectful manner.

(d) It is the responsibility of the students to conform to the following:

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

### **SCHOOL EXPECTATIONS**

#### **Expectations For Behavior in the Cafeteria**

1. Arrive on time through designated areas using quiet voices.
2. Once seated, raise your hand and wait to be permitted by an adult staff member to exit the seat for any reason (i.e., to get a supply).
3. Treat people and property with respect.

4. Take only one trip through the food line.
5. Keep areas clean.
6. Wait to be dismissed by a monitor, placing your chair under the table, leaving quietly through the designated area.
7. No food may be taken out of the cafeteria.

Failure to comply with these rules will result in assignment to restricted lunch, a seating assignment, school service activity, or other disciplinary action.

### **Expectations For Behavior With Substitutes**

Students are expected to give complete cooperation to all substitute teachers. Substitute teachers will be given hard copy referrals to leave for teachers regarding minor infractions. Teachers will follow up with students upon their return with appropriate consequences. Substitutes will submit a referral to administration for any major infraction that will be handled promptly in accordance with the defined major consequences. Lack of cooperation and misbehavior with substitute teachers will be considered a serious offense and will result in strong disciplinary action.

### **Expectations For Student Dress**

Getting an education is one of the most important jobs you will ever have. The way you dress can affect your attitude, performance, and behavior, as well as that of others. Any form of dress, hair style, etc. that attracts undue attention, is unsafe, disrupts school, or detracts from the learning process is NOT acceptable. Good judgment would indicate that certain types of clothing are inappropriate in the school setting.

Examples of inappropriate dress include, but are not limited to:

- See-through clothing, short shorts, excessive exposed skin, soiled clothing, and clothing with inappropriate material or graphics advertising alcoholic beverages, drugs, tobacco, weapons, obscenities, sexual connotations.
- Practical shoes are required to participate in a variety of learning environments ( ie: Physical Education, Woodshop, Family & Consumer Science etc.)
- Chain wallets or chains on clothing are not permitted.
- Hats, hoods or bandanas are not to be worn in the building including the cafeteria by any student.
- Students are not to wear any type of gloves during the school day, unless medically necessary. In such instances, a doctor's note needs to be presented to the nurse or administration.

Should a student's choice of dress be deemed inappropriate by faculty and staff, the student will be asked to call home for appropriate dress or use a shirt or jacket to cover, and/or be assigned a disciplinary action. Attention to and cooperation in this matter are greatly appreciated in order to create a learning environment in which all students are able to do their best!

### **Expectations for Student Lockers**

Your assigned locker and its contents are your responsibility. Lockers have combination locks installed and should be locked at all times. Students should record their locker combination in a safe place.

Students are not to share lockers or combinations with other students, or use lockers not assigned to them. Unnecessary damage to lockers (necessitating repair fees) can be avoided by using the locker handle to open and close the locker. Lockers not closed properly will be opened and reclosed by an administrator.



Students are to keep their coats in their locker until the conclusion of the school day. Students participating in sporting activities are to keep their equipment in the locker until the end of the day, or until they are dismissed for a scheduled event. Students are permitted to go to lockers at team-determined times.

Students should utilize a personal padlock for gym lockers. This lock must be removed at the end of each gym period.

The district recognizes that students have a reasonable expectation of privacy. At the same time, **the school district has a responsibility to protect the health, welfare and safety of students, staff and the public** in maintaining discipline in the classroom and on school grounds.

- Students and their personal belongings may be searched by school administrators or their designees when it has determined that a **reasonable suspicion exists that a student is in possession of illegal substances, weapons, or other articles or materials which are prohibited by school district policy, rules, or regulations by law.**
- School lockers, desks, roadways, and parking areas are the property of the school district. The use of such school property by students is a matter of right.
- The reasonable **expectation of privacy, which students enjoy, does not extend to lockers, desks or vehicles parked or driven on school property.**
- The school district expressly reserves the right to search lockers, desks and vehicles on school property at any time when deemed necessary or reasonable for the protection, health, welfare and safety of students, staff, and the public. This may include random, blanket, periodic sweeping or other similar searches to discover the use of illegal substances, weapons or other prohibited articles or materials.

Searches conducted by the administration may include but not be limited to utilization of certified drug dogs, metal detection units, or any device used to protect the health, safety and welfare of the school population.

### **Expectations For Students Walking To School**

Students who walk to school are subject to the discipline code from the time they leave home and arrive at school to the time they leave school and arrive at their home.

Crossing guards are assigned to major intersections to protect students as they walk to and from school. Students are to cross the street at these intersections only when the guard indicates that it is safe to do so. Students who walk to school should not arrive at the school building before 7:15 AM to ensure proper supervision. All students who walk to school should enter the main lobby and report to designated areas.

## **ARRIVAL & TRANSPORTATION SAFETY**

Two of our main safety issues revolve around traffic during parent drop off and pick up.

First, instituted routines help us to control traffic in the event that a child runs out or falls between cars. Slow speeds and attention to movement can help us decrease the chances that children will get hurt. We realize that these routines can be inconvenient for adults and that student tardiness is a concern as well. While arriving in the car line earlier may be inconvenient, doing so, we believe,

allows students to arrive on time safely and without disturbing their classmates after class has begun.

Our second and related concern is that of parking in the front lot to drop off children in the morning. Again, while doing so may be quicker for the adult, safety becomes a concern with the buses and pedestrians who use this lot.

### **Bus/Transportation Expectations**

Bus students are expected to follow all rules (A copy of the bus rules and regulations was mailed home with the *beginning-of-school* packet). Failure to do so will result in the temporary or permanent removal of bus transportation privileges. Parents are held responsible for the payment of all damages caused by their children. **Students are not** to depart from the bus until it arrives at the Middle School. Upon arrival, all bus students will immediately enter the school through the lobby doors and proceed to designated areas. Failure to immediately enter the Middle School will result in disciplinary action.

**Permission to ride a bus other than your assigned bus must be granted by the Transportation Department. Parents must contact the Transportation department if they want their child to ride a bus other than their assigned bus. Walkers must also have permission from the Transportation Department to ride a bus.**

**PARENTS SHOULD NOT USE THE BUS LOOP TO DROP OFF OR PICK UP STUDENTS DURING BUS ARRIVALS OR DEPARTURES. PLEASE USE THE POLK VALLEY ROAD SIDE ENTRANCE FOR STUDENT DROP-OFFS AND PICK-UPS AT THE BEGINNING AND END OF THE DAY.**

### **Transportation Discipline Plan**

**Purpose:** To provide for the safe and orderly transportation of students to and from school and special events.

The following rules and regulations are promulgated with the health, safety, and welfare of all students and employees in mind. The Saucon Valley School District will strictly enforce these rules and regulations and requests the cooperation of students and parents in ensuring that student conduct on the bus and at the bus stop is of such a nature so as to assist the District in this regard, in accordance with the Pennsylvania School Code 24PS SEC 5-510.

#### **Rules And Regulations:**

1. Only articles that may be held on the student's lap or placed under the seat may be transported on the school bus.
2. Follow directions the first time they are given whether it is by the bus driver, bus monitor, teacher, chaperone, etc.
3. Be courteous; use no profane language, refrain from shouting in the bus or at the bus stop.
4. Eating, drinking and gum chewing is not permitted on the bus.
5. Keep the bus clean by placing any refuse in the receptacles provided.
6. Behave in a proper manner while a passenger on the bus and follow all applicable safety procedures provided by the District and/or bus driver. Inappropriate behavior includes, but is not limited to, standing in the aisle while the bus is moving; standing or kneeling on the seats; pushing and shoving other passengers; throwing items at the bus driver or at another passenger; fighting; shouting out windows.

7. The Saucon Valley School District is a smoke-free district. Accordingly, the possession and/or use of tobacco products are strictly prohibited. A fine may be imposed in accordance with Pennsylvania State Act 145.
8. Stay in your seat at all times except when loading and unloading. Keep head, hands, feet and articles inside the bus and to yourself.
9. Maintain proper bus stop conduct and enter and exit the bus in an orderly manner so as to protect the health, safety and welfare of yourself and others. Inappropriate bus stop behavior includes, but is not limited to, horseplay; swearing and shouting at others; pushing and shoving others; throwing or shouting things at passing vehicles.

### **Consequences**

Any violation of the above rules of conduct during a student's enrollment in the Saucon Valley School District will result in disciplinary action, including the possibility of bus suspension in accordance with the transportation policy. A bus conduct report will be maintained in the student's discipline file.

### **Severe Disciplinary Problems**

A severe disciplinary situation which endangers the health, safety and welfare of oneself or others will automatically subject the student to a mandatory suspension of bus privileges for an appropriate period of time, including permanently, as determined by the appropriate building administrator and may also result in additional disciplinary measures, including expulsion. Some examples of severe disciplinary situations are as follows: fighting, injuring another student in any manner, violating bus safety rules by not crossing properly, getting near the bus wheels while engaged in horseplay, pushing and shoving others, and refusing to take a seat while on the bus.

This provision also includes any conduct which involves defacing bus equipment, and such conduct will result in mandatory automatic suspension of bus privileges for an appropriate period of time, including permanently, and may also result in expulsion from the Saucon Valley School District. The individual will be required to reimburse the District for the costs involved in repairing the damaged equipment.

### **Verbal Warning**

The driver may issue a verbal warning to a student in reference to their behavior, and an assigned seat may be issued. Documentation of this warning will be submitted to the Building Administrator.

### **First Violation**

When a student does not follow the bus rules or the direction of the bus driver, the bus driver may assign the student to a specific seat, and a bus conduct report form will be filed with the building administrator for his/her disposition. Notification of this incident via mail, telephone or conference will be communicated to the student's parent or guardian. The Administrator at his/her discretion may impose disciplinary measures such as detention, or loss of bus riding privileges.

## Second Violation

The student is referred to the appropriate building administrator via the filing of a bus conduct report form for an appropriate consequence. The building administrator in accordance with the District's Student Disciplinary Policies may impose disciplinary measures, such as detention, suspension or expulsion.

## Subsequent Violations

The student is referred to the appropriate building administrator via the filing of a bus conduct report form for a mandatory suspension of bus privileges for an appropriate period of time, including permanently, as determined by the building administrator. Such subsequent violations may also result in other disciplinary measures, including expulsion, in the discretion of the Administration.

## Video Cameras

Please note: Audio and video surveillance equipment is installed on certain SVSD vehicles.

**It is understood that unacceptable behaviors of any type will be dealt with  
in accordance with the Discipline Code.**

## BEHAVIOR MATRICES | MINOR & MAJOR

### Minor Behaviors of Concern

<b>Defiance</b>	Student engages in brief or low-intensity (avoidance, quiet refusal) failure to follow directions or talks back.
<b>Disrespect</b>	Socially unacceptable words or actions (but not cursing) directed toward staff member or peers (to include mumbling remarks under student's breath)
<b>Disruption</b>	Words or behavior that cause interference with normal classroom or school routine, any disruption to the learning of others or delivery of content
<b>Dress Code Violation (Minor)</b>	Student refuses to fix dress code violation as defined by the school handbook when offered teacher correction
<b>Inappropriate Language</b>	Low intensity instance of inappropriate language such as socially unacceptable words (but not curses), weapon talk without malicious intent, phrases with sexual connotation but not directed at someone specific
<b>Physical Contact Physical Aggression</b>	Non-serious but inappropriate physical contact including, but not limited to horseplay/public displays of affection, not resulting in injury
<b>Property Misuse</b>	Low intensity misuse of property, careless handling not resulting in damage
<b>Tardy</b>	Arrival to any assigned place late without permission
<b>Technology Violation</b>	Student engages in non-serious, but inappropriate or non-teacher directed use/viewing of electronic devices
<b>Cheating</b>	On minor assignments: copying another's work (in any form), giving your work (in any form) to others to copy
<b>Unprepared</b>	Failure to complete in an accurate, neat, and prescribed manner, any assignment or to bring necessary materials to class, iPad not minimally charged
<b>Loitering</b>	The unauthorized use of an area (halls, auditorium, cafeteria, or prolonged stays in the lavatory).

<b>Lying</b>	Student delivers message that is untrue and/or deliberately violates rules
<b>Other</b>	Any minor behaviors that do not fall in the above categories

### Academic Integrity and Cheating

Saucon Valley School District acknowledges the evolving role of technology and the need to guide students in using these tools ethically and effectively. As artificial intelligence (AI) becomes increasingly integrated into education, our faculty and staff are developing a framework that aligns with our community values. Teachers will directly inform students about which AI tools are allowed for their assignments. Using AI tools contrary to these guidelines may be considered cheating. Cheating, in any form, is strictly prohibited. Students caught cheating on tests, quizzes, or any written assignments—including copying from or sharing work with others—will face consequences such as having their assignments nullified and potentially receiving a “0” grade. Teachers will also inform parents of any such incidents.

### Personal Electronic Devices

All cellular telephones or other PERSONAL electronic devices carried by students must be deactivated and stored in the students’ locker during the regular school day. **Students are prohibited from using cell phones/electronic devices, to include receiving or sending voice or text messages, operating a camera feature, operating an audio or video recording feature, as well as activating any other type of communication device functions except in unique circumstances with prior approval from an administrator during the school day (7:15 a.m. till 2:25 p.m.), including lunch.** The school district assumes no responsibility for lost or stolen cellular telephones, tablets, smart watches, gaming devices, communication devices, or other electronic devices.

If a student is found with his/her personal electronic device during the school day, the student will be required to turn it into the office. The first time your child’s electronic device is confiscated he/she will be able to pick it up in the main office at the end of day and may receive a detention. If your child’s personal electronic device is confiscated a second time a parent will be required to pick up the phone in the main office. If your child’s cell phone is confiscated a third time your child may receive disciplinary consequences and a parent will be required to pick up the phone in the main office. If your child repeatedly refuses to follow this rule, he/she will be required to hand in the electronic device to the office DAILY and it will be returned to them at the end of the school day.

### Disciplinary Responses

It is to be noted that the penalties listed below are **GUIDELINES** for discipline; the administrators retain the discretion to apply another penalty if the situation warrants it. Possibility of **minor consequences may include:**

- Write-up for minor infraction in SWIS
- Verbal warning and redirection
- Parent contact/conference
- Verbal warning
- Problem Solving Reflection & Conference
- Teacher assigned detention
- School/community service

It is understood that unacceptable behaviors of any type will be dealt with in accordance with the Discipline Code. Each subsequent behavior of concern will result in increasingly restrictive disciplinary consequences. Final disciplinary decision is at the direction of the Administrators.

### Major Behaviors of Concern

<b>Abusive Language Inappropriate Language Profanity</b>	A belligerent and/or abusive act or statement directed at any adult or student. It is an aggressive, insulting, profane, or disruptive verbal threat or abuse.
<b>Arson</b>	Student plans and/or participates in malicious burning of any item on school property
<b>Threats (Bomb/Weapon) Threat (False-Alarm Fire)</b>	Student issuing a message of possible explosive materials being on-campus, near campus, and/or pending explosion; pulls fire alarm without cause
<b>Bullying</b>	Bullying means an intentional electronic, written, verbal, or physical act or series of acts directed at another student or students, which occurs in the school setting and/or outside a school setting, that is severe, persistent, or pervasive and has the effect of doing any of the following: 1. Substantial interference with a student's education. 2. Creation of a threatening environment. 3. Substantial disruption of the orderly operation of the school.
<b>Dating Violence</b>	Dating violence shall mean where one person uses threats of or actually uses physical, sexual, verbal, or emotional abuse to control the person's dating partner. Please refer to Dating Violence Policy (Board Policy 252) for additional information.
<b>Defiance</b>	After redirection, the student repeatedly refuses to follow directions or talks back.
<b>Disrespect</b>	Socially unacceptable words or actions (including cursing) directed toward staff member or peers, rude or dismissive comments
<b>Disruption</b>	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and sustained out-of-seat behavior.
<b>Dress Code Violation</b>	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district that cannot be corrected in school or student refuses to correct in school
<b>Fighting</b>	Student is involved in mutual participation in an incident involving physical violence.
<b>Forgery Theft Plagiarism</b>	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student had signed a person's name without that person's permission, or claims someone else's work as their own.
<b>Harassment</b>	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class. As well as, retaliation for having reported the harassment or discrimination.
<b>Inappropriate Display of Affection</b>	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
<b>Inappropriate Location Eloping Out of Bounds Area</b>	Student is in an area that is outside of school boundaries (as defined by school).

<b>Cheating</b>	On major assignments: copying another's work (in any form), giving your work (in any form) to others to copy
<b>Physical Aggression</b>	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
<b>Property Damage Vandalism</b>	Student participates in an activity that results in destruction or disfigurement of property
<b>Cutting Class</b>	Student leaves or misses class without permission. (discussion about remediation TBD)
<b>Technology Violation</b>	Student engages in inappropriate/illegal content use/viewing of electronic devices
<b>Use or Possession of Drugs and/or Alcohol</b>	Possession of substances prohibited by federal and state law, look-alike drugs, alcohol.
<b>Use or Possession of Tobacco Products/Vaping Devices</b>	A student lighting a cigarette, in possession of a lit cigarette, matches or lighter, disposing of a lit cigarette, and/or in the process of exhaling smoke (refer to Saucon Valley School District Drug and Alcohol Guidelines), vaping products or use prohibited
<b>Use or Possession of Weapons or Combustibles</b>	Possession of unauthorized weapons or look-alike weapons, on school property with malicious intent or possession of fireworks, which would result in endangerment
<b>Major Non-compliance</b>	Student does not comply with assigned disciplinary consequences (i.e., skipping detention).

## Disciplinary Responses

It is to be noted that the penalties listed below are **GUIDELINES** for discipline; the administrators retain the discretion to apply another penalty if the situation warrants it. Possibility of **major consequences may include:**

- Loss of privileges (i.e., social rewards, dances, extracurricular participation, district event attendance)
- Referral to Student Assistance Program
- Administrative detention
- Restitution
- School/community service
- In-school suspension
- Out-of-school suspension
- Referral to law enforcement
- Parent hearing
- Payment for vandalized property
- Expulsion

**It is understood that unacceptable behaviors of any type will be dealt with in accordance with the Discipline Code. Each subsequent behavior of concern will result in increasingly restrictive disciplinary consequences. Final disciplinary decision is at the direction of the Administrators.**

## BULLYING/CYBERBULLYING

Please refer to School Board Policy #249.

**Bullying** means an intentional electronic, written, verbal, or physical act or series of acts directed at another student or students, which occurs in the school setting and/or outside a school setting, that is severe, persistent, or pervasive and has the effect of doing any of the following:



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

**Bullying**, as defined in this policy, includes cyber bullying.

**Bullying** situations may include but are not limited to physical intimidation or assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks, gestures or actions; cruel rumors; false accusations; social isolation; and a situation that creates an imbalance of power in a relationship.

**Cyberbullying** means willful harm inflicted through the use of computers, cell phones, and other electronic devices, including, but not limited to, the use of generative artificial intelligence.

**School setting** means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised, sanctioned by the school, or on the internet when the district's hardware or network is used to access the internet for such activity.

### **Complaint Procedure**

1. A student, who is directly involved or who observes bullying as a bystander, shall report a complaint of bullying to the school principal or a school district employee, who shall inform the student of his/her rights and of the complaint process.
2. The school principal or designee shall immediately conduct an impartial, thorough investigation of the alleged bullying behavior, which should include interviewing the individual accused of bullying and the potential victim. Since harassment and bullying are closely related types of behavior, if it is determined that, as per Board Policy 248, the student is being harassed rather than bullied, the investigation and other applicable procedures should proceed within the framework of Board Policy 248.
3. The school principal or designee shall summarize the investigation as per school procedures, recommending disposition of the complaint.
4. If the investigation results in a substantiated charge of bullying, the school district shall take prompt corrective action and impose disciplinary action according to the Code of Conduct and applicable Board policies to ensure the bullying ceases and will not recur. Such action may include:
  - Guidance counseling
  - Change of seating
  - Change of class or schedule
  - Other methods for separation of the bully and victim
  - Parental conference
  - Detention
  - Suspension and/or expulsion
  - Involuntary transfer to another class, bus, or school operated by the school district
  - Other appropriate forms of disciplinary consequence.

Depending on the severity of the incident, the school principal may also take appropriate steps to ensure student safety. These may include implementing a safety plan; separating and supervising the students involved; providing staff support for students as necessary; reporting incidents to law enforcement if appropriate; and developing a supervision plan with the parents/guardians.

If it is concluded that a student has made false accusations, such student shall be subject to disciplinary action, consistent with the school Code of Conduct.

## **HARASSMENT/DISCRIMINATION**

It is the policy of the Saucon Valley School District to support fully the laws prohibiting harassment and discrimination, including harassment and/or discrimination because of race, sex, religion, color, national origin, ancestry, marital status, familial status, handicap, medical condition and age as well as sexual harassment, and to maintain a learning environment which is free of any harassment and discrimination. School administration will comply with School Board Policies 103, 104, 249-AR-1, and 252-AR-1.

## **SMOKING/TOBACCO/VAPING**

The SVSD, as an educational institution recognizing the hazards associated with smoking, tobacco AND vaping use, is committed to protecting the health and safety of students, employees, and members of the community.

To this end, this information serves as notice that smoking, tobacco, and vaping use and possession are prohibited in school buildings, on school district property, and other areas of jurisdiction 24 hours a day, 7 days a week, 52 weeks a year. School district property includes playgrounds, parking lots, athletic fields, and stadiums.

Act 145 of the Pennsylvania Crimes Code-Section 6306.1. All applicable Authority, Delegation of Responsibility, and Enforcement are referenced by Saucon Valley School District policy #222, Smoking/Tobacco Use. Please be advised that the Saucon Valley School District intends to strictly enforce its smoke-free policy via the afore-mentioned laws, rules, regulations, and policies. **Possession of any look-a-like tobacco product/substance is not permitted on school grounds and is also subject to disciplinary action.**

## **THEFT/VANDALISM**

In the case of theft/vandalism of a student's personal property, they should immediately report the incident to a staff member who will then inform the administration. Every effort will be made by the middle school staff to investigate the theft or vandalism of all reported items. Stolen or vandalized items valued at \$50.00 or more will be reported to the Lower Saucon Police Department.

## **WEAPONS**

### **Definition**

**Weapon** - include, but are not limited to: any knife, cutting instrument, cutting tool, nunchaku, brass or metal knuckles, firearm, shotgun, rifle, and/or any other tool, instrument, or implement capable of inflicting serious bodily injury. Any object used to inflict or threaten bodily harm is considered a weapon, no matter what the object's primary purpose. The fact that the object is not what would be traditionally called a weapon is not a mitigating factor in such a situation.

**Replica** - an item that resembles or looks like a weapon, but is not actually a weapon and not capable of inflicting serious bodily injury. An item that may appear to be a replica because it is marketed or used as a toy may still qualify as a weapon if it is capable of inflicting serious bodily injury or can be used as a cutting instrument.

**Administration will contact the local authorities to report possession of any of the above items.**

Possession, use, or transfer of a firearm will result in expulsion from school for a period of not less than one year in compliance with the School Code, Section 1317.2. Possession, use or transfer of any other weapon as defined above may result in expulsion from school.

**DISCIPLINARY ACTIONS DEFINED**

**A. Detention**

- a. The principal, assistant principal, as well as the teachers have the authority to assign a student detention during lunch, recess, or after school.
- b. Pupils and parents will be notified at least one day in advance of any afterschool detention.
- c. A notice will be sent home by the issuing staff member concerning the detention with the student. Parent(s)/Guardian(s) will be notified of the detention by email
- d. If a student is absent on the day of an assigned detention, the detention is to be served on the first day of the student's return to school. Excusal from the detention may be granted for legitimate cause only if the request is presented prior to the scheduled time of detention.
- e. Students may be required to accomplish a behavioral learning task, complete classwork, or sit quietly.

**B. School/Community Service**

- a. The principal and assistant principal have the authority to assign a student school/community service during lunch, recess, or after school.
- b. Pupils and parents will be notified at least one day in advance of the community service assignment via email and/or phone call.
- c. If a student is absent on the day of an assigned community service activity, it will be served on the first day of a student's return to school.
- d. Community service activities will be commensurate with the problem behavior (i.e., sweeping the cafeteria floor for throwing food in the cafeteria, painting or repairing vandalized property, etc.).
- e. Students may be required to miss any athletic or extracurricular activity when detention is assigned.

**C. In-School Suspension (ISS)**

- a. ISS is an alternative to an out-of-school suspension for an offense, which warrants a suspension.
- b. A student who serves an in-school suspension will have staff supervised study in a specified location.
- c. It is the responsibility of each student to bring all books/school materials to the ISS location.
- d. Parent(s)/Guardian(s) will be notified of the suspension via the email(s) provided in PowerSchool.
- e. Students will not attend any assemblies, field trips, or any other after-school or evening activity on or during the suspension period.
- f. A student on ISS may not attend any school sponsored activities, practices, or games on any days of the ISS.

**D. Out of School Suspension (OSS)**

- a. Temporary suspension means exclusion from the school for a period of 1 to 3 days by the principal or assistant principal after the student has been informed of the reason for the suspension and has been given the opportunity to respond, in accordance with the policies of the Board of School Directors.
- b. \*Full suspension means exclusion from school for a period of up to, and including, 10 school days. An informal hearing involving the principal or assistant principal, the student, and the parents will be held within the first 5 days of suspension if requested by the parents, in accordance with the policies established by the Board of School Directors.

- c. A pupil will be suspended for severe disciplinary infractions or for a series of infractions after other means or corrections have failed.
- d. All work missed during the OSS must be made up within a reasonable amount of time.
- e. Written (and usually verbal) contact will be given to the parents/guardians.
- f. A student under suspension may not attend or participate in school-sponsored activities during the days of his/her out-of-school suspension. This includes after-school or evening sporting, social, or musical events.

#### **E. Social Probation**

- a. Any students who have been assigned an In-School Suspension (ISS) or Out-of-School Suspension (OSS) are considered to be on social probation.
- b. Students on social probation are not allowed to attend any after - school functions or activities (athletic practice, dances, activity nights, etc.) that may occur during that time.
- c. Students incurring any school debt will be assigned social probation until the debt is paid in full.
- d. **NOTE: Social Probation may be assigned throughout the school year.**

#### **F. Recommended Expulsion**

- a. The school principal may request the Superintendent to recommend to the School Board of Directors a hearing for the purpose of excluding a student from school for a period exceeding ten (10) school days. The student shall be given a full due process hearing in accordance with the law before the Board or a duly appointed committee of the Board.
- b. The parents or (guardians) and student will receive written notice of the rules violated, the intention to seek expulsion and the place, time, and circumstances of the hearing with sufficient time provided to prepare a defense.
- c. The parent/guardian and student will be informed of the right to legal counsel or other adult representation.
- d. The student will be afforded the opportunity to present witnesses and evidence in their behalf and to cross-examine opposing witnesses.
- e. The proceedings of the hearing will be duly recorded.
- f.

## **SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION & SUPPORT**

### **What is School Wide PBIS?**

School wide positive behavior intervention (SWPBIS) is a system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. SWPBIS is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and bathrooms). This behaviorally-based framework is used to enhance school behavior by improving the link between research-based practices and the environments in which teaching and learning occur. (adapted from <https://www.pbis.org/school>).



Saucon Valley Middle School has four behavioral expectations, **R**espect, **O**wnership, **A**ceptance, and **R**esponsibility, which spell out the acronym **ROAR**.

### **School Wide Behavior Matrix**

The behavioral expectations of **R**espect, **O**wnership, **A**ceptance, and **R**esponsibility can be demonstrated across various locations or settings throughout Saucon Valley Middle School. The matrices below outline the specific behaviors based on each setting.

## Classroom

Expectations	Respect	Ownership	Acceptance	Responsibility
Setting	<ul style="list-style-type: none"> <li>• Use A Quiet, Raised Hand</li> <li>• Use Appropriate Voice, Tone, And Volume</li> <li>• Actively Listen</li> <li>• Enter And Exit Rooms Quietly</li> <li>• Maintain Personal Space</li> <li>• Respect Yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Bring Needed Materials</li> <li>• Do Your Best Work</li> <li>• Stay In Assigned Area</li> <li>• Take Ownership Of Your Actions</li> <li>• Stick-with-it-ness / Perseverance</li> <li>• Be Honest</li> </ul>	<ul style="list-style-type: none"> <li>• Value/Respect Others' Points Of View</li> <li>• Value And Respect Differences</li> <li>• Use Encouraging Comments</li> <li>• Keep An Open Mind</li> </ul>	<ul style="list-style-type: none"> <li>• Actively Participate</li> <li>• Stay On Task</li> <li>• Be On Time</li> <li>• Follow Directions</li> <li>• Ask For Help</li> <li>• Use Materials Appropriately</li> </ul>
Classroom				

## Bathroom

Expectations	Respect	Ownership	Acceptance	Responsibility
Setting	<ul style="list-style-type: none"> <li>• Keep Walls Clean and Clear</li> <li>• Use Appropriate Voice, Tone, And Volume</li> <li>• Use Materials Appropriately</li> <li>• Maintain Personal Space</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up Your Mess</li> <li>• Wash Your Hands</li> <li>• Technology Free Zone</li> </ul>	<ul style="list-style-type: none"> <li>• Value/Respect the Privacy of Others</li> </ul>	<ul style="list-style-type: none"> <li>• Flush Toilet</li> <li>• Keep Water in the Sink</li> <li>• Return Promptly, Ready to Learn</li> <li>• Sign in/out to Use Bathroom</li> <li>• Report Issues to an Adult</li> </ul>
Bathroom				

## Hallway/Stairway

Expectations	Respect	Ownership	Acceptance	Responsibility
Setting	<ul style="list-style-type: none"> <li>• Use Appropriate Tone and Volume</li> <li>• Walk</li> <li>• Maintain Personal Space</li> </ul>	<ul style="list-style-type: none"> <li>• Keep Halls Clean and Clear</li> <li>• Apologize if you Bump into Someone</li> </ul>	<ul style="list-style-type: none"> <li>• Value/Respect Others Points of View</li> <li>• Value and Respect Differences</li> <li>• Positive Communication with Others</li> </ul>	<ul style="list-style-type: none"> <li>• Turn-in Found Items</li> <li>• Be on Time</li> <li>• Walk on the Right Side of the Hallway</li> <li>• Report Issues to an Adult</li> </ul>
Hallway Stairway				

## Bus & Bus Platform

Expectations	Respect	Ownership	Acceptance	Responsibility
Setting	<ul style="list-style-type: none"> <li>• Respect and Appreciate the Driver</li> <li>• Use Appropriate Tone and Volume</li> <li>• Use Kind Words</li> <li>• Walk in Bus Loop</li> <li>• Maintain Personal Space</li> </ul>	<ul style="list-style-type: none"> <li>• Keep Food and Drink in your Backpack</li> <li>• Keep Hands and Objects Inside the Bus</li> </ul>	<ul style="list-style-type: none"> <li>• Value/Respect Others Points of View</li> <li>• Value and Respect Differences</li> <li>• Positive Communication/Interactions with Others</li> </ul>	<ul style="list-style-type: none"> <li>• Be Honest</li> <li>• Follow Directions</li> <li>• Sit in Your Seat and Face Forward</li> <li>• Keep Aisles Clear</li> <li>• Report Issues to Adults</li> </ul>
Bus & Platform				

## Cafeteria

Expectations	Respect	Ownership	Acceptance	Responsibility
Setting	<ul style="list-style-type: none"> <li>• Use Appropriate Tone and Volume</li> <li>• Walking Feet with Eyes Forward</li> <li>• Wait Your Turn</li> <li>• Maintain Personal Space</li> <li>• Say Please and Thank You</li> <li>• Follow Directions</li> </ul>	<ul style="list-style-type: none"> <li>• Throw Away Trash</li> <li>• Pick Up Dropped Items</li> <li>• Eat Your Own Food and Drink</li> </ul>	<ul style="list-style-type: none"> <li>• Value/Respect Others Points of View</li> <li>• Value and Respect Differences</li> <li>• Positive Communication/Interactions with Others</li> </ul>	<ul style="list-style-type: none"> <li>• Stay Seated at Assigned Table</li> <li>• Report Issues to Adults</li> <li>• Maintain Personal Space and Belongings</li> </ul>
Cafeteria				

## Assembly & Group Settings

Expectations	Respect	Ownership	Acceptance	Responsibility
Setting	<ul style="list-style-type: none"> <li>• Be Attentive to Presentation</li> <li>• Use Appropriate Voice, Tone and Volume</li> <li>• Appropriate Applause/Acknowledgement</li> <li>• Maintain Personal Space</li> </ul>	<ul style="list-style-type: none"> <li>• Learn Something from the Assembly</li> <li>• Exercise Appropriate Self-control</li> </ul>	<ul style="list-style-type: none"> <li>• Value/Respect Others Points of View</li> <li>• Value and Respect Differences</li> <li>• Keep and Open Mind</li> </ul>	<ul style="list-style-type: none"> <li>• Remain Seated until Dismissed</li> <li>• Support and Encourage all Participants</li> <li>• Participate Appropriately if Requested by the Presenter</li> <li>• Enter/Leave in an Orderly Fashion</li> </ul>
Assembly & Group Settings				

## Lockers

Expectations	Respect	Ownership	Acceptance	Responsibility
Setting	<ul style="list-style-type: none"> <li>• Open and Close Locker Quietly</li> <li>• Keep Locker Neat and Clean</li> <li>• Use Appropriate Voice, Tone, and Volume</li> <li>• Maintain Personal Space</li> </ul>	<ul style="list-style-type: none"> <li>• Give Neighbors Room to Use their Lockers</li> <li>• Take any Items/Food Home with You</li> </ul>	<ul style="list-style-type: none"> <li>• Value/Respect Others Points of View</li> </ul>	<ul style="list-style-type: none"> <li>• Decorate Locker with Appropriate and Removable Decorations</li> <li>• Be the Only Person that Uses/Stores Items in Your Locker</li> </ul>
Lockers				

## Emergency Procedures

Expectations	Respect	Ownership	Acceptance	Responsibility
Setting	<ul style="list-style-type: none"> <li>• Use Appropriate Voice, Tone, and Volume</li> <li>• Maintain Personal Space</li> </ul>	<ul style="list-style-type: none"> <li>• Remain Quiet At All Times</li> <li>• Help Other that Need Assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Value/Respect Others Points of View</li> </ul>	<ul style="list-style-type: none"> <li>• Follow Instructions</li> <li>• Take Every Incident Seriously</li> <li>• Move in an Orderly Fashion</li> </ul>
Emergency Procedures				

		<ul style="list-style-type: none"> <li>• Use Good Judgment</li> </ul>		<ul style="list-style-type: none"> <li>• Stay in Assigned Areas</li> </ul>
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### Technology Usage

Expectations	Respect	Ownership	Acceptance	Responsibility
Setting	<ul style="list-style-type: none"> <li>• Keep Devices Clean, Charged and Free from Damage</li> <li>• Treat All Technology with Care</li> </ul>	<ul style="list-style-type: none"> <li>• Use Only Your Assigned Device</li> <li>• Report Misplaced or Damaged Devices</li> <li>• Carry Device in School Issued Case</li> <li>• Use Devices for School Related Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Value/Respect Others Points of View</li> <li>• Positive Communication and Interactions with Others</li> </ul>	<ul style="list-style-type: none"> <li>• Use Appropriate Language When Posting</li> <li>• Report Any Concerning Content or Interactions</li> </ul>
Technology Usage				

### System for Acknowledging Positive Behavior

At the individual level, Saucon Valley Middle School teachers and staff acknowledge appropriate student behavior throughout the building by providing positive, specific, verbal praise and/or a reward (see below).

Adult behavior when providing acknowledgement is:

- Positive
- Specific
- Clear
- Provided immediately
- Staff initiated
- Focused on improvement

The continuum of strategies to acknowledge behavior looks like:

Free and Frequent	Intermittent	Strong and Long Term
Verbal Positive Praise	Email/ Phone Calls Home	Group Contingency
Smile or Thumbs Up	Special Privileges	Field Trip
Home Notes	Special Seat	Special Project
	Social/Free Time	Recognition
		Ceremony

### Quarterly Rewards

At the school level, Saucon Valley Middle School administration, teachers and staff acknowledge appropriate student behavior throughout the building by providing positive, specific, quarterly rewards for sustained effort.



<b>Expectation</b>	<b>Respect</b>	<b>Ownership</b>	<b>Accountability</b>	<b>Responsibility</b>
<b>Quarter</b>	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>Incentive</b>	No major discipline referrals for the quarter	No major discipline referrals for the second quarter and Complete 80% of classwork/ homework on time	No major discipline referrals for the third quarter and Complete 90% of classwork/ homework on time	No discipline referrals for the fourth quarter and Complete 90% of classwork/ homework on time
<b>Rewards May Include</b>	Outdoor Picnic and Extended Recess Organized by Grade Level Teachers	Social Reward during Related Arts (dancing, dodge ball, basketball, other activities)	Minute to Win It in the Gym Organized by Grade Level Teachers	Water Balloon Fight outside during Related Arts

### **Grade Level Rewards**

Grade level staff members may recognize and reward students for meeting/exceeding behavior expectations at school and school functions. Grade level teachers may develop specific rewards to recognize students (i.e., Most Improved, Best Effort, etc.)

### **Individual Ongoing Rewards**

All staff members may recognize and reward students for meeting/exceeding behavior expectations at school and school functions. Teachers may develop class-specific rewards if they choose (i.e., homework passes; free times, extra recess; games. Students will be surveyed at the beginning of the school year to have input on the types of rewards they would like.

### **System for Correcting Behavior**

Adult behavior when providing correction is: calm, consistent, brief, immediate and respectful. Staff will follow this continuum when providing correction for misbehavior:

<b>Correction Technique</b>	<b>Words/Actions Adults Can Use</b>
<b>Prompt</b>	Provide a verbal and/or visual cue.
<b>Redirect</b>	Restate the appropriate behavior in the matrix.
<b>Reteach</b>	State and demonstrate (reteach) the appropriate behavior from the behavioral matrix.
<b>Provide Choice</b>	Give a choice to accomplish the task in another location. Use alternate supplies to complete the task. Provide/complete another activity that accomplishes the same instructional objective.
<b>Problem Solving</b>	Describe the problem behavior and discuss replacement (alternative) behaviors. Talk about why the replacement behaviors are more appropriate and then practice the appropriate behavior.

## Specific Student Problem Solving Procedures:

1. Provide feedback to a student one-on-one using a calm voice tone and volume.
2. Describe the problem behavior.
3. Describe the appropriate replacement behavior (what should the student do instead of the inappropriate behavior).
4. Tell the student why the replacement behavior is more appropriate.
5. Practice (the student can role play, tell, write and/or show replacement behavior)
6. Provide clear feedback after practice and restate the replacement behavior once more

## Daily Routines

### Daily Announcements

Announcements will be made daily during the homeroom period. Students wishing to have an announcement made must obtain a teacher's signature and consult with the Student Council Advisor.

### BELL SCHEDULE

GRADE 5			Minutes
Homeroom	7:30	7:35	5
Period 1	7:35	8:35	60
Period 2	8:38	9:38	60
Period 3	9:41	10:41	60
Per 4	10:44	11:44	60
Per 5.1   IE	11:44	12:14	30
Lunch	12:14	12:44	30
Per 5.2   IE	12:45	1:16	31
Per 6   Related Arts	1:19	2:25	66

GRADE 6			Minutes
Homeroom	7:30	7:35	5
Period 1	7:35	8:35	60
Period 2   IE	8:38	9:38	60
Period 3	9:41	10:41	60
Per 4   Related Arts	10:44	11:44	60
Lunch	11:44	12:14	30
Period 5	12:16	1:16	60
Period 6	1:19	2:25	66

GRADE 7			Minutes
Homeroom	7:30	7:35	5
Period 1	7:35	8:35	60
Per 2   Related Arts	8:38	9:38	60
Period 3	9:41	10:41	60

Lunch	10:41	11:12	31
Period 4	11:14	12:14	60
Period 5	12:16	1:16	60
Period 6	1:19	2:25	66

GRADE 8			Minutes
Homeroom	7:30	7:35	5
Period 1	7:35	8:35	60
Period 2	8:38	9:38	60
Per 3   Related Arts	9:41	10:41	60
Per 4	10:44	11:44	60
Per 5	11:44	12:44	60
Lunch	12:45	1:16	31
Per 6	1:19	2:25	66

### Disbursement Of Party Invitations

So that no child feels excluded, we ask that students only deliver party invitations at school if ALL students in the class have been invited and will be receiving an invitation. Please DO NOT send in invitations to selected children.

### Emergency School Closing

In the event of inclement weather, necessitating school cancellation, delayed opening or early dismissal, this information will broadcast on the local radio stations (WAEB-790; WGPA-1100; WEST-1400; WLEV-100.7FM; WAEB-104FM; WZZO-95.1FM; WLEV-96.1FM); as well as these T.V. stations- WNEP-TV16, WFMZ-TV69, and the website [www.svpanthers.org](http://www.svpanthers.org). Dial 610-838-7001 extension 1234 for updates. A message will be sent out via Parent Square as well.

### Fire Drills/Lock Down

Fire drills will be held periodically throughout the year. Immediately upon the ringing of the fire alarm, students are to walk safely and promptly to the nearest exit as indicated by the fire exit sign. There is **NO TALKING** by students so that any instructions can be clearly heard. Students are to follow the teacher's directions and are to proceed a safe distance from the school.

### Lost and Found

If you lose or find books, clothing, or any other articles, report the incident to the middle school office. Lost and found items are stored unsecured in cafeteria cubbies and boxes in each grade level hallway. Lost articles are disposed of/donated after each marking period. If a book is lost, the student is responsible for replacement (see Books). We recommend clearly labeling your personal belongings.

### Parent-Teacher Group (PTG)

The Parent-Teacher Group (P.T.G.) is an organization of Parents, Teachers and Administrators working in a partnership to enhance the Middle School program. The organization is run by committees including book fair, dance chaperones, newsletter, and grade-level liaisons,

among others. One or two fundraisers are held each year in conjunction with the teachers, to help defray the cost of field trips and to provide additional educational enhancements. Meetings are held four times a year. We encourage participation in the P.T.G. meetings, which gives another opportunity to find out what is happening at school.

### **Pest Control Notification**

Parents or guardians of students enrolled in the school may request prior notification of specific pesticide applications made at the school. To receive notifications, you must be placed on the school's notification registry. If you would like to be placed on this registry, please mail in your written request to: Saucon Valley School District, IPM Manager, 2097 Polk Valley, Hellertown, PA 18055. Please include your name, address, telephone number, cell phone number and email.

### **Rise and Shine Breakfast Program**

Our school cafeteria will offer breakfast to all school students from 7:25 – 7:30 AM (except when there is a 2-hour delay). For additional information and menu guidelines, please visit the school food service website.

### **Student ID**

The student ID is necessary for cafeteria use, library use, entrance to school dances, and bus privileges. A replacement ID and lanyard will be issued at a cost of \$5.

### **Visitors**

**All visitors must be admitted through the main office entrance of the building.** All visitors who enter the Middle School must report to the Middle School Main Office, sign in, leave a valid ID or keys and receive a Visitor's badge. Visitors will receive their keys or ID when they sign out and their badge is returned. This procedure allows another level of security. The badge allows the staff to readily identify if it is appropriate for an individual to be in the school. In addition, we will stop all visitors who are not wearing badges and redirect them to the office to sign in. We don't wish to inconvenience anyone, but we feel it is important for us to follow this routine so as to maintain the safety and security of our building.

## **Student Services**

**Grade Level Interventions** occur for the benefit of the students, their families, and the school by relaying factual information to the students and their families. The goal of the intervention is to encourage students to seek further assistance in addressing difficulties.

### **HEALTH SERVICES**

The Health Room is located in the K-8 administrative office area. The school nurse or staff nurse is responsible only for the emergency care of and sudden illnesses or injuries, except special cases under medical care and with the physician's written orders.

When your child is ill, please keep him/her home. Children, who run a fever, vomit, experience diarrhea, coughing, sore throat, or other cold/flu related symptoms are not ready for a rigorous day at school. **If your child has a temperature of 100 degrees Fahrenheit or greater they must be kept home. They may return to school when they are fever free for 24 hours without the use of**

**fever reducing medications.** A written excuse must be provided to the Attendance Office upon your child's return.

### **Growth Screening**

Growth screening is performed annually for children Kindergarten through 12<sup>th</sup> grade. The growth exam is the measurement of the student's height and weight. The school nurse will use these measurements and compute the BMI (body mass index) and parents will be notified of the results.

### **Medications**

All medication, both prescription and non-prescription, must be kept in the Health Room. Medication will be administered to students during school hours only when such is required and accompanied by a doctor's order. **STUDENTS MAY NOT HAVE MEDICATION IN THEIR POSSESSION.** No medication shall be administered to any student without proper completion of the *Medication Dispensing Form*. The term "medication" includes prescription drugs as well as over-the-counter medication. (e.g., Tylenol (acetaminophen), aspirin, cough medicine, etc). Completion includes signatures of both the parent/guardian and the physician. A separate form must be used for each medication and be specific as to dosage. (e.g., Tylenol, Extra Strength Tylenol). Students may use cough drops or throat lozenges in school with a parent note that has been countersigned by the school nurse.

Any medication to be administered by school personnel must be delivered directly to the nurse before homeroom. Medication must be brought to school in the original, properly labeled container by the parent or guardian.

Students must have a pass from a teacher to leave class to visit the nurse.

### **Student Assistance Program (SAP)**

When there is a concern for the physical and/or emotional well-being of a student, parents, teachers, peers, counselors or administrators may make a referral to the SAP team. SAP is designed as a resource for parents, staff and students to provide interventions and assistance. This includes students who may be experiencing barriers to learning or academic or social challenges. Once identified, the primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school.

## **SAFETY REGULATIONS**

Students are urged to use proper safety procedures in all activities and classes, particularly those courses (Science, Family & Consumer Science, Physical Education, Materials Handling, Modular Technology, and Art) which involve the use of special equipment. Some general safety regulations to follow are:

1. Follow all directions of the teacher.
2. Enter and leave the classroom in an orderly manner.
3. Do not wander the classroom without teacher permission.
4. Be courteous. Do not interrupt teachers or classmates.
5. Use quiet voices.

6. Wear protective devices (e.g., safety glasses, hair nets) and remove jewelry.
7. Use equipment only when approved and supervised by the teacher.
8. Concentrate on your work and refrain from “horseplay,” “no hands on.”
9. Make use of all machinery “guards” and do not leave a machine unattended.

### **Arrival Expectations**

When arriving at school, students are to:

1. Follow all directions given by the teachers in charge.
2. Immediately enter the building by the main lobby after bus arrival or parent drop-off.
3. Report directly to designated areas (pond and main lobbies, cafeteria).

### **Assembly Expectations**

At all times the student’s behavior should be respectful and courteous. An indication of the school atmosphere is the conduct of its student body at an assembly. Whether guests are present or not, each student is responsible for the impression made by the school as a whole. Unacceptable conduct includes whistling, uncalled for clapping, boisterousness, and talking during a program.

### **Backpack/Gym Bag Expectations**

During the school day all book bags and gym bags are to remain in student lockers except during gym classes. See Lockers for more information.

### **Bicycles/Skateboards/Roller Blades**

Students riding bicycles to school are expected to follow proper and safe bike-riding procedures **including helmets**. Bikes are to be stored and locked in the bike rack. Using skateboards, roller blades and similar devices is **not** permitted on school property and may not be carried on school buses. Upon entry to the school, equipment is to be stored in the student’s locker.

### **Employment / Working Papers**

Any student 14 years old or older who seeks employment before graduation or leaving school prior to his/her eighteenth birthday is required to obtain working papers.

Working papers are obtained in the Middle School Office. The principal has the right to deny or revoke student working papers if he/she is in poor academic standing. Once the middle school principal approves, the working papers will be sent to the High School for issuance. Applicants for working papers must present proof of age (birth certificate, baptismal certificate), be accompanied by a parent or guardian, and have the promise of a job before application is completed.

### **Insurance**

Students will be given the opportunity to purchase insurance at the beginning of the school year. This insurance will cover students during the time they are under jurisdiction of the school. The school district does not provide accident insurance for any students participating in athletic programs and assumes no liability for injuries sustained from participation. All athletes are covered by school insurance in season.

### **Special Excuses**

In order for a student to be excused from class, a *special excuse* is necessary. Students attending another activity or meeting must be listed on the attendance sheet or a special announcement.

Special excuses must be obtained from the requesting teacher prior to the class the student wishes to be excused from and must be shown to the excusing teacher. The excusing teacher may or may not grant permission for the student to be excused.

### **Visitors**

**All visitors must be admitted through the main office entrance of the building.** All visitors who enter the Middle School must report to the Middle School Main Office, sign in, leave a valid ID or keys and receive a Visitor's badge. Visitors will receive their keys or ID when they sign out and their badge is returned. This procedure allows another level of security. The badge allows the staff to readily identify if it is appropriate for an individual to be in the school. In addition, we will stop all visitors who are not wearing badges and redirect them to the office to sign in. We don't wish to inconvenience anyone, but we feel it is important for us to follow this routine so as to maintain the safety and security of our building.

### **Volunteers**

Volunteers in the school shall follow the guidelines set forth in School Board Policy 916 (obtaining and reporting required clearances, district expectations for volunteers, etc).

### **Withdrawals**

If you plan to withdraw from our school, parents must complete the Parent *Authorization of Withdrawal* form. You can obtain this form from the main office.

# Responsible Use Agreement

## Saucon Valley Middle School 2024/2025 Responsible Use Agreement

### Statement of Purpose

Saucon Valley Middle School teachers and students use technology and internet-based tools in their classrooms on a regular basis to support student learning and prepare students to engage in the rapidly changing world. These technologies improve student communication and collaboration skills, provide an authentic audience, and extend learning beyond the classroom walls while building digital citizenship skills.

Student access to technology requires responsible, courteous, efficient, and legal use. Our goal in providing access to these resources is to enhance learning experiences and to educate students in responsible and appropriate use. It is important that students and parents recognize that information posted on the internet is public, permanent, and needs to be appropriate.

Saucon Valley School District's resources are provided to support, enhance and transform student learning. All members of the learning community need to use technology in ways that make a positive contribution.



### To Be Respectful...

- I agree to be polite, considerate, and to use appropriate language.
- I agree to treat all technology with care.
- I agree to use technology carefully and to maintain my device charged and in good condition.

### To Take Ownership...

- I agree not to share my passwords, except with my teacher or parent/guardian
- I agree to adhere to copyright laws.
- I agree not to provide my completed work to another student/ I agree not to submit someone else's work as my own.

### To Be Accepting...

- I agree not to reveal or post personal information belonging to myself or another person (i.e., passwords, addresses, or telephone numbers).
- I agree to value and respect other points of view.

### To be Responsible...

- I agree to use the iPad in school only for teacher directed assignments.
- I agree to report and/or help prevent any bullying, abuse, or harm of others.
- I agree to tell an adult if I read, see, or access something inappropriate, or if I witness inappropriate use of technology.
- I agree to adhere with all filters and security measures.

All members of the learning community need to use technology in ways that make a positive contribution. This expectation applies to everyone and to every device -- even those not provided by the school. Your continued access and use of the tech resources provided by SVSD relies on you to:

- Make a positive contribution to our community
- Take responsibility for your actions and resources
- Ask if you are unsure of what your responsibilities are
- Acknowledge that SVSD has ownership of all networks and accounts that are provided to you
- Be aware that school and network administrators monitor technology resources and their use
- Acknowledge that SVSD reserves the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property

## GOALS



- **Empowered Learners**, using technology to help choose, achieve, and demonstrate competency in their learning goals
- **Knowledge Constructors**, making use of digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others
- **Innovative Designers**, who use technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions
- **Computational Thinkers** who develop strategies for understanding and solving problems in ways that take advantage of the power of technological methods to develop and test solution
- **Creative Communicators** who express themselves creatively and communicate clearly using a range of appropriate digital tools, platforms and media
- **Global Collaborators**, working and collaborating with others both locally and globally using a variety of digital tools to broaden their perspectives and enrich their learning
- **Digital Citizens** that recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world and act in ways that are safe, legal and ethical reserves the right to determine which uses constitute acceptable use and to limit access and time of access to such uses

I understand that the school also may have the right to take action against me if I am involved in incidents of inappropriate behavior that are covered in this agreement when I am out of school where they involve substantial disruption of the school community or interference with 5-12 Students Responsible Use Agreement another student's education (examples would be cyberbullying, use of images or personal information).

**I agree to follow Saucon Valley Middle School's Responsible Use Agreement. When I behave this way, I prove that I am a respectful, responsible, and safe digital citizen! If I behave outside of this agreement, I may lose the ability to use our technology until I show that I learned from my mistake.**