



WARWICK MIDDLE SCHOOL 2018-2019 HANDBOOK

401 MAPLE STREET
LITITZ, PA 17543
(717) 626-3701
www.warwicksd.org

WORKING TO CAPACITY is desirable because it leads to self-improvement and greater usefulness to others.

AMBITION is the driving force that empowers you to surpass your known limits of personal achievement.

RESPECT for others, regardless of their race or social standing promotes a spirit of friendliness, understanding, and cooperation.

RESPONSIBILITY Maturity measured directly by your willingness to accept responsibility, without excuses, for your actions.

INTEGRITY within your mind the feeling between right and wrong is distinct. Be true to yourself and follow your moral path.

OPTIMISM Your outlook will always determine your ability to successfully overcome any challenge. Stay focused on solutions, not problems.

RELATIONSHIPS Life acquires meaning only as it is shared. Cherish the time you spend with family and friends.

SUCCESS is a lifelong journey that is measured in degrees of accomplishment. It is important to always see an end and to know what it will take to get there.

Dear Students and Parents/Guardians,

Welcome to Warwick Middle School for the 2018-2019 school year.

This handbook contains a summation of important rules, policies, and procedures pertaining to our school. While the handbook cannot physically contain all information concerning the Middle School, it is intended to provide general guidelines. Please read it carefully for future reference. If you are in need of a hard copy of the handbook or forms found online, please contact the Middle School main office.

Parents/guardians, you are very important to the success of your child's educational experience. A cooperative relationship between the school and home in which students, parents, and teachers meet their responsibilities is necessary if every student is to be successful. Please do not hesitate to contact the school with questions for teachers or the administration when concerns arise. Open and honest communication between home and school is vital to the success of the educational program. You may be assured that the District will continue to strive to provide a comprehensive quality education in a secure atmosphere that is conducive to learning.

It is imperative that students and their parents/guardians read and review this handbook. It is our hope that your years in the Middle School will be pleasant, informative, and rewarding. We look forward to working with you.

Sincerely,

Mr. Steve Szobocsan,
Principal

Dr. Michelle Harris,
Assistant Principal

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WARWICK SCHOOL DISTRICT'S MISSION STATEMENT

In collaboration with the community, the mission of the Warwick School District is to enable all students to acquire the knowledge, skills and values necessary to become responsible, productive and resourceful citizens.

WARWICK SCHOOL DISTRICT BOARD OF DIRECTORS

(Board Policies)

Mr. Michael Landis	President
Mr. Todd Rucci	Vice-President
Mr. Nathan Wertsch	Treasurer (Non-member)
Mr. Millard Eppig, Jr	
Mr. Matthew Knouse.	
Mrs. Leslie Penkunas	
Mr. Nelson Peters	
Mr. Benedict Sahd	
Mr. Scott Shaub	
Mrs. Debra Wenger	
Mrs. Janice Boyer	Secretary (Non-member)

WARWICK SCHOOL DISTRICT ADMINISTRATION STAFF (717-626-3734)

Dr. April M. Hershey	Superintendent
Dr. Melanie Calendar	Assistant Superintendent
Mr. Nathan Wertsch	Business Manager
Dr. Ryan Axe	Director of Secondary Education
Mr. Ryan Landis	Director of Athletics
Mr. Mark Leidich	Director of Human Resources
Mrs. Karen Miller	Director of Food and Nutrition
Mr. Jeff Weber	Director of Buildings and Grounds
Mr. Fred Griffiths	Director of Technology
Dr. Ron Hallett	Director of Curriculum/Instruction/Assessment

WARWICK MIDDLE SCHOOL ADMINISTRATION AND OFFICE STAFF (717-626-3701)

Mr. Steve Szobocsan	Principal
Dr. Michelle Harris	Assistant Principal
Mrs. Lynn Wright	Administrative Assistant
Mrs. Tracy Winters	Receptionist/Secretary

Mrs. Dena Johnson
Mrs. Sharron Farish

Office Assistant (Attendance)
Secretary (Guidance Office)

SCHOOL COUNSELING/PSYCHOLOGIST

Two guidance counselors and a school psychologist are available to serve middle school students. Students are assigned to the same counselor from 7th through 9th grade. The counselors and psychologist are willing to assist students with educational and personal problems. The middle school staff is comprised of the following:

Ms. Maribeth Johnson (7th Grade)	Counselor
Mrs. Marianne Brobst (8th Grade)	Counselor
Mr. Shane Martin (9th Grade)	Counselor
Ms. Christina Moore	Psychologist

Parents are encouraged to contact the guidance office with questions regarding school performance, grades or additional concerns. Conferences with counselors and teachers can be arranged by calling 626-3701 Ext. 3810.

WARWICK MIDDLE SCHOOL'S MISSION STATEMENT

The Warwick Middle School provides an academic-centered climate that encourages individual strengths and talents. Our school strives to develop responsible, productive, lifelong learners who show respect for self and others. All students shall have opportunities to:

- Pursue an Intellectually Challenging Program of Study
- Achieve Personal Development through Supplementary Enrichment Activities
- Connect Diverse Fields of Knowledge Through Interdisciplinary Activities
- Develop Individual Potential and Achieve Success

WARWICK MIDDLE SCHOOL EXPECTATIONS

We strive to have every administrator, teacher, staff member and student to:

Be where you should to be,
When you should to be there,
Doing what you should be doing, and
Giving your best effort!

FREE EDUCATION RIGHT

All persons residing in this Commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the Commonwealth's public schools. Parents or guardians of all children between the ages of 8 and 17 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 17 years of age. A student may not be

excluded from the public schools or from extracurricular activities because of being married or pregnant.

FASTNEWS

A free online subscription to *FastNews* enables Warwick School District to send critical school communications directly to your home/work computer in the event of an emergency, a non-scheduled school closing, early dismissal or whatever the district has a need to communicate quickly. By subscribing, the district is able to notify you in minutes! Parents, be informed: sign up online by visiting www.warwicksd.org and clicking on *FastNews*.

ELECTRONIC COMMUNICATION WITH PARENTS/GUARDIANS

Throughout the year, the middle school administration may use the electronic communication system, "Blackboard Connect" to send information home to parents/guardians. The Blackboard Connect system is also used to notify parents/guardians daily of student absence or tardy. It is important to provide the school district with current parent/guardian phone numbers and email addresses to increase efficiency in communication.

WARWICK WORD DISTRICT NEWSLETTER

The District's online newsletter, *Warwick Word*, is published 4 times a year on the district website at www.warwicksd.org.

NOTICE OF NONDISCRIMINATION

The Warwick School District will not discriminate in its educational programs, activities, or employment practices based on race, color, familial status, age, creed, religion, gender, sexual orientation, ancestry, national origin, handicap/disability, or any other characteristic protected by law. The policy is in accordance with federal and state laws including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Pennsylvania Human Relations Act. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Dr. April Hershey, Superintendent of Schools, Warwick School District, 301 West Orange Street, Litz, PA 17543, (717) 626-3734.

COMPLAINT RESOLUTION PROCESS

From time to time concerns and/or complaints arise that require a process for reconciliation. In these instances, the individual with the complaint should seek a remedy with the party most directly involved, i.e. teacher, bus driver, or administrator. If some mutual resolution cannot be reached, the complaint should be addressed to the building principal. In the event the problem still remains unsettled, contact should be made with either the Superintendent or the Assistant Superintendent. Concerns that are not reconciled at this level should be directed to the Board of School Directors for their consideration.

SCHOOL VIOLENCE HOTLINE

1-888-814-3684

The School Violence Hotline provides a means for students to anonymously report specific threats of imminent school violence or other suspicious or criminal conduct. The toll-free hotline is operational 24-hours per day, 365 days a year by Lancaster County Wide Communications Center.

Tips to consider:

- You should understand the difference between those incidents that require a 911 emergency call and those that would be appropriate for the hotline. **ANY RISK OF IMMEDIATE HARM SHOULD BE REPORTED TO 911 IMMEDIATELY.**
- The School Violence Hotline has been created to give you an anonymous way to report any threats of violence or possession of a weapon. However, you should call this hotline only when you feel you cannot talk to a trusted adult first. Confiding in an adult (parent, teachers, administrators, or other school employees) that you trust is by far the best way to deal with information about school violence.
- In the event you feel threatened, know of a possible act of violence, or have information regarding a weapon, but are unable to confide in a trusted adult, this hotline is an anonymous way to relay the information to law enforcement. By doing this, you know that you did everything possible to protect yourself, other students, teachers, and administrators from possible violence.
- When you call the School Violence Hotline, a trained professional will document the information and forward this directly to the appropriate Police agency that can initiate immediate and appropriate action.

FLAG SALUTE AND PLEDGE OF ALLEGIANCE

We demonstrate respect for our country and its flag by reciting the Pledge of Allegiance daily.

Students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of personal belief or religious convictions.

Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

THE NATIONAL ANTHEM (Star Spangled Banner)

Students and citizens are expected to show respect for our country's National Anthem. It is the Warwick School District's expectation that all students stand, remove hats, and sing or remain silent during the playing of the Star Spangled Banner. This expectation is applicable at all events.

Students who decline to participate due to religious or personal belief are expected to respect the rights and interests of citizens and peers who wish to participate.

SCHOOL DAY (SIX-DAY CYCLE)

Warwick Middle School follows a six-day cycle for scheduling of classes. The six-day schedule identifies each day by number, therefore, Day 1, Day 2, Day 3, etc. rather than by the day of the week. Beginning with Day 1 on the first day of school, each consecutive day follows up to Day 6 and then the cycle starts again. This six-day cycle is repeated throughout the entire year in an uninterrupted manner. Cycle days are never skipped and only counted when school is held. These cycle days assure continuity of programming in special area subjects since no day is ever lost or skipped due to school closures for holidays and inclement weather; increased uninterrupted direct instructional time for core subject areas; and more effective utilization of staff.

INTERNET SAFETY AND NETWORK ACCEPTABLE USE POLICY SUMMARY

The Acceptable Use Policy has been developed to establish guidelines for all students and staff on the use of network resources in the district, including Internet access. The School District cannot regulate and monitor all the information received or sent by persons who use the Internet; the School District cannot ensure that students who use the Internet will be prevented from accessing inappropriate materials or sending or receiving objectionable communications. The School District believes, however, that the availability and value of the Internet far outweigh the possibility that users may procure inappropriate or offensive material. Internet access and network resources are available to teachers, administrators, and students in the Warwick School District solely for educational and instructional purposes and other purposes consistent with the educational mission of the School District. In accordance with the Children's Internet Protection Act (CIPA), the School District employs the use of an Internet filter as a technology protection. The School District reserves the right to monitor any user's utilization of School District's technology resources. Users should have no expectation of privacy using District technology resources. For more details, please see Warwick's complete Acceptable Use Policy posted online www.warwicksd.org/aup.

All Internet activities that students engage in at school must be in support of curriculum objectives.

Below are examples of inappropriate technology use.

- Use of inappropriate or illegal purposes, bullying or cyberbullying, for commercial or for-profit purposes, or for lobbying and political purposes.
- Use to access, view, or obtain material that is obscene or pornographic, including child pornography, or harmful to minors.
- Use to transmit material likely to be offensive, including harassing or discriminatory remarks, or sexually-oriented material.
- Illegal installation, distribution, reproduction, or use of copyrighted software, including the loading or use of unauthorized games, programs, files, music, or other electronic media.
- Use that involves any copyright violation or for copying, downloading or distributing copyrighted material without the owner's permission, unless, permitted in accordance with the Fair Use Guidelines.
- Use to obtain, copy or modify files, passwords, data, or information belonging to other users, or to misrepresent other users on the network.
- Any attempt to circumvent or disable the filter or any other security measure. In addition, student users shall not use the system to disclose, use, or disseminate any personal identification information of themselves or other students, or engage in or access chat rooms or instant messaging without the permission and direct supervision of a teacher or administrator.

STUDENT RECORDS POLICY/FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents rights concerning their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students".

- 1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.**

At Warwick, parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.**

Parents or eligible students who wish to ask the Warwick School District to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3. Parents have the right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. (34 CFR § 99.31)**

One exception, which permits disclosure without parental consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance

committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Additional exceptions include other schools to which a student is transferring (Upon request, the district discloses educational records without consent to officials of another district in which a student seeks or intends to enroll.); Specified officials for audit or evaluation purposes; Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; Compliance with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

4. Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

5. The right to refuse the designation of any or all categories of directory information.

The District is permitted by law to disclose directory information without the written consent of the parent or eligible student. The parent or eligible student has the right to refuse to permit the disclosures of any or all directory information if a written refusal is forwarded to the building principal no later than September 15th of the current school year.

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to a student's name, address, telephone number, e-mail address, photos, videos, date and place of birth, names of parent and siblings, dates of attendance, whether the student graduated and the date of graduation, awards received, participation in extracurricular activities, weight and height of interscholastic athletic team members, schools attended within the District, and contact information for a student's parents/guardians.

The primary purpose of directory information is to allow the Warwick School District to include this type of information from your child's education records in certain school publications.

Examples include, but are not limited to:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Photographs or video clips found on the district website, district social media accounts, or other media outlets
- Sports activity sheets, such as for wrestling, showing weight and height of team members
- Businesses that manufacture class rings

In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).] Parent can choose to not share this information through the “Military Opt Out” field found on Warwick’s annual registration form.

The complete District policy on student records and other policies are available for review at the District Office and on the District website www.warwicksd.org in accordance with the District’s Public Records Policy. You may contact Dr. April Hershey, Superintendent of Schools, at (717)626-3734, ext. 3715 if you have any questions regarding the policy or administrative guidelines on student records.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

GRADING SYSTEM

All grades on report cards are noted in letters. In addition to letter grades, various comments related to learning behaviors may be reported. Report cards are issued every nine weeks. The following grading system is used to determine report card grades:

A+ 97-100 Excellent
A 93-96 Excellent
A- 90-92 Excellent

B+ 87-89 Good
B 83-86 Good
B- 80-82 Good

C+ 77-79 Average
C 73-76 Average
C- 70-72 Average

D+ 67-69 Passing
D 63-66 Passing
D- 60-62 Passing

F 59 and below – Failing

I Incomplete

M Excused

Parents can monitor their student's progress throughout the school year by creating a Parent Portal account. See paragraph below for more information.

ONLINE PARENT PORTAL

The Parent Portal is an online tool that enables parents to access their student’s grades, attendance, bus information, the school calendar, and a newly-created Health Report Card (which contains your

child's health records for the year). Parents may choose to receive email alerts if an assignment is missing or if grades fall below a certain grade (benchmark determined by parent). Parents are encouraged to create an online Parent Portal account at <http://www.warwicksd.org> and clicking on *Web grades > Parent Portal* to keep track of student progress throughout the school year.

REPORT CARDS

A report card of your child's progress are released during the following months for students in grades 1-12: November, January, April, and June. Parent/teacher conferences are an excellent way to share concerns and information regarding your child. Report cards are available on the password protected Parent Portal. (Students do not receive hard copies). Parents are encouraged to keep track of student progress by creating an online Parent Portal account by visiting www.warwicksd.org and clicking on *Webgrades > Parent Portal*. Parents who do not have Internet access should contact their child's school to request a hard copy.

HONOR ROLL

Each marking period students who have achieved 1st or 2nd honors will have that indicated on their report card. In determining honor roll selection, letter grades are given the following values:

A+	4.00	B+	3.33	C+	2.33	D+	1.33	F	0
A	4.00	B	3.00	C	2.00	D	1.00		
A-	3.67	B-	2.67	C-	1.67	D-	0.67		

Distinguished Honor Roll = 3.50 average

Honor Roll = 3.00 average

NOTE: Any grade below a C- in a major or minor subject keeps a student from any honor roll. A student's cumulative GPA is determined by dividing the total letter grade values by the number of credits taken during the marking period.

CURRICULUM

Grade 7

- Language Arts (2 periods), Math, Science, and Social Studies meet every day.
- Art, Health, Music, and Physical Education meet 2 periods per cycle.
- Technology Education meets 2 periods per cycle for one semester.

Grade 8

- Language Arts, Math, Science, Social Studies, and World Language (French, German and Spanish) meet every day. Students who do not qualify to take a World Language will have 2 periods of Language Arts.
- Art, Business Computer Applications, and Health and Physical Education meet 2 periods per cycle.
- Family and Consumer Science and Technology Education meet 2 periods per cycle for a semester.

PROMOTION AND RETENTION POLICY

This middle school policy shall comply with [Board Policy No. 215](#) and will be used by the middle school staff for determining promotion and retention of students unless superseded by a new district policy. Students failing two or more major subjects are considered for retention. The retention of students is determined as follows:

- At the end of the second and third marking periods, the guidance office compiles a list of students failing two or more major subjects. A letter is sent home to the parents of the students on the list explaining that the possibility of retention exists at this time.
- At the end of the year, counselors and administration meet to discuss those students who have not completed the minimum requirements needed for promotion. The parents are notified about the decision for retention and the reasons for such decision. Options such as summer school are explained to the parents.

STUDENT SERVICES

Student services consist of learning facilitators, school counselors, school psychologists, school nurses, special education consultants, and a home and school visitor who assist students during their educational experience. Each professional has a master's degree and state certification in their area of specialization. Learning facilitators coordinate all academic, social, and behavioral health interventions for all students. School counselors provide consultation, counseling, educational services related to academic achievement, career development, and child social/emotional development. School psychologist services are available for consultation and student evaluation related to behavioral and academic concerns. School nurses administer state regulations related to student health, provide consultation to parents, students, and staff related to health issues and provide emergency care as needed during the school day. In addition, a home and school visitor serves as a liaison between parents, staff, and community agencies. At the secondary level, student assistance teams (SAP) consist of trained staff members who identify students whose behaviors create barriers to learning. They work with parents, staff, and community agencies to assist students in removing those barriers. Referrals may be made through the school counselor/learning facilitator, building principal, school nurse, home and school visitor, or other SAP team members.

Services include supports through special education, 504 service plans and gifted education.

SPECIAL EDUCATION SERVICES

The Warwick School District works diligently to provide an appropriate education program to all children with disabilities in a least restrictive environment. We strive to provide all students identified with special needs an Individualized Education Plan (IEP) within their home school building or as close to the school district as possible, while meeting their unique special and academic needs. The school district provides a continuum of services designed to serve all students with IEPs.

Building principals, school counselors, learning facilitators, and teachers (general and special) work closely with the Assistant Superintendent for Elementary Education and Student Services and the school psychologist in the screening, referral, and evaluation process. Parents who believe that their school-age child may be in need of special education services may request screening and evaluation at any time, whether or not their child is enrolled in the District's public school program. This would include students who are developmentally delayed. Developmentally delayed is defined as a condition,

either physical or cognitive, which represents a significant delay in the process of development when student performance is compared to same age peers.

Requests for screening and evaluation are to be made to the building principal in writing. When a student is determined to be eligible for “specially designed” instruction, an Individualized Education Plan (IEP) is developed. The special education placement is determined by the team.

ANNUAL PUBLIC NOTICE

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

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

Under the Individuals with Disabilities Education Act, commonly referred to as the “IDEA,” children qualify for special education and related services if they have one or more of the following disabilities and, as a result, demonstrate a need for special education and related services: (1) intellectual disabilities, (2) hearing impairments, including deafness, (3) speech or language impairments, (4) visual impairments, including blindness, (5) serious emotional disturbance, (6) orthopedic impairments, (7) autism, including pervasive developmental disorders; (8) traumatic brain injury, (9) other health impairment, (11) specific learning disabilities, (11) multiple disabilities, or (12) for preschool age children, developmental delays. If a child has more than one of the above-mentioned disabilities, the child could qualify for special education and related services as having multiple disabilities. Children ages three through nine years old may also be eligible if they have developmental delays and, as a result, need special education and related services.

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

Signs of developmental delays or risk factors that might indicate a disability could include, but are not limited to, poor prenatal care, birth trauma, febrile or other seizure activity, severe reaction to early medication or inoculation requiring extended medical care, or severe trauma to the head, followed by failure to attain developmental milestones for communication, motor development, socialization, emotional development, self-help skills, or cognition; unexplained failure to attain developmental milestones in these areas; failure to use toys and other objects in a developmentally appropriate manner; persistent inability to sustain attention at levels sufficient to complete age-appropriate tasks; easy frustration with developmentally-appropriate tasks or activities; difficulty with coloring, letter formation, or drawing lines and shapes within age-appropriate parameters; difficulty building or sustaining age-appropriate relationships or conversations; persistent difficulty tolerating the presence of or interactions with peers or adults; persistent and severe disciplinary actions in preschool or school settings; failure to develop age or grade-level appropriate reading, writing, mathematical, listening, or speaking skills after exposure to sound instruction in these areas by qualified teachers; and failure to

pass routine vision or hearing screenings. Other information regarding potential signs of developmental delays and other risk factors that could indicate disabilities can be found on the Warwick School District Website at www.warwick.org or on the Lancaster/Lebanon Intermediate Unit Website: <http://www.iu13.org>.

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

What programs and services are available for children with disabilities?

Warwick School District must ensure that children with disabilities are educated to the maximum extent appropriate in settings with their non-disabled peers, commonly referred to as the least restrictive environment. Programs and services available to students with disabilities, in descending order of preference, are (1) regular class placement with supplementary aides and services provided as needed in that environment, (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom for 20 percent or less of the school day, (3) regular class placement for some of the school day with supplemental instruction provided by a special education teacher for more than 20 percent, but less than 80 percent of the school day, (4) instruction provided by a special education teacher for more than 80 percent of the school day, and (5) special education services, with or without regular classroom placement, either in an alternative public school setting or in a private school, treatment facility, hospital, detention center or prison, on a day or residential basis.

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

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

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

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

Warwick School District, in conjunction with the parents of each identified child, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. The child's program is described in writing in an individualized education program, commonly referred to as an "IEP," which is developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity the child. The parents of the child have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs contain, at a minimum, the projected start date and duration for the IEP, a statement of the child's present levels of educational and functional performance, an enumeration of annual goals, a description of how the child's progress toward meeting the annual goals will be measured and reported, a statement of the special education, program modifications, and related services to be provided, an explanation of the extent, if any, to which the child will not participate with non-disabled children, the anticipated frequency and location of the services and a statement of any accommodations necessary to measure academic achievement and functional performance of the child on state and district wide assessments. For children aged sixteen and older, the IEP must also include a transition plan to assist in the attainment of measurable post-secondary objectives. The public school must invite the child to the IEP team meeting if a purpose of the meeting will be the consideration of the post-secondary goals and transition services needed for the child.

Warwick School District is required to allow parents of children with disabilities reasonable access to their child's classrooms, subject to the provisions of each entity's school visitation policy or guidelines.

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

Multidisciplinary team evaluation

Warwick School District must conduct a multidisciplinary team evaluation of every child who is thought to have a disability. The multidisciplinary team is a group of professionals who are trained in and experienced with the testing, assessment, and observation of children to determine whether they have disabilities and, if so, to identify their primary educational strengths and needs. Parents are also members of the multidisciplinary team. Warwick School District must reevaluate school-age students receiving special education services every three years and must reevaluate children with intellectual disability and pre-school-age children receiving special education services every two years.

Parents may request a multidisciplinary team evaluation of their children at any time. They must do so in writing. Every public school has a procedure in place by which parents can request an evaluation. For information about Warwick School District's procedures applicable to your child, contact the elementary, middle, or high school which your child attends. Telephone numbers and addresses for these schools can be found in the blue pages section of the telephone book under the heading "Schools." Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter as follows: Lancaster/Lebanon Intermediate Unit, Early Intervention Services, 1020 New Holland Avenue, Lancaster, PA 17601. The telephone numbers for the Early Intervention Program is 717-606-1601 or toll free 888-745-0771.

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

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

Screening

Warwick School District undertakes screening activities before referring students for a multidisciplinary team evaluation. Screening activities could involve an instructional support team, commonly referred to as the "IST," or an alternative screening process. Regardless of the particular screening method employed, the screening process must include (1) periodic vision and hearing assessments by the school nurse as mandated by the School Code and (2) screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects. Screening may include academic, behavioral, fine and gross motor based on concerns.

If screening activities produce little or no improvement after a reasonable period of intervention or remediation, the child will then be referred for a multidisciplinary team evaluation.

For information about the dates of various screening activities in your child's school or to request screening activities for a particular child, contact the local public school directly. Telephone numbers and addresses for these schools can be found in the blue pages section of the telephone book under the heading "Schools." Parents of preschool age children, age three through five, may obtain information about screening activities, or may request a screening of their children, by calling or writing the Lancaster/Lebanon Intermediate Unit, Early Intervention Services, 1020 New Holland Avenue, Lancaster, PA 17601. The telephone numbers for the Early Intervention Program is 717-606-1601 or toll free 888-745-0771.

Private school administrators, teachers, and parent groups, or individual parents of students in private schools, who are interested in establishing systems in those schools for locating and identifying children with disabilities who might need a multidisciplinary team evaluation may contact the Lancaster/Lebanon Intermediate Unit, Early Intervention Services, 1020 New Holland Avenue, Lancaster, PA 17601. The telephone numbers for the Early Intervention Program is 717-606-1601 or toll free 888-745-0771.

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

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of those rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low

cost legal services and advice, by contacting their school district's special education or student services department at the address and telephone number listed in the blue pages section of the telephone book under the heading "Schools." At Warwick, the number is 717-626-3734, and ask for the Student Services department. The written summary is also available through the Lancaster/Lebanon Intermediate Unit, Early Intervention Services, 1020 New Holland Avenue, Lancaster, PA 17601. The telephone numbers for the Early Intervention Program is 717-606-1601 or toll free 888-745-0771. The summary is also available on the Website of the Lancaster/Lebanon Intermediate Unit, <http://www.iu13.org>, and on the district's website at www.warwicksd.org.

Rights and Protections

Prior Written Notice. Warwick School District must notify you in writing whenever it proposes to initiate or to change the identification, evaluation, educational program or placement of a child or whenever it refuses to initiate or make a change in the identification, evaluation, educational program or placement requested by a parent. Such notice must be accompanied by a written description of the action proposed or rejected, the reasons for the proposal or refusal, a description of the evaluation information and other relevant factors used as a basis for the decision, the other options considered, if any, the reasons why such options were rejected and a statement that the parent has the right to procedural safeguards.

Consent. Warwick School District cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents. However, Warwick School District may attempt to override the lack of consent for an initial evaluation or reevaluation by requesting the approval of an impartial hearing officer by filing a due process request. Additionally, in the case of a parent's failure to respond to a request to conduct a reevaluation, Warwick School District may proceed with the proposed reevaluation without parental consent if it can show that it made a reasonable effort to obtain parental consent and that the parent failed to respond. A public school may not seek a hearing to override the refusal of a parent to consent to an initial placement in special education. Parents have the right to withdraw their consent to special education services at any time. In doing so, they are agreeing to the discontinuation of all special education instruction, supplementary aides, program modifications, adaptations, and services. By withdrawing consent, they are also agreeing to forgo the special rights and protections that apply to children with disabilities and their parents.

Protection in Evaluation Procedures. Evaluations to determine eligibility and the current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias and in the native language of the child. The evaluation must assess the child in all areas related to the suspected disability and include variety of technically sound instruments, assessment tools and strategies. The assessments and evaluation materials must be used for the purposes for which the assessments or measure are valid and reliable, must be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessment and must be talked to assess special areas of need. Moreover, evaluation determinations cannot be based upon any single measure or assessment.

Independent Educational Evaluation. If parents disagree with the evaluation conducted by Warwick School District, they may request in writing an independent educational evaluation, commonly referred as an "IEE," at public expense. If an IEE is provided at public expense, the criteria under which the IEE is privately obtained must be the same as the criteria that Warwick School District uses when it initiates an evaluation. Information concerning each school entity's evaluation criteria can be obtained through the Office of Special Education or Student Services of that entity. If Warwick School District refuses to

pay for the IEE, it must immediately request a special education due process hearing to defend the appropriateness of its evaluation.

Due Process Hearing Procedures

The parent or local educational agency, commonly referred to as the “LEA,” may request a due process hearing with respect to any matter relating to the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education, commonly referred to as “FAPE”. The party requesting the hearing must submit a “Due Process Hearing Request” form to the Office for Dispute Resolution, 6340 Flank Drive, Suite 600, Harrisburg, Pennsylvania 17112; telephone (800) 222-3353; TTY (800) 654-5984. A due process hearing will not proceed until all required information is provided and procedures followed.

Timeline for requesting Due Process. The parent or LEA must request a due process hearing by filing a Due Process Hearing Request within two (2) years of the date to parent or the LEA knew or should have known about the alleged action that forms the basis of the request. There are limited exceptions to this timeline. This timeline will not apply to the parent if the parent was prevented from filing a Due Process Hearing Request due to either (1) specific misrepresentations by the LEA that it had resolved the problem forming the basis of the hearing request, or (2) the LEA’s withholding of information from the parent that the LEA was required provide.

Filing and Service of the Due Process Hearing Request. The party requesting the hearing must send a copy of the Due Process Hearing Request to the other party and, at the same time, to the Office for Dispute Resolution by mail addressed to the Office for Dispute Resolution, 6340 Flank Drive, Suite 600, Harrisburg, Pennsylvania 17112, or by electronic mail addressed to ODR.pattan.net, or by facsimile at (717) 657-5983.

Contents of Due Process Hearing Request. The Due Process Hearing Request must contain the following information:

1. The name of the child, the address where the child lives, and the name of the school the child is attending or, if the child is homeless, available contact information for the child and the name of the school the child is attending;
2. A description of the nature of the problem, including facts relating to such problem; and
3. A proposed resolution of the problem to the extent known and available to the party filing the Due Process Hearing Request.

Challenging Sufficiency of the Due Process Hearing Request. The Due Process Hearing Request will be considered to be sufficient unless the party receiving it notifies the Hearing Officer and the other party in writing within fifteen (15) days of receipt that the receiving party believes the Request does not meet the requirements listed above.

Response to Request. If the LEA has not sent a prior written notice, such as a Notice of Recommended Educational Placement, commonly referred to as a “NOREP”, to the parent regarding the subject matter contained in the parent’s Due Process Hearing Request, the LEA must send to the parent, within ten (10) days of receiving the Due Process Hearing Request, a response including the following information: (1) an explanation of why the LEA proposed or refused to take the action raised in the Hearing Request, (2) a description of other options the Individualized Education Program (“IEP”) Team considered, if any, (3) and the reasons why those options were rejected, (4) a description of each evaluation procedure, assessment, record, or report the LEA used as the basis for the proposed or

refused action and (5) a description of the factors that are relevant to the proposal or refusal. Filing this response to the parent's Due Process Hearing Request does not prevent the LEA from challenging the sufficiency of the Due Process Hearing Request. If it is the parent receiving the Due Process Hearing Request, then a response to the Due Process Hearing Request must be sent to the other side within ten (10) days of receipt of the request. The response should specifically address the issues raised in the Due Process Hearing Request.

Hearing Officer Determination of Sufficiency of the Due Process Hearing Request. Within five (5) days of receiving a party's challenge to the sufficiency of the Due Process Hearing Request, the Hearing Officer must make a determination based solely on the information contained within the Request whether the Request meets content requirements listed above. The Hearing Officer must immediately notify both parties in writing of his or her determination.

Subject Matter of the Hearing. The party requesting the due process hearing is not permitted to raise issues at the due process hearing that were not raised in the Due Process Hearing Request (or Amended Due Process Hearing Request) unless the other party agrees otherwise.

Resolution Session. Before a due process hearing can take place, the LEA must convene a preliminary meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the Due Process Hearing Request in an attempt to resolve those issues without the need to proceed to a due process hearing. This preliminary meeting must be convened within fifteen (15) days of the receipt of the Due Process Hearing Request. A representative of the LEA who has decision-making authority must be present at this meeting. The LEA may not have an attorney attend the meeting unless the parent is also accompanied by an attorney. Parent advocates may attend the meeting. At the meeting, the parent will discuss the Due Process Hearing Request, and the LEA will be provided the opportunity to resolve the Due Process Hearing Request unless the parent and the LEA agree, in writing, to waive this meeting, or agree to use the mediation process. If the parent and LEA resolve the issues in the Due Process Hearing Request at the preliminary meeting, they must put the agreement terms in writing, and both the parent and a representative of the LEA who has the authority to bind the LEA must sign the agreement. The agreement is a legally-binding document and may be enforced by a court. Either the parent or LEA may void the agreement within three (3) business days of the date of the agreement. After three (3) business days, the agreement is binding on both parties.

Amended Due Process Hearing Request. Either the parent or a LEA may amend its Due Process Hearing Request only if the other party consents in writing to the amendment and is given the opportunity to resolve the issues raised in the Due Process Hearing Request through a resolution session, or the Hearing Officer grants permission for the party to amend the Due Process Hearing Request. However, the Hearing Officer may grant this permission not later than five (5) days before a due process hearing occurs.

Timeline for Completion of Due Process Hearing. If the LEA has not resolved the Due Process Hearing Request within thirty (30) days of receiving it, or within thirty (30) days of receiving the Amended Due Process Hearing Request the due process hearing may proceed and applicable timelines commence. The timeline for completion of due process hearings is forty-five (45) days, unless the Hearing Officer grants specific extensions of time at the request of either party.

Disclosure of Evaluations and Recommendations. Not less than five (5) business days prior to a due process hearing, each party must disclose to all other parties all evaluations completed by that date, and recommendations based on the offering party's evaluations that the party intends to use at the due

process hearing. Failure to disclose this information may result in a Hearing Officer prohibiting the party from introducing the information at the hearing unless the other party consents to its introduction.

Due Process Hearing Rights. The hearing for a child with a disability or thought to have a disability must be conducted and held in the LEA at a place and time reasonably convenient to the parent and child involved. The hearing must be an oral, personal hearing and must be closed to the public unless the parent requests an open hearing. If the hearing is open, the decision issued in the case, and only the decision, will be available to the public. If the hearing is closed, the decision will be treated as a record of the child and may not be available to the public. The decision of the Hearing Officer must include findings of fact, discussion, and conclusions of law. Although technical rules of evidence will not be followed, the decision must be based upon substantial evidence presented at the hearing. A written or, at the option of the parent, electronic verbatim record of the hearing will be provided to the parent at no cost. Parents may be represented by legal counsel and accompanied and advised by individuals with special knowledge or training with respect to the problems of children with disabilities. Parents or parent representatives must be given access to educational records, including any tests or reports upon which the proposed action is based. A party has the right to compel the attendance of and question witnesses who may have evidence upon which the proposed action might be based. A party has the right to present evidence and confront and cross-examine witnesses. A party has the right to present evidence and testimony, including expert medical, psychological, or educational testimony.

Decision of Hearing Officer. A decision made by a Hearing Officer must be made on substantive grounds, based upon a determination of whether the child received a FAPE. In disputes alleging procedural violations, a Hearing Officer may award remedies only if the procedural inadequacies impeded the child's right to a FAPE; significantly impeded the parents' opportunity to participate in the decision-making process regarding the provision of a FAPE to the child; or caused a deprivation of educational benefits. A Hearing Officer may still order a LEA to comply with procedural requirements even if the Hearing Officer determines that the child received a FAPE. The parent may still file a Complaint with the Bureau of Special Education within the Pennsylvania Department of Education regarding procedural violations.

Civil Action. A party that disagrees with the findings and decision of the Hearing Officer has the right to file an appeal in state or federal court. In notifying the parties of the decision, the Hearing officer shall indicate the courts to which an appeal may be taken. The party filing an appeal is encouraged to seek legal counsel to determine the appropriate court with which to file an appeal. A party filing an appeal to state or federal court has ninety (90) days from the date of the decision to do so.

Attorney's Fees. A court, in its discretion, may award reasonable attorney's fees to the parent of a child who is a prevailing party or to a State Educational Agency or LEA against the attorney of the parent who files a Due Process Hearing Request or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of the parent who continued to litigate after the litigation clearly became frivolous, unreasonable or without foundation; or to a prevailing State Educational Agency or LEA against the attorney of the parent, or against the parent, if the parent's Due Process Hearing Request or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation. Fees awarded will be based on rates prevailing in the community in which the action or proceeding arose for the kind and quantity of attorney services furnished.

The federal law imposes certain requirements upon the parent and LEA and in some circumstances may limit attorney fee awards. Parents should consult with their legal counsel regarding these matters. The following rules apply: Attorney's fees may not be awarded and related costs may not be

reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to the parent if the offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedures, or, in the case of an administrative hearing, at any time more than ten (10) days before the proceeding begins; the offer is not accepted within ten (10) days; and the court finds that the relief finally obtained by the parent is not more favorable to the parent than the offer of settlement. Attorney's fees may not be awarded for time spent attending any meeting of the IEP team unless the meeting is convened as a result of an administrative proceeding or judicial action. A due process resolution session is not considered to be a meeting convened as a result of an administrative hearing or judicial action, nor an administrative hearing or judicial action for purposes of reimbursing attorney's fees. The Court may reduce the amount of any attorney's fee award when: (a) the parent, or the parent's attorney, during the course of the action or proceeding unreasonably protracted the final resolution of the controversy; (b) the amount of the attorney's fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience; (c) the time spent and legal services furnished were excessive considering the nature of the action or proceeding; or (d) the attorney representing the parent did not provide to LEA the appropriate information in the Due Process Hearing Request. These reductions do not apply in any action or proceeding if the court finds that the State or LEA unreasonably protracted the final resolution of the action or proceeding.

Child's Status During Administrative Proceedings. Except for discipline cases, which have specific rules, while the due process case, including appeal to a court of competent jurisdiction, is pending, the child must remain in his or her present educational placement unless the parent and LEA or State agree otherwise. If the due process hearing involves an application for initial admission to public school, the child, with parental consent, must be placed in the public school program until completion of all the proceedings, unless the parent and LEA agree otherwise.

Private School Tuition Reimbursement. In some cases, parents of children who were identified by the public school as eligible for special education and related services and who received such services can recover in a due process hearing or from a court an award of private school tuition reimbursement. Parents can also receive such awards if their child was in need of special education and related services but were not offered such services in a timely manner. To obtain an award of tuition reimbursement, parents must notify their public school of their intent to enroll their child in a private school either verbally at the last IEP team meeting prior to withdrawing their child or in writing received by the public school at least ten days prior to the date on which the child is withdrawn from public school. Parents can obtain tuition only when they can prove at a special education due process hearing that (1) the public school failed to offer an appropriate program or placement to the child, (2) the parents therefore placed their child in a private school, and (3) the private school placement was proper. Tuition reimbursement awards can be denied or reduced if the parent's behavior was improper or if the parents delay unreasonably in asserting a claim against the public school in a due process hearing. **Such awards can also be denied or reduced if the parents fail to do one of the following: (1) notify the public school of their intent to place the child in a private school at public expense during the last IEP team meeting prior to the planned placement, or (2) notify the public school in writing of their intent to place the student in a private school at public expense at least ten days before withdrawing the student for that purpose.**

Mediation. Parties may agree to submit their dispute to the mediation process by requesting mediation from the Office for Dispute Resolution. Mediation may be requested in place of or in addition to a due process hearing. If a hearing is also requested, mediation cannot delay the scheduling of the due process hearing, unless the Hearing Officer grants a continuance for that purpose at the request of a party. An impartial, trained mediator facilitates the mediation process, which is scheduled at a time and

location convenient to the parties. The parties are not permitted to have attorneys participate in the process. Any resolution reached through mediation must be reduced to writing, which will be binding on the parties.

Rights under Section 504 of the Rehabilitation Act of 1973. As noted above, some students with disabilities who are not in need of special education and related services are nevertheless entitled to adaptations and accommodations in their school program or in the physical environment of school buildings, grounds, vehicles, and equipment, when such adaptations or accommodations are required to enable the student to access and participate meaningfully in educational programming and extracurricular activities. Parents are entitled to a written description of the adaptations and accommodations that the public school is willing to offer. This written description is called a “service agreement” or “accommodation plan.” The rights and protections described above under the headings “Notice,” “Consent,” “Protection in Evaluation Procedures,” and “Maintenance of Placement” apply to students receiving adaptations and accommodations under Section 504. Parents who have complaints concerning the evaluation, program, placement, or provision of services to a student may request either an informal conference with the public school or a due process hearing. The hearing must be held before an impartial hearing officer at a time and location convenient to the parents. Parents have the right to request a free written or electronic transcript or recording of the proceedings, to present evidence and witnesses disclosed to the public school, to confront evidence and testimony presented by the public school, to review their child’s complete educational record on request before the hearing, to receive a written decision from the hearing officer, and to be represented by counsel or an advocate of their choice. An appeal may be taken from the decision of the hearing officer to a court of competent jurisdiction.

Compliance Complaints. In addition to the above hearing rights, parents and others with complaints concerning the education of a child with disabilities or violations of rights guaranteed by either the IDEA or Section 504 may file complaints with the Pennsylvania Department of Education, which must investigate such complaints and issue written findings and conclusions. Information concerning such complaints can be obtained at the following address:

Pennsylvania Department of Education
Bureau of Special Education
Division of Compliance Monitoring and Planning
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333
(800) 879-2301

Students Who are Mentally Gifted

All Lancaster County School entities, except charter schools, also offer special education services, in the form of acceleration or enrichment, for students who are identified by a gifted multidisciplinary team (“GMDT”) as “mentally gifted.” A child is considered mentally gifted when his or her cognitive ability or other factors, as determined by a multidisciplinary team evaluation, indicate that he or she has outstanding intellectual ability the development of which requires special programs and services not ordinarily available in the general education program. The school entity engages in screening activities during regular classroom instruction and uses the data thus generated to determine whether a GMDT evaluation is warranted. In addition, parents may request gifted screening or a GMDT evaluation at any time. Parents are part of the GMDT and, if their child is determined to be mentally gifted, are part of the development and annual review and revision of their child’s gifted individualized educational program (“GIEP”) as a member of the GIEP team. The GIEP describes the present levels, annual goals and measurable objectives, and specially designed instruction and related services through which the

District will provide the enrichment or acceleration, or both, that is needed to develop the outstanding mental ability of the child. Parents of students who are mentally gifted have the right to request a special education due process hearing or to file a compliance complaint with the Pennsylvania Department of Education at the above address. Details concerning the procedures governing hearing requests can be found on the Website of the Office for Dispute Resolution as <http://www.pattan.k12.pa.us>.

A child can be identified as both a child with a disability and mentally gifted. In such cases, the rights of the child and his or her parents are governed by the rules applicable to children with disabilities and their parents, as described above.

Student Records

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

Records are maintained as long as they remain educationally relevant. The purposes of collecting and maintaining records are (1) to ensure that the child receives programs and services consistent with his or her IEP; (2) to monitor the ongoing effectiveness of programming for the child; (3) to document for the public school and the parents that the student is making meaningful progress; (4) to satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; and (5) to inform future programming for and evaluations of the child. When educational records, other than those which must be maintained, are no longer educationally relevant, the public school must so notify the parents in writing and *may* destroy the records or, at the request of the parents, *must* destroy them. Public schools are not required to destroy records that are no longer educationally relevant unless the parents so request in writing.

The Pennsylvania Department of Education (“PDE”) will destroy or have destroyed all test booklets for the Pennsylvania System of School Assessment (“PSSA”), Keystone Exams, and Pennsylvania Alternative System of Assessment (“PASA”) one year from the date on which student results are delivered. PDE will also destroy or have destroyed all answer booklets for the PSSA and Keystone exams and all media recordings for the PASA three years from the date on which the assessment is completed.

Parent consent. Parent consent is required in writing prior to the release of any personally identifiable information concerning a child with disabilities. Parent consent is not required, however, prior to the

release of information (1) to a hearing officer in a special education due process hearing; (2) to public school officials, including staff and contractors, with a legitimate educational interest in the information; (3) to officials or staff of other schools and school systems at which the student is enrolled or intends to enroll; (4) to federal or state education officials and agencies and to the Comptroller of the United States; (5) to accrediting organizations to carry out their accrediting functions; (6) to comply with a lawful subpoena or judicial order; (7) in conjunction with a health or safety emergency to the extent necessary to protect the health and safety of the child or others; or (8) that the public schools have designated as “directory information.” Disclosure without consent of the parent is subject to certain conditions more fully described in the Family Educational Rights and Privacy Act, 20 U.S.C § 1332g, and its implementing regulation, 34 C.F.R. Part 99.

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

“Directory information.” Public school entities designate certain kinds of information as “directory information.” The public schools of Lancaster County typically designate the following as “directory information”: (1) the name, address, telephone number, and photographs of the child; (2) the date and place of birth of the child; (3) participation in school clubs and extracurricular activities; (4) weight and height of members of athletic teams; (5) dates of attendance; (6) diplomas and awards received; (7) the most recent previous institution or school attended by the child; and (8) names of parents, siblings, and other family members. The District will provide this information to any interested person, including armed forces recruiters who request it, without seeking consent from the parents of the student or the student. Parents who do not want the District to disclose such information *must so notify the District in writing on or before the first day of the school term.* Written notice must identify the specific types of directory information that the parent does not want the District to disclose without consent. If the parent fails to notify the District in writing by the first day of the school term, the District may release directory information upon request and without consent.

Disclosure of records containing personally identifiable information to other schools and institutions. Public school entities disclose personally identifiable information concerning students to educational agencies or institutions at which the student seeks to enroll, intends to enroll, or is enrolled, or from which the student receives services, when that agency or institution requests such records.

Access to records by school officials with a “legitimate educational interest.” School officials with a legitimate educational interest in the personally-identifiable information contained in education records can have access to personally identifiable information without parent or student consent. Each school entity designates in its education records policy those persons who have a “legitimate educational interest” that would allow such access to education records. Such persons typically include teachers of the child, building administrators, guidance counselors to whom the child is assigned, members of instructional support and multidisciplinary teams in the course of screening and evaluation activities, records custodians and clerks, public school administrators with responsibility for programs in which the student is enrolled or intends to be enrolled, school board members sitting in executive session in consideration of matters concerning the child upon which only the school board can act, program

specialists and instructional aides working with the child, therapeutic staff working with the child, and substitutes for any of the foregoing persons

Amendment of education records. After reviewing records, a parent or a student who has attained the age of 18 can request that records be amended. The school will make the requested changes or reject the request within forty-five days of the receipt of the request in writing. If the school rejects the request, the parent or student may request an informal hearing. The hearing can be held before any public school official who does not have a direct interest in its outcome. If the parents are dissatisfied with the outcome of the informal hearing, they may submit to the public school a statement outlining their disagreement with the record. The school thereafter must attach a copy of that statement to all copies of the record disclosed to third parties.

Complaints to the United States Department of Education. Complaints concerning alleged failure of a public school entity to comply with the requirements of the Family Educational Rights and Privacy Act may be addressed to the United States Department of Education as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

More detailed information concerning the student records policies of each Lancaster County School entity, including information concerning the definition of the terms “directory information” and “school official with a legitimate educational interest,” the process of excluding individual child information from disclosure as “directory information,” and the process for seeking amendment of school records, can be obtained by contacting the Local School Entity at the addresses provided below.

This notice is only a summary of the special education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child contact Warwick School District (contact information below). For preschool age children, information can also be obtained, and screenings and evaluations requested, by contacting the Lancaster/Lebanon Intermediate Unit.

Warwick School District Contact Information:

Warwick School District, 301 West Orange Street, Lititz PA 17543, 717-626-3734
Contact: Dr. Melanie Calender, Assistant Superintendent, 717-626-3734 x3733
Website: www.warwicksd.org

Early Intervention Contact Information:

Lancaster/Lebanon Intermediate Unit, Early Intervention Services, 1020 New Holland Avenue,
Lancaster, PA 17601, 717-606-1601 or toll free 888-745-0771.
Website: www.iu13.org

EVALUATION FOR SPECIAL EDUCATION SERVICES

The evaluation process is a team evaluation designed to provide a comprehensive report describing a student’s educational strengths and needs. This team, that includes parents as essential members, determines whether a student meets a definition of exceptionality (described in state standards and regulations) and needs “specially designed” instruction as described in an Individualized Education Plan (IEP), often delivered by a special education teacher. This team is chaired by a certified school

psychologist and/or the building principal. **Requests for screening and evaluation are to be made to the building principal in writing.**

EVALUATION FOR 504 SERVICE PLANS

The evaluation process is a team evaluation designed to provide a review of eligibility of services based on an existing condition. The 504 Plan will address areas of concern based on the school team and parent feedback. This team, that includes parents as essential members, determines whether a student meets a definition of need and develops an accommodation plan based on the needs of the child. This team is chaired by a school counselor or learning facilitator. **Requests for screening and evaluation are to be made to the building principal in writing.**

EVALUATION FOR GIFTED SERVICES

The evaluation process is a team evaluation designed to provide a review of eligibility of services based on eligibility. The Gifted Individualized Education Plan (GIEP) will address areas of enrichment based on the gifted evaluation. This team, that includes parents as essential members, determines whether a student meets a definition of gifted and develops the GIEP, often delivered by a gifted support teacher. This team is chaired by a certified school psychologist and/or the building principal. **Requests for screening and evaluation are to be made to the building principal in writing.**

CONTINUUM OF SERVICES

Warwick School District provides a range of supports and programs for students with special needs. The least restrictive environment (LRE) concept is used as the foundation for these supports and services. The mission associated with LRE is education all students in an environment that is close to the general education classroom as possible. Below is a list of supports and services that are used to ensure an appropriate education for all students:

- General education class with support strategies and intervention
- Tiered instruction
- Speech and Language Therapy
- Hearing and Vision Therapy/consultation
- Gifted Support programs
- Learning Support programs
- Emotional Support programs
- Life Skills Support programs
- Multiple Disabilities service
- Autistic Support programs
- Approved Private Schools
- Residential Placement

It should be noted that some more restrictive services are accessed through a partnership with IU13 and/or other agencies. Building Principals, Learning Facilitators/School Counselors, and School Psychologists are able to provide details, supports, and services available to all Warwick School District school-aged students. In addition, parents may contact the Student Services Department at 626-3734.

LANCASTER-LEBANON INTERMEDIATE UNIT 13

EARLY INTERVENTION PROGRAM

The Lancaster-Lebanon Intermediate Unit 13 provides services for children who are developmentally delayed between ages of three years and school age. Programs are available in a number of settings throughout the two-county area. These services are available at no cost to parents. Programs are funded through state and federal monies. Some of the services available are classroom services, physical therapy, occupational therapy, and speech and language therapy. If you have a child who might be eligible for services, or if you know of a child who needs services, please call 717-606-1894. Early Intervention makes a difference in a child's life.

ATTENDANCE

The full version of the attendance policy can be found in the [Warwick Student Attendance Manual](#) on the school's webpage under the information header. Information contained in that manual include:

- PA Compulsory Education Law
- Absence from School
- Unexcused Absence
- Excused Absence
- Educational Trips
- Medical Appointments
- District Accountability for Absences
- Written Notification for Absences
- School-Family Conference and Student Attendance Improvement Plan (SAIP)

ABSENCE FROM SCHOOL

Absence is defined as the nonattendance of a student on a day that school is in session. It is expected that a parent/guardian notify the school about the student's illness or family emergency on the day of the absence.

Phone calls to the homes of students who are absent are made each day. This is done to accurately monitor student attendance. If convenient, you may call the attendance office (626-3701 Ext. 3806) to leave a message indicating your child will be absent. **THIS DOES NOT TAKE THE PLACE OF A WRITTEN EXCUSE. WRITTEN EXCUSES MUST BE RETURNED FOR ALL ABSENCES.**

A student arriving at school between the hours of 10:00 AM and 1:00 PM are recorded as a half day absence. Students arriving after 1:00 PM are recorded as a full day absence.

Absent students are not permitted to attend or participate in any school related extracurricular or athletic activities on that day.

UNEXCUSED ABSENCE

Parents/guardians must provide a signed written explanation for the absence of their student. All absences should be treated as unexcused until the school district receives a written excuse explaining the reason(s) for an absence. Parents/guardians and students should submit the written explanation

within three (3) school days of the absence. If no written explanation is provided, the absence is recorded as unexcused. Plain text email communication is not accepted as signed, written explanation of an absence. Likewise, if a written explanation offers an excuse for absence that is not allowable (as outlined in [Board Policy No. 204](#) of the attendance manual), the absence will be recorded as unexcused. Unexcused absences may include, but are not limited to, absences from school due to parental neglect, parental consent for reasons other than those specifically excused, illegal employment, and truancy. If a written explanation is questionable in nature, the absence will be investigated. An absence only becomes excused when the school codes it accordingly. Students who have accumulated 6 or more unexcused absences are considered habitually truant. Students who are under the age of 17 with an unexcused absence, as per the Pennsylvania Department of Education definition, are considered truant. All parents will be contacted by the school when a child reaches three consecutive unexcused absences to develop a plan to reduce truancy. Students ages 17 and older will be dropped from the active roster after 10 days of consecutive unexcused absences.

EXCUSED ABSENCE

An excused absence from school is broadly defined by the state. Excused absences from school at the Warwick School District include the following:

- Illness
- Prearranged medical, dental, clinic, or hospital appointment
- Court appearances
- Funeral of relative
- Educational trips pre-approved by the appropriate administrator—not to exceed a total of five (5) school days
- Pre-approved annual visits to post-secondary options: (Elementary and Middle School students will not be excused to attend college visits)
- Authorized school activities
- Family emergencies per principal discretion
- Observance of student's religious holiday
- Participation in religious instruction program—maximum of 36 hours annually
- Attendance of PA State Farm Show—one (1) day only
- Participation in a 4-H, FFA or combined 4-H and FFA project—upon written request
- Hunting—maximum of three (3) days annually
- Performance/Non-school Sponsored Activities – 1-15 pre-approved cumulative school days

A maximum of ten (10) days of cumulative excused absences verified by parental notification are permitted during a school year. All cumulative excused absences verified by parent note beyond ten (10) days will require an excuse from a physician. Students who have excused absences have the opportunity to make up any work missed. It is expected that students complete the work within the time frame allotted by school staff.

WRITTEN NOTIFICATION FOR ABSENCES

The Warwick School District has implemented the following guidelines for monitoring attendance and providing written notification to parents/guardians about their student's absences.

Excused Absences:

- After a student has seven (7) absences, a Doctor's Excuse Warning Letter is issued to the parent/guardian.
- After a student has ten (10) absences, a Doctor's Excuse Required Letter is sent to the parent/guardian. Subsequent absences that do not have an accompanying doctor's note will be considered unexcused.
- The written excuse is to be submitted within three (3) days of the absence.

Unexcused Absences:

- Tardy minutes are accumulated toward unexcused time. In addition, if a student is tardy three times, a warning letter is sent to families reminding them of the school start time and consequences for unexcused time. Absences are treated as unexcused until the school receives a written excuse, to be submitted within three (3) days of the absence.
- After a student has one (1) unexcused absence, the school will send an Unexcused Absence Warning Letter.
- After a student has three (3) unexcused absences, the school sends an Unexcused Absence Letter (the first official notice) via certified mail, which includes: (a) dates of the three (3) unexcused absences (or accumulated school time missed), and (b) legal penalties resulting from additional unexcused absences. If the letter is returned, the school will send another one using regular mail service.
- After the third unexcused absence, the school may coordinate a School Attendance Improvement Plan (SAIP) meeting to resolve the issue. All parties (student, parent/guardian) sign the SAIP at the conclusion of the meeting.
- Students who have accumulated six (6) or more unexcused absences are considered habitually truant.
- Additional unexcused absences (6 or more) will result in a referral to Children and Youth if the child is under 15 years of age, and a possible referral to Children and Youth if child is 15 years of age or older.
- The district may refer parents to the District Magistrate's office after 6 unexcused absences (habitually truant).

TRUANCY

Truancy is defined as an absence from school without the knowledge or permission of the parents/guardians or the school.

Students are to comply with the Compulsory Attendance Requirements of the Public School Code. Parents and guardians are to help enforce this law by making sure that their children attend school on a regular basis. Failure to attend school on a regular basis, to be truant or otherwise illegally absent, may result in fines to the parent and possibly the student.

TARDINESS TO SCHOOL

Tardiness is defined as a late arrival to school. Middle School students are to be in homeroom by 7:52 AM. **A student who is not in his homeroom by 7:52 is considered tardy and should report to the office.**

In order to participate in extracurricular activities, students must be in attendance at school by 10:00 am on the day of the practice, rehearsal, event, etc.

If a student arrives tardy to school three times or if the minutes of tardiness are excessive, the parent will receive a tardy warning letter. All tardy minutes are accumulated toward unexcused time.

LEAVING SCHOOL DURING THE SCHOOL DAY

Students may be excused from school during the regular day only with the permission of the Principal or Assistant Principal. Leaving the building without such permission is considered truant and a class cut.

MEDICAL APPOINTMENTS

Students with an appointment to visit a doctor or dentist during school hours may be excused for the absence if a signed written request provided by the parent/guardian prior to the event. The written request should include the name of the physician and appointment time. A note from the doctor/dentist must be given to the office upon the student's return to school. If a student does not bring a note to school before leaving for an appointment, the absence is marked unexcused.

If an appointment becomes necessary at the last minute, the parent/guardian should contact the building to provide authorization for the student to leave school. A note from the doctor/dentist should follow the student's return to school, recognizing the three-day grace period.

The building administrator may require a 30-day doctor's certificate or 30-day letter in situations where frequent absences and/or tardy minutes are occurring and/or it appears absences and/or tardy minutes are unexcused. Students with this type of intense medical need are seeing a physician regularly. This requirement may remain in effect for the remainder of the school year. The 30-day certificate or letter is required to have the following information: diagnosis, 30-day prognosis, symptoms that require student to remain in the home, date, and physician signature.

Students participating in extracurricular activities are strongly encouraged to make appointments after school hours. In order to participate in extracurricular activities, students must be in attendance at school by 10:00 AM on the day of the practice, rehearsal, event, etc. If students in extracurricular activities have a doctor's appointment, they must provide a doctor's note to be permitted to engage in the activity.

EDUCATIONAL TRIPS

A student is permitted to take excused educational trip(s) up to 5 school days each school year with his/her parents/guardians. These trips are to be pre-approved and comply with program requirements as described in the Student Handbook. When an educational trip requires an absence of one day from school, an [Educational Trip Request Form](#) must be completed and given to the building administrator for prior approval. Parents should submit the forms a week prior to the trip for appropriate processing time. When an educational trip requires an absence of two or more consecutive days, the Educational Trip Request Form must be completed and returned to the Superintendent's Office at least one week prior to the trip. See the Appendices section for a copy of this form. The form is also located on the district and school websites.

Educational trips for the first and last ten days of school and during scheduled testing times (for state-mandated assessments - PSSA, Keystone Exams; final exams) are strongly discouraged and

may not be approved during these windows. The testing calendar is available in your student's school office.

Educational trips will not be approved for students who are failing their subjects or have unexcused absences. Shopping trips and similar activities will not be approved as educational trips. Parents/guardians are encouraged to contact the student's building administrator for details relating to excused absences for educational trips.

HOMEBOUND INSTRUCTION

Homebound instruction is available for resident students who are unable to attend regular school sessions due to medical conditions based on a doctor's note. Contact your child's guidance counselor for more information (626-3701 Ext. 3810).

CLASSROOM ASSIGNMENT PROCEDURES

It is Warwick School District's practice that, prior to implementing consequences for not completing classroom assignments, educators will advise parents at the beginning of the course/class of their homework procedures and expectations regarding academic responsibilities for the students. The sharing of these expectations will include the consequences the students will experience should they fail to be responsible for their work. Modifications will be made for students' academic programs if determined appropriate by an Individualized Education Program (IEP) or 504 Accommodation Plan.

MAKE UP WORK

Students are expected to make up work missed during absences from school. If a student knows of an absence before it occurs, such as an extended hospitalization or a family trip, they should inform their teachers and the office before the date of the absence. If a student is absent one day, they are encouraged to collect their assignments from a friend or when they return to school. If the student is absent more than one day, a parent may request assignments by 9:00 AM on the morning of the second day to be picked up in the school office after 3:15 PM. Books may be picked up upon request.

The following time limits shall be enforced by the faculty and respected by the students:

- When a short-term absence (one to four days) occurs, all work missed shall be made-up within the number of days absent (1=1, 2=2, 3=3, 4=4).
- When a prolonged absence occurs (five or more days), all work missed shall be made-up within a period of time not to exceed twice the number of days the student was absent.

Students are encouraged to meet with their teacher at a mutually convenient time to collect missed work and develop a make-up schedule if necessary. Teachers are willing to assist students with their work.

CONTACT INFORMATION/CHANGE OF ADDRESS

Warwick School District uses the automated communication service Blackboard Connect to send phone calls and emails to parents in the event of an emergency or early dismissal. It is also used to keep parents up to date with important school information.

Please verify your contact information on the first day of school using the parent contact information form that is sent home with all students. You can also verify your contact information at any time by logging into Warwick WebGrades and clicking on the contact info tab. If student or parent contact information changes throughout the year, the parent should contact the school to update this information.

Students who change their residential mailing address should report the change promptly to the office so that records may be corrected. A copy of a document listing a current address must be submitted as a Proof of Residency (examples would be a copy of utility bill, lease, deed, etc.).

WITHDRAWAL PROCEDURES

Families planning to transfer out of the district need to complete a [Withdrawal Form](#) and [Permission for Exchange of Information Form](#). Both forms are available in the middle school office. You can also find them on the district website under *Quick Links > Enrollment/Withdrawal*. All textbooks must be returned to the proper teachers. All library fines and other bills must be paid before a student is cleared to withdraw. Health records and transcripts are sent to the new school upon the request of that school.

BUSES

The privilege of any pupil to ride a school bus is conditional upon good behavior. Any pupil who violates the rules or regulations established by the driver may be reported to the principal of the school for necessary corrective action.

The Warwick School District has a great concern for the safety and security of those students who vary their transportation schedule. There is the increased possibility of not picking up a waiting student, or of dropping a student at an incorrect stop on any given day. The District's liability carrier strongly recommends that we discontinue this dangerous practice. Consequently, effective September 6, 1994, the following policy was put into effect.

Exceptions to the assigned transportation may be granted by building principals for emergencies such as illness or death in the immediate family, parents out of town, etc. Telephone requests will be taken in case of emergency only. Requests for transportation changes for non-emergency reasons (working on school projects, staying overnight with a friend, parents work schedule, scout meetings, etc.) will **NOT** be accepted. All other requests must be made by completing a [Transportation Request Form](#) and submitting it to the Transportation Coordinator at the District Office. Notes requesting transportation changes signed only by parents will no longer be accepted by bus drivers. The Transportation Request Form must be submitted at least 5 days in advance of the request to the Transportation Director.

Students are permitted to ride only the bus to which they are assigned. In addition, they are permitted to get on or off the bus only at the stop to which they are assigned for safety reasons.

If a bus student wants to walk, a note from a parent/guardian must be handed in to the office no later than the morning the student wishes to walk.

If your child is to be transported to and/or from school at a location other than your home, please fill out a Transportation Request Form and return it to the transportation coordinator in the district office. Forms may be picked up at the district office.

Students who ride buses are expected to be courteous to the driver and fellow students. Bus drivers have the authority to devise rules and regulations to insure the safety of passengers. According to Pennsylvania law, students may be assigned seats. In case of repeated misbehavior, students may lose the privilege of riding the bus. Loss of bus privilege is not an excuse to miss school.

Students should be at their assigned bus stop 5 to 8 minutes before their pickup time. The bus cannot wait at stops. Buses are permitted to leave a stop when students are not present at the bus stop.

We appreciate your cooperation in this matter. If you have any questions, feel free to call the Transportation Coordinator, at 626-3734 Ext. 3880.

AUTOMOBILES

Students who are transported to and from school in automobiles should load and unload from their cars in the front of the middle school building using the small circle area. We ask that all cars pull through to the front of the circle. There is additional parking by the soccer fields towards Limerock Road. No cars are permitted to block the main road.

BICYCLES/SCOOTERS/SKATEBOARDS

Students who travel to school on bicycles or scooters must obey all rules of safe driving. Bicycles and scooters should be parked in the bike racks provided. For your protection, it is recommended that a bicycle lock be used.

Skateboards should not be ridden in school and must be kept in the office if it does not fit in the locker.

MINI-BIKES

The School Board prohibits the use of mini-bikes and motorcycles on school property at any time, including weekends and holidays.

Operators of these vehicles, on any school district property, will be subject to prosecution.

WALKERS

Walkers must arrive at the middle school by 7:45 AM.

Walkers should NOT delay their arrival to or departure from school by unauthorized stops or visits.

Walkers are permitted to leave at 2:55 PM. All walkers should leave school property as soon as possible following dismissal. Bus students will be dismissed beginning at approximately 3:00 PM. It is imperative that all walkers are off of school grounds by that time.

DRESS PHILOSOPHY

With the constant and rapid change in fashion, a code of dress, which specifies the length, colors or types of clothing to be worn in school, becomes a challenge. We may revise our policies as needed during the school year. Administration may impose limitations on dress or attire that cause the disruption of the educational process or constitutes a safety hazard.

Students shall be dressed in clean, neat apparel worn in the intended manner. Clothing must cover stomach, back, chest, upper thighs, and undergarments.

Shoes must be worn for health and safety reasons. Bare feet, slippers, or socks only are not permitted.

Students are NOT permitted to wear clothing that may be considered a distraction to the learning environment. This includes but is not limited to:

- Clothing that advertises Drugs, Alcohol, Tobacco or Violence.
- Clothing that suggests a double meaning regarding sex, drugs, or inappropriate language.
- Revealing attire: No undergarments should be visible.
 - Muscle shirts or tank tops (straps less than 2 inches wide or oversized armholes)
 - Halter tops, Tube tops
 - Boxer shorts
 - Midriff blouses
 - See-through blouses
 - Off-the-shoulder tops
 - Jeans ripped above mid-thigh
- Inappropriate attire:
 - Bandanas/handkerchiefs as hats
 - Hoods, hats/caps
 - Collars with studs
 - Sunglasses
 - Pajama bottoms
 - Coats/jackets/gloves

Students who do not comply with the school regulations may be asked to change into clothing provided by the school, or asked to call home for a change of clothing. If students refuse to change or are unable to reach their parents, they may be assigned in-school suspension. Additional consequences may be assigned for repeated violations.

BACKPACK AND HANDBAG GUIDELINES

Students are permitted to carry backpacks to and from school. Backpacks must be kept in their locker. Students must carry their school computer in the laptop bag provided by the district. Drawstring bags may be utilized to transport physical education clothes.

Students are **NOT** permitted to carry backpacks, tote bags or large purses/pocketbooks to and from classes during the school day.

MORNING BEHAVIOR GUIDELINES

7th grade students should report to the gym and 8th grade students should report to the cafeteria upon arrival. All students may enter the cafeteria for breakfast.

The following guidelines are presented in order that proper behavior can be maintained:

- Students are to behave in a proper manner.
- Fighting and horseplay are prohibited.
- Students who report to the cafeteria or gym must remain there until the bell rings unless they have a pass to report to a different location.
- Students reporting to the cafeteria are to remain seated at the tables.
- Students are expected to treat other students with respect.
- Students are permitted to use electronic devices during this time. Camera (photos) or video use is not permitted.

At 7:45 AM, students are dismissed from the gym/cafeteria, which allows seven minutes to go to their lockers and report to homeroom. There is a warning bell that sounds at 7:50 to notify students that they have two minutes to report to homeroom.

HOMEROOM

Each student begins and ends his/her school day in an assigned homeroom.

Morning homeroom: At this time attendance is taken, opening exercises are conducted, and announcements are made over the public address system. A warning bell will sound at 7:50 AM notifying students that they have two minutes to report to homeroom. **Students are expected to be in their seat promptly at 7:52 AM** so that they are not marked absent or tardy.

Afternoon homeroom: Walkers are dismissed at 2:55 PM. Bus students are to remain in their homerooms from 2:55 until they are dismissed by the public address announcement. In order for a bus student to walk home, a note must be submitted that morning.

ANNOUNCEMENTS

Each morning beginning at 7:52 AM, announcements are made to all students over the public address system. Student organizations desiring to make announcements must present a written copy on the forms available in the office. These announcements should be submitted by 3:00 PM on the day before the announcement is to be read.

CAFETERIA

Warwick participates in the National School Lunch Program and is in compliance with the rules and regulations of the program. Warwick considers breakfast and lunch to be an important part of a child's day. Good nutrition helps insure that a student is ready to learn. For this reason, Warwick will not deny a meal to any student for non-payment. The student may choose any of the meals offered on the menu.

Warwick encourages families to set-up an account on EZSchoolPay.com. EZSchoolPay is an on-line lunch payment service. Setting up an account enables parents/guardians to check their student's

account balance daily. This is a great way for parents to insure that students have funds for breakfast or lunch. It is free to set-up an account, however there is a fee for each credit card transaction.

BORROWING LUNCH MONEY

Students are allowed to borrow money for the full or partial cost of a meal. Money should be paid back as quickly as possible.

- When money is borrowed, an email will be sent home to advise families of the amount owed.
- Negative balances will be deducted from monies deposited to a student's account.
- Money may not be borrowed for ala carte purchases.

Breakfast Prices:

- Student \$1.50
- Reduced Breakfast Free
- Milk \$.50

Lunch Prices:

- Student \$2.75
- Warrior \$3.50
- Reduced Lunch \$.40
- Milk \$.50

All students must go to the cafeteria for lunch. Books and materials should be placed in the cubicles provided in the cafeteria for this purpose. No food or drink (except water) is to be taken outside of the cafeteria.

The following procedures are in place in the cafeteria:

- All students are to report directly to the cafeteria at the time they are scheduled.
- Students are to be seated in their assigned area upon entering the cafeteria.
- The monitors will direct students to the serving line when it is their turn.
- Students are to remain seated until they have finished their lunch. Students will return their tray to the dishwashing windows and put trash in the appropriate receptacle.
- Students return to the seat where they were eating and remain there until the monitor/bell dismisses them.
- Students are not permitted to leave the cafeteria for any reason without permission.
- Students are to talk quietly to the students at their table.
- Students who do not follow these directions and/or show disrespect to cafeteria personnel may be subject to disciplinary procedures which may include removal from the cafeteria.

FREE AND REDUCED LUNCH

Free and reduced priced lunches are available for families who meet income requirements, are receiving benefits from Supplemental Nutrition Assistance Program, or Temporary Assistance for Needy Families. Students who are currently designated as Homeless and those in foster care also qualify for free lunches. Click on the following link to apply online,

<https://paschoolmeals.com/Register.aspx>

Paper applications can be obtained at your child's school. If you have any questions or need help, call (717) 626-3701, Ext. 3722.

MEAL PLAN MODIFICATIONS

Some students with medical disabilities may require a modified meal plan. If your child may qualify, parents should contact the building principal for information related to a 504 Service Plan. Parents should supply a signed medical note with the following information:

- Information about the child's physical or mental impairment that is sufficient to allow the school to understand how the impairment restricts the child's diet;
- An explanation of what must be done to accommodate the child; and
- The food or foods to be omitted and recommended alternatives, if appropriate.

In some cases, more information may be required. For example, if the child requires caloric modifications or the substitution of a liquid nutritive formula to accommodate a disability, this information must be included in the statement.

STUDENT COUNCIL

The Student Council of Warwick Middle School is made up of both 7th and 8th grade students who complete an application process at the beginning of the school year. These students represent their peers in matters concerning the student body and typically meet on a bi-weekly basis. Student Council is constantly striving to create and sponsor various activities to meet the needs of students and the community, such as fundraisers, spirit days, contests and dances. Student Council is a self-supporting organization that sponsors functions and projects that have educational and social merit and have been approved by administration and a majority of its members.

STUDENT ASSISTANCE PROGRAM (SAP)

The Student Assistance Team attempts to identify high-risk students at the elementary, middle or high school who may be having school-related concerns because of alcohol and drug use, other addictive behaviors, mental health concerns, or who are at risk of suicide or self-harm. Student assistance teams are comprised of professionally trained staff members who will establish a confidential profile of the student's behaviors. It is not the function of the SAP Team to diagnose chemical dependency or to determine specific treatment programs, but rather to identify patterns of behavior that are associated with alcohol and drug usage. When such patterns of behavior are discovered, the student is referred to a professional agency for a formal diagnosis and possible treatment. Students can receive help from the SAP Team by contacting a SAP Team member or a school counselor.

LIBRARY

Students are encouraged to use the library facilities for class assignments, individual projects, and personal interests. The card catalog is computerized and there are many other educational programs on the library computer network. All computers are also connected to the Internet to take advantage of the PA Power Library and other educational sites.

Materials in the library are available to all students. Such items should be checked out at the library desk. Students are reminded to return materials on time and to treat all materials in the library with care.

LOCK PROGRAM/LOCKERS

All students are assigned a locker the first day of school. Homeroom teachers provide each student with a combination lock. The serial number is logged with the student's name.

Once assigned, the lock is the student's responsibility. \$7.00 is charged to replace a lost or stolen lock.

THE ONLY LOCKS PERMITTED ON STUDENT LOCKERS ARE THOSE OBTAINED THROUGH THIS PROGRAM.

Gym Lockers: All students are assigned a locker for physical education classes. Combination locks are provided for the gym lockers. Students should use the locks on the large lockers when participating in gym classes. All personal items should be locked in the large locker. Students who lose locks are charged \$7.00.

All lockers are, and shall remain, the property of the school district, and to the extent students have any privacy of lockers at all, is very limited.

Students are responsible for locking their assigned lockers and not sharing their combination to ensure the security of their personal belongings and school property entrusted to them.

HALL PROCEDURES

Middle school students are expected to conduct themselves as ladies and gentlemen in the halls. There should be no running, pushing, or shoving at any time in the halls.

HALL PASSES

Students in halls, except when classes are passing, must have appropriate signed passes from the teacher to whom they are responsible. Students arriving at school to meet with a teacher or do work assigned by a teacher must have a hall pass signed by the teacher so that they may be admitted to a particular area of the building. Students are responsible for carrying their passes issued by the homeroom teacher. When the pass is completely filled, the homeroom teacher will issue a new pass.

PHYSICAL EDUCATION UNIFORMS

Students must change both tops and bottoms to participate in class. They can wear a t-shirt (short or long sleeve), shorts, leggings or sweatpants. The clothes should be red, black, white or grey. Clothes that are worn for PE class should not be worn at anytime before or after PE while in school.

PHYSICAL EDUCATION EXCUSE

Students may be excused from physical education classes by submitting to the physical education teacher a note signed by their parent/guardian to be excused. The teacher will accept 3 excuses per semester. Each of the excuses is valid for a single physical education class. After a student has submitted three one-day notes to be excused from class, he or she is required to get a physician's note for additional excuses from physical education class.

PROJECT PAYMENTS

Materials for required projects in Technology Education, Art, and Family and Consumer Science are available from the school. Since the project becomes the personal property of the student, a fee may be charged for all materials used in making the project. The teachers will inform the student of the cost of the materials. If cost is an issue contact an administrator or your child's counselor.

ADMINISTRATIVE PROCEDURES FOR USE OF VIDEO MONITORS ON SCHOOL BUSES AND IN FACILITIES

PURPOSE

The use of video cameras on school buses is aimed at preventing discipline problems from occurring while not serving as a threat to normally acceptable student behavior. Video cameras add a dimension of verification of student behavior that will not further detract driver attention. Video monitoring will not replace the responsibility of the driver to control the students riding his/her bus. All bus discipline policies and procedures remain in effect, and the driver must continue to monitor the behavior of riders as has been expected in the past.

PROCEDURES FOR USE OF CAMERAS

Please be aware that all Warwick School District facilities and vehicles are being monitored by audio video surveillance devices. Recordings by camera will not be used on a routine basis as a means of spotting discipline problems. Building principals may use recordings to determine the appropriateness of student behavior. They are used for verification only if a bus/van driver needs assistance in sorting out the necessary facts. Recordings will be reviewed only by appropriate school personnel. Parents will not be given the opportunity to review them unless their child is involved in a violation and is receiving disciplinary action as a result of that infraction, and only if the recording was used to determine the violation. Drivers will not discuss the use of cameras and/or tapes with students, especially avoiding any conversation regarding the presence of a camera on the bus. Students are informed that all WSD buses and vans are equipped with audio video devices. The audio recording shall not be used as a basis for disciplining students. Recordings will be erased one week after the original taping or until a pending disciplinary situation requiring use of said recording is completed. No recording shall be used for any purpose other than those stated above.

VIDEO/PHOTO RELEASE

Warwick School District reserves the right to use student photographs and/or videos for in-house publications and as part of its instructional program (i.e. newsletter, teacher website), our website,

and/or school district social media accounts (district level accounts only). Any families who do not wish to have photographs or images of students used for Warwick School District purposes shall write an opt-out letter to the principal of their child's school. This letter should be completed each year.

VIDEO SURVEILLANCE

Warwick School District uses video surveillance equipment on campus and video/audio on district-provided transportation. There should be no expectation of privacy on the campus or various modes of transportation provided by the Warwick School District due to the use of this safety and security equipment. Videos and images are housed within the district and are for official use only.

ELECTRONIC DEVICES POLICY AND BRING YOUR OWN DEVICE (BYOD)

The School Board prohibits the use of personal communication devices, cellular telephones, laptops, personal digital assistants, and other emerging technologies by students during the school day, except for instructional use under the authority of the teacher or administrator. The School Board prohibits the use of any electronic device that has the capability to take photographs or record audio or video except for instructional use under the authority of the teacher or administrator.

BYOD "Bring Your Own Device" is an initiative that allows students who have personal technology devices to bring them to school and connect to the School District's wireless Internet network. Students must complete the BYOD Access Quiz annually to gain access to the BYOD wireless network. This quiz can be accessed in Moodle.

Violations of any Board policies, administrative procedures or school rules involving a student's personally owned device may result in the loss of use of the device in school and/or disciplinary action. The school reserves the right to inspect a student's personal device if there is a reason to believe that the student has violated Board policies, administrative procedures, school rules or has engaged in other misconduct while using their personal device. The School District shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student.

The Board prohibits possession of laser pointers and attachments and telephone paging devices/beepers by students on school property, on buses and other vehicles provided by the district, and at school-sponsored activities.

While students are engaged in school-sponsored activities, the privilege of carrying a cell phone or other personal communication device may be revoked if the device becomes a disruption or the student misuses the device.

The transmission of unauthorized or confidential information through electronic devices is restricted. In addition, the Board prohibits student use of any device that provides for a wireless, unfiltered connection to the Internet. ([Board Policy No. 815](#))

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's electronic device policy by publishing such policy in the student handbook, newsletters, posted notices, and other efficient methods.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior approval of the building principal or designee. ([Board Policy No. 237](#))

Cell Phones/Telephone Pagers

With prior administrative approval, the telephone paging device/beeper prohibition shall not apply in the following cases:

- A student who is a member of a volunteer fire company, ambulance or rescue squad.
- A student who has a need for such a device due to the medical condition of an immediate family member.
- Other reasons determined appropriate by the building principal.

Laptop Computers/Personal Digital Assistants/Cell Phones

Laptop computers and personal digital assistants (PDAs) brought to school shall be restricted to classroom or instructional-related activities. Students shall comply with the guidelines set by school officials for the educational use of laptop computers and PDAs.

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device. The confiscated item shall not be returned until contact has been made with a parent/guardian.

Students and parents should review the Electronic Devices Policy in its entirety on the school district's website.

IPADS/IPODS/MP3 Players/Game Systems

Students are not permitted to have IPODS, MP3 players or Game Systems in the classroom, with exception of before school in the cafeteria or gym and during lunch.

Students may not carry IPODS, MP3 players or Game Systems players in the hallways between classes. If these devices are visible during the school day, they will be confiscated and retained in the main office. Devices will be returned to the student on the first offense only. Subsequent violations will result in confiscation of the device and parents will be required to pick up the device. In addition, discipline may be assigned.

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device. The confiscated item shall not be returned until contact has been made with a parent/guardian.

Electronic devices that have been used or suspected to have been used to disrupt the educational environment are subjected to be search by Administrator and/or confiscated for investigative purposes. They may be handed over to the police if necessary and may result in disciplinary action.

Students and parents should review the Electronic Devices Policy in its entirety on the school district's website.

HEALTH SERVICES

ILLNESS DURING SCHOOL HOURS

A health room is available for all pupils who become ill during school hours. If a pupil becomes ill or is injured during school hours, he/she should obtain permission from the teacher in charge of the class to go to the school nurse. In the event of the nurse's absence, the student shall report to the office. On occasion, the nurse may determine that the child should be sent home due to illness. Parents will be requested to come for a child who is too ill to continue in school. All nurse dismissals will be excused absences. **Students who attend school, become ill and arrange to go home independent of the school nurse will be marked unexcused.** It is important that you return the "Annual Health Updates" at your earliest convenience so that we know how to proceed if your child becomes ill. Only in emergency cases will the student be taken to the hospital.

IMMUNIZATION REQUIREMENTS

The Pennsylvania School Immunization Law requires the following immunizations for all students entering school for the first time:

- 4 doses of tetanus, diphtheria and acellular pertussis (DTaP or DTP) vaccine, with 1 dose administered on or after the fourth birthday.
- 4 doses of polio vaccine, with 1 dose administered on or after the fourth birthday and 6 months after previous dose (a fourth dose is not necessary if the third dose was given at age 4 or older and was at least 6 months after the previous dose).
- 2 doses of measles, mumps and rubella usually given as MMR administered at 12 months of age or older and the second dose administered at least 30 days after the first dose.
- 3 properly spaced doses of hepatitis B vaccine, with a minimum of 28 days between the first and second doses, and the third dose separated by at least 4 months after the first dose and at least two months after the second dose. The third dose must be given after 6 months of age.
- 2 doses of varicella (chickenpox) vaccine or evidence of immunity.

Students entering 7th grade or older need these additional vaccines:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap).
- 1 dose of meningococcal conjugate vaccine (MCV).

Proof of immunization is required before a student may enter school for the first time or transfer from another school. Students will be excluded from school if immunizations are not completed by the date established by the Pennsylvania Department of Health. Proof of immunization means a written record showing the dates (month, day, year) the student was immunized. Parents are also encouraged to provide to the school nurse the dates of all immunization boosters that the student receives during his/her school years. The only exemptions to the school laws for immunization are medical reasons documented by your medical doctor and religious/philosophical beliefs. If you have any questions, please contact Karen Umble, our school nurse at 626-3701 ext 3816.

MANDATED HEALTH SCREENINGS

Height & Weight	All Grades	Yearly
Body Mass Index (BMI)	All Grades	Yearly

Vision (near and far vision acuity)	All Grades	Yearly
Convex Lens Vision Test	1 st Grade & All New Entrants Not Previously Screened	Yearly
Color Vision Test	2 nd Grade & All New Entrants Not Previously Screened	Yearly
Depth Perception Vision Test	2 nd Grade & All New Entrants Not Previously Screened	Yearly
Hearing	K, 1 st , 2 nd , 3 rd , 7 th , 11 th & Students w/ Previous Hearing Failures	Yearly
Scoliosis	6 th & 7 th Grades	Yearly
Dental Exam	K or 1 st , 3 rd , 7 th & Students w/ Incomplete Health Records	Yearly
Physical Exam	K or 1 st , 6 th , 11 th & Students w/ Incomplete Health Records	Yearly

MEDICATION POLICY

When possible, all doses of medicine should be given at home. If it is necessary to take medication at school, the following procedures must be followed:

- All medication must be kept in the health room. Students may not carry medicine of any kind or keep the medicine in their lockers or desks. Students needing to carry and self-administer asthma inhalers and/or Epinephrine auto-injectors will be permitted to do so upon receipt of the self-administration authorization forms completed by the parent/guardian and the licensed prescriber each school year.
- It is the expectation of the District that the parent/guardian or adult authorized by the parent/guardian deliver the medications to the nurse. It is also the responsibility of the parent/guardian or adult authorized by the parent/guardian to pick-up any remaining medication from the nurse.
- It is the responsibility of the student to report to the nurse at the time the medication is to be given.
- All medications require both written parent/guardian consent and written authorization from the Pennsylvania licensed prescriber. Medication orders must be presented to the nurse in writing, with an original signature, or an authorized electronic signature of the licensed prescriber. Written parent/guardian consent and written authorization from the licensed prescriber for medication administration is required each school year, and also each time a change in medication type, dosage, or time of administration occurs throughout the school year.
- Over-the-counter (nonprescription) medications require both written parent/guardian consent and written authorization from the licensed prescriber.

Standing orders written by the school physician(s) authorize the administration of certain over-the-counter medications as outlined in the Warwick School District's "[Health Room Guidelines for First Aid and Emergency Care](#)." Medications that can be administered per the standing orders are listed on the "Annual Health Update" form and require annual written parent/guardian consent.

- All medications must be sent in the original container with proper and legible labels affixed. Expired medications and medications sent in baggies, plastic containers, etc., will not be administered.
- Please feel free to contact the nurse with any questions regarding the above guidelines.

To review the entire Warwick School District Policy regarding the administration of medications in school, refer to [Board Policy No 210](#).

DENTAL EXAMINATION

All seventh grade students and those students with incomplete health records are required by the Pennsylvania School Health Law to have a dental examination. It is recommended that your family dentist perform your child's dental exam as he or she can best evaluate and assist in obtaining the necessary corrections. The school dentist will examine your child if this is not possible. Examinations performed by your family dentist must be performed **no earlier** than July 1st of the previous (sixth grade) school year and returned to the school nurse by November 30th of the current (seventh grade) school year. Failure to return a form completed by the family dentist or signed permission for the school exam will require the involvement of the principal. Click [here](#) to print a dental exam form.

MEDICAL SCREENINGS AND EXAMINATION

Height, weight, and vision screenings are performed annually for all students, as outlined by the Pennsylvania School Health Law. Rapid hearing screenings and scoliosis screenings are performed for all seventh grade students. Parents can set-up a portal account to access a student's health screening results through the confidential online "health report card."

Complete medical examinations are required for those students entering the Middle School with incomplete health records. It is recommended that your child's physician perform this examination. The school doctor will examine your child if this is not possible.

COMMUNICABLE AND OTHER DISEASES

A student may be temporarily excluded from school because of symptoms suggesting a communicable disease or other condition that may be transmitted. Students are sent home from school if they are obviously ill or have a temperature at or above 100 degrees, have unusual skin eruptions, and/or other symptoms suggestive of an infectious condition. Students excluded under these conditions may return when they are judged to be noninfectious by the school nurse or upon certification by a physician indicating that the student is free of such disease or condition. It is advised that a student be fever-free for 24 hours before returning to school.

SCHOOL INSURANCE

Standard student accident insurance is provided by Warwick School District for all students. Additional insurance policies will be offered for purchase at a minimum cost. The school derives no profit from this service. Students may enroll in the plan during the first two weeks of school. Homeroom teachers will collect the premium. It should be noted that this insurance is a contract between the parents and

the insurance company, and all negotiations other than the purchase of the policy must be with the agent of the company.

WATER BOTTLES

Students are permitted to carry a water bottle during the day. They must be clear plastic, have a leak proof lid, and not larger than 16 oz. They may be filled at a water fountain between classes. Any accidental spills must be wiped up.

ATHLETIC ELIGIBILITY

ACADEMIC ELIGIBILITY FOR INTERSCHOLASTIC ATHLETICS AND EXTRACURRICULAR ACTIVITIES

1. Any student failing two (2) or more subjects and is not passing four (4) full credits, or the equivalent, will be considered academically ineligible for competitions and performances.
2. Eligibility shall be cumulative from the beginning of a grading period, and shall be reported on a weekly basis. Eligibility will be checked on Fridays for the following week. In cases where a student's cumulative work from the beginning of the grading period does not meet the above requirements in number 1, he/she shall be ineligible from the Sunday through Saturday immediately following the Friday it was checked.
3. In cases where a student's work in any preceding grading period does not meet the requirements provided for in number 1, said student shall be ineligible to participate in interscholastic athletics and extracurricular activities for fifteen (15) school days of the next grading period, beginning on the first day report cards are issued, except as provided in number 4 below. Incomplete assignments may be made up, provided they are completed in accordance with the regular rules of the school.
4. Student athletes who are academically ineligible will still be permitted to practice with the team. Academically ineligible student athletes will NOT BE ALLOWED to be dismissed early for an away contest.
5. At the end of the school year, the student's final credits in the student's subjects rather than the student's credits for the last grading period shall be used to determine the student's eligibility for the next grading period.

Extracurricular activities include: Athletics, Marching Band, Cheerleading, Fall Play, Spring Musical, and Drama.

FACILITY USE

Any organization requesting access or use of the building/grounds for activities must complete an electronic Facility Use Request. Click [here](#) for the direct link, or go to the Quick Links tab on the Warwick School District website. Select "For the Community" and then under the heading, Warwick School District, select "Rent Warwick Facilities."

This request must be completed for all building use requests, including Locker Decorations, Clubs, etc. Students are responsible for providing their locker numbers to the parent's organizations, not the middle school office.

FUNDRAISING ACTIVITIES

Fundraising activities are kept to a minimum and occur with the approval of the principal. Students are reminded that they may not sell, trade or exchange items during the school day.

LOST AND FOUND

When students find items in school, which do not belong to them, these items should be turned in to the office.

The owner may claim lost items, upon proper identification, in the office.

If you lose a textbook, check the lost and found areas. If the book is not found, report the loss to the teacher who the book belongs. Students will have to pay for lost books. If a book is damaged due to improper care the student must pay for repairs or replacement.

The physical education teachers maintain a separate lost and found box. Students should also check with these teachers for lost items.

SCHOOL TELEPHONE

When an unforeseen emergency occurs, call the office and leave a message for your child. School staff will deliver emergency messages to your child as needed.

Students may use the office telephone only for emergency situations. Encourage your child to remember to bring lunch money, musical instruments, and homework, as well as notes with special requests. This contributes to developing a sense of responsibility. The use of personal communication devices, cellular telephones, laptops, personal digital assistants, and other emerging technologies by students during the school day is prohibited, except for instructional use under the authority of the teacher or administrator.

VISITORS

Electronically controlled locks at building entrances have been installed as an additional security measure to further protect students and school personnel. Once the school day has begun, all doors to the building are secured.

All visitors and parents/guardians should use the main entrance at the front of the building. All persons must report directly to the middle school office to register. Parents/guardians/visitors are then required to wear a visitor pass, which should be returned to the middle school office upon departure from the building.

EMPLOYMENT CERTIFICATE (WORKING PAPERS)

Employment certificates are required by Pennsylvania law for employment of all persons between the ages of 14 and 18. Students desiring an employment certificate should consult the high school office

for the necessary information and forms. Students must bring with them a document showing proof of birth date (birth certificate, baptism, driver's license, or a passport).

CHEATING/PLAGIARISM

In any academic environment, it is essential that each student be responsible for his/her own accomplishments. Cheating, copying another student's work, sharing answers, and plagiarism are unacceptable practices. Students who work collaboratively on assignments without explicit pre-approval from their teacher will be cited for cheating. When it has been determined that a student has cheated, copied, or plagiarized, the teacher will immediately notify parents and provide information to the school administration for discipline and further determination of how grading of assignment/assessment will be addressed.

Cheating: the giving, receiving, or using of aid or assistance not authorized by the teacher on a test, quiz, project, or other form of work submitted for assessment or evaluation.

Plagiarism: the unacknowledged use of another person's work. This use would include words, phrasing, data or ideas, whether published or unpublished, in any form of work submitted as the student's own for assessment or evaluation.

Cheating is the act of gaining an unfair advantage, or misrepresenting one's knowledge. It includes, but is not limited to:

- Using or consulting unauthorized materials or using unauthorized devices on papers, quizzes, test or examinations;
- Using any portion of a paper or project to fulfill the requirements of more than one course, unless the student has received prior permission to do so;
- Intentionally misrepresenting the need for extra time on any assignments, papers, quizzes, tests or examinations, in order to gain more information;
- Choosing to be absent on the due date of a paper, project, quiz or test;
- Copying answers from another student's quiz or test;
- Allowing another student to copy answers from a quiz or test;
- Orally communicating answers during a quiz or test;
- Transmitting answers by use of non-verbal signals during a quiz or test;
- Digitally communicating or transmitting answers regarding a quiz or test;
- Using notes or other unauthorized materials during a quiz or test;
- Gaining access to test questions or answers before a test without permission of the teacher;
- Violating test or assignment procedures established by the teacher;
- Copying the homework of another student and submitting it as one's own;
- Collaborating with others or with written materials in take-home assignments unless expressly allowed to do so by the teacher;
- Misrepresenting sources by listing materials in a works cited that were not actually used;
- Obtaining a paper from any source (a person, at text, on-line) and submitting it to a teacher as one's own work; and,
- Lying about any of the above.

Plagiarism includes, but is not limited to, the following behaviors:

- Directly copying part or all of another person's work and presenting it as your own;

- Submission of papers or reports from commercial research companies, including on-line sources;
- Copying portions of a text without crediting sources; and,
- Rephrasing another person's ideas and presenting them as your own without crediting sources.

PUBLIC DISPLAYS OF AFFECTION

Kissing, hugging, holding hands or any form of prolonged physical contact is considered inappropriate behaviors during the school day.

GUIDELINES ON DISCIPLINE

PHILOSOPHY

- Discipline in the school is essential to ensure an orderly environment in which each person may live and learn to his/her full potential in harmony with others.
- The most effective discipline is self-discipline. Self-discipline means the ability to control one's actions, to respect the rights and property of others and to develop the sensitivity to the feelings of others. Each student should learn to exercise self-discipline. The purpose of a school discipline policy is to assist each student to discipline him/herself.
- When a student's behavior impedes his/her own learning and that of others, disciplinary actions must be imposed to protect the rights of others.
- In accordance with Pennsylvania School Law, every teacher and administrator has the authority to monitor and adjust the conduct and behavior of the students during the time students are attending school, **including the time students are going to and from their homes.**
- When corrective or remedial action becomes necessary, sound disciplinary procedures for all school related activities helps establish basic tenets that contribute to education and harmony in the school.

ADMINISTRATIVE RESPONSIBILITY

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute a violation of Board policy and/or the code of student conduct.

The penalty phase of the Guidelines on Discipline follows a progressive pattern.

- Repeated, chronic or cumulative offenses may require increased or higher levels of interventions/consequences.
- Serious violations may require increased/higher levels of interventions and consequences.

GENERAL DISCIPLINE ACTION

Discipline problems occur for a variety of reasons and in varying degrees of frequency and severity. The disciplinary action may vary, depending on the individual situation and student. The administration may use its discretion in altering the severity of the punishment when necessary.

School counselors and administrators are available for consultation with students, parents and school staff at any point in the discipline process.

In general, these steps are followed when resolving a concern:

Classroom Level Interventions/Consequences

- Warning
- Loss of privileges
- Seat changes
- Parent contact
- Teacher conference with student
- Counseling/Mentoring
- In-class time-out
- Reinforcement of appropriate behaviors
- Before or after school detention
- Lunch detention
- Behavior contract

Administrative Level Interventions/Consequences

- Warning
- Parent contact/involvement
- Teacher and administrator conference with student
- Counseling/Mentoring
- Reinforcement of appropriate behaviors
- Lunch detention
- Before or after school detention
- Behavior contract
- Saturday detention
- In-school suspension
- Out-of-school suspension
- Building hearing
- Administrative hearing
- Police involvement

DISCIPLINARY DEFINITIONS

The following terms are defined so that students, parents and school personnel understand clearly the actions that are being taken to resolve a particular problem.

During all forms of detention electronic devices are collected for the duration.

Lunch Detention - This is assigned by staff or administration for minor infractions. Students are assigned to an alternate room during lunch where they may work on assignments, read and eat lunch. They are given limited menu choices. It is meant to be a quiet time where there is no socializing with their peers.

Teacher Detention – This detention is assigned by an individual teacher for minor classroom infractions. It is to be served before or after school any day, Monday through Friday, in the teacher's classroom.

Administrative Detention - Administrative detention is held after school, Tuesday or Thursday, from 3:10 to 4:10 PM. A printed detention memo listing the reason(s) for detention is sent home with the student. It is the responsibility of the student to have the detention memo signed by a parent and returned to the office the next day.

Saturday Detention - Saturday detention is from 8:00 to 11:00 AM at the Warwick High School. A Warwick School District teacher is responsible for supervising students in Saturday detention. Students are responsible to bring assignments to complete. Parents are responsible for providing transportation to and from Saturday detention.

In-School Suspension – This is assigned to students for a serious offense or to students who frequently cause disruptions. The student should report to WMS office in the morning as soon as they arrive to school. In-school suspension may be served at the middle school or high school. A student serving in-school suspension may not attend any school activity during the day(s) or evening(s) of suspension.

Suspended students are expected to complete work while on in-school suspension and will have the same amount of days to make up their work that they were suspended. (i.e. suspended for 5 days, student has 5 days upon return to make up work).

Out-of-School Suspension - Students are placed on out-of-school suspension for serious offenses or for frequently causing disruptions. The suspended student may not be on school property or attend school activities during that time period. A student may be assigned out-of-school suspension for a period of one to ten days, depending on the nature of the offense. A parent conference may be requested by the administrator handling the referral.

Suspended students are expected to complete work while on out-of-school suspension and will have the same amount of days to make up their work that they were suspended. (i.e. suspended for 5 days, student has 5 days upon return to make up work.)

Building Hearing – A building hearing is held as needed in order to review a student's performance and make suggestions to modify the student's behavior. This is a formal meeting involving the student, parents and school personnel.

Administrative Hearing - This hearing is a formal meeting before the Superintendent of Schools, or designee, involving the student, parents and school personnel. The purpose of the administrative hearing is to review the student's record and to determine appropriate actions. Recommendations by the Superintendent may include a probationary period monitoring the student's progress, extended suspension, or expulsion from school. The action taken will depend on the frequency and severity of the offense(s).

Judiciary Committee of the School Board - The School Board holds a formal meeting with the students, parents and school personnel to review the student's record. The School Board has the authority to expel students for the balance of the school year.

SEARCHES

The School Board acknowledges the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling the district's interest in protecting and preserving the health, safety and welfare of the school population, enforcing rules of conduct, and maintaining an appropriate atmosphere conducive to learning.

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant,

when in school, on school grounds or when otherwise under school supervision, if there is reasonable suspicion that the place or item to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board Policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or item being searched.

Refer to [Board Policy No. 226](#) for more information.

BULLYING/CYBERBULLYING (Policy No. 249)

The Warwick Board of School Directors is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying/cyberbullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits all forms of bullying/cyberbullying by district students.

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

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

School setting means in the schools, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, or sanctioned by the school.

Each student is responsible to respect the rights of others and to ensure an atmosphere free from bullying. A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct/Student Handbook, which may include but is not limited to the following:

- Counseling within the School
- Parental conference
- Loss of school privileges
- Transfer to another classroom or bus
- Exclusion from school-sponsored activities
- Detention
- Suspension
- Expulsion
- Recommend counseling/therapy outside of school
- Referral to law enforcement officials

All forms of bullying are unacceptable. Any student who believes he/she has been subjected to bullying/cyberbullying should promptly report such bullying to a staff member.

Bullying, as defined in this policy, includes cyberbullying. The term bullying or cyberbullying shall not be interpreted to infringe upon a student's rights to engage in legally protected speech or conduct.

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

District administration shall annually provide the following information with the Safe School Report:

- Board's Bullying Policy
- Report of bullying incidents
- Information on the development and implementation of any bullying prevention, intervention or education programs

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district web site, if available.

EDUCATION

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

SUICIDE AWARENESS, PREVENTION, RESPONSE POLICY

The adoption of new policy ([#819](#)) on June 16, 2015 was in direct response to an amendment to Section 1526 of the Public School Code of 1949, which states that all LEA's (Local Education Agencies) must adopt a Youth Suicide Awareness and Prevention policy prior to the start of the 2015-2016 school year that includes: Four hours of professional development training every five years on youth suicide awareness and prevention for professional employees assigned to school buildings serving grades six through twelve.

Policy 819 also contains:

- A statement on youth suicide awareness and prevention.
- Protocols for administering youth suicide awareness and prevention education to staff and students.
- Methods of prevention, including procedures for early identification and referral of students at risk of suicide.

- Methods of intervention, including procedures that address an emotional or mental health safety plan for students identified as being at increased risk of suicide.
- Methods of responding to a student or staff suicide or suicide attempt.
- Reporting procedures.
- Recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs.

The District remains committed to all venues of student safety and wellness, as noted in the additional policies of [#249](#) (Bullying/Cyberbullying), [#248](#) (Unlawful Harassment), [#247](#) (Hazing), and [#252](#) (Dating Violence).

If you or someone you know are in need of immediate support, please call Crisis Intervention: 394-2631.

HARASSMENT POLICY

The Warwick School Board strives to provide for its students and employees an educational environment that is free from discrimination and harassment. It shall be the policy of the school district, therefore, to maintain an environment in which harassment in any form is not tolerated. Harassment includes, but is not limited to, verbal and physical conduct that substantially interferes or disrupts another's work performance, the work of the school or the rights of others and their ability to work and/or receive an education. Harassment includes, but is not limited to, repeated slurs, jokes, offensive or derogatory comments or phrases, or other verbal, graphic, physical conduct or actions characterizing a given racial or ethnic group or relating to an individual's race, color, religion, ancestry, sex, national origin, age, handicap/disability, or any other characteristic protected by federal, state, or local law, including criminal harassment and stalking as defined by the Pennsylvania Criminal Code. Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other inappropriate verbal or physical conduct or a sexual nature. Harassment of any student or employee by another person is prohibited. Any person who believes he/she has been subjected to harassment should promptly report, orally or in writing, such harassment to a staff member or his/her immediate supervisor or the director of human resources.

STUDENT HARASSMENT

The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of harassment.

For purposes of this policy, harassment shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, sex, age, disability, sexual orientation or religion when such conduct:

- Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
- Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
- Otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:

- Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
- Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
- Such conduct deprives a student of educational aid, benefits, services or treatment.
- Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Examples of conduct that may constitute sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

In order to maintain an educational environment that discourages and prohibits unlawful harassment, the Board designates the Superintendent as the district's Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall include the position, office address and telephone number of the Compliance Officer.

The administration shall be responsible to provide training for students and employees regarding all aspects of unlawful harassment.

Each staff member shall be responsible to maintain an educational environment free from all forms of unlawful harassment.

Each student shall be responsible to respect the rights of their fellow students and district employees and to ensure an atmosphere free from all forms of unlawful harassment.

The building principal or designee shall be responsible to complete the following duties when receiving a complaint of unlawful harassment:

- Inform the student or third party of the right to file a complaint and the complaint procedure.
- Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
- Notify the complainant and the accused of the progress at appropriate stages of the procedure.

- Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or a district employee.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal.

If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.

The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.

Step 2 – Investigation

Upon receiving a complaint of unlawful harassment, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

Step 3 – Investigative Report

The building principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

The findings of the investigation shall be provided to the complainant, the accused, and the Compliance Officer.

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur.

Disciplinary actions shall be consistent with the Student Code of Conduct, Board policies and district procedures, applicable collective bargaining agreements, and state and federal laws.

If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

Appeal Procedure

- If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.
- The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.
- The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation.

FIRE DRILL

Fire drills are a necessary safety routine and are held monthly throughout the year. The object of the fire drill is to evacuate the building quickly and safely.

Fire drill instructions concerning the proper exits to use are discussed by your homeroom teacher. Each room will have a sign indicating which exit to use during a fire drill.

When the alarm sounds, students should exit from the classroom in a single line. Move quickly, but DO NOT RUN to the nearest exit. The last person out of the room should turn off the lights and close the door. **There should be no talking during the drill.**

The first two students to arrive at the exit door should remain at the doors and hold them open until all persons are out of the building. The doors should be closed when everyone is out of the building. When given an "all clear" signal, students should return to the building in a quiet, orderly manner.

If a fire drill should occur while students are in the cafeteria, all students should exit by the nearest door in the cafeteria.

EMERGENCY AND INCLEMENT WEATHER PROCEDURES

During each school year there may be occasions requiring delay in opening the school, early dismissals or closing of schools due to emergencies or inclement weather. When it becomes necessary to change normal school operations every attempt is made to promptly notify members of the staff, pupils, and the general public. The following procedures are used should it become necessary to alter school schedules:

Delayed Openings - The public schools will open either one or two hours later than usual. Should it be necessary to delay the opening of school, a specific opening time will always be given in public announcements. Buses will make their regular runs, but one or two hours later than usual, depending upon the opening time of school.

Early Dismissal - Pupils are released from school prior to the regular dismissal time.

School Closings - School is closed for the entire day. School closings are announced on a day-to-day basis. These announcements are effective only for the day the announcement is made.

Announcements are posted on the school district website, and broadcasted by radio stations WDAC, WIOV, WITF, WJTL, WLAN, WLPA, WMIX, WSBA, and TV stations WGAL, BLUE RIDGE CATV,

WHTM, WPMT. Information pertaining to the operation of the school is given to radio and TV stations prior to 6:30 AM and will be broadcast, in most instances, every 15-20 minutes until approximately 8:30.

PLEASE DO NOT CALL THE SCHOOL OR ADMINISTRATION CONCERNING SCHOOL CLOSINGS. LISTEN FOR THE BROADCASTS.

SCHOOL DANCES

Student Council sponsors school dances throughout the year. The dances are for our students only and are intended to allow seventh and eighth grade students the opportunity to socialize under appropriate supervision. By adhering to the rules listed below, the students will have an enjoyable and safe evening.

- Students attending dances are required to remain until the dance is over unless a parent/guardian arrives to pick up their child.
- Students who leave the dance without permission will not be allowed to attend future dances.
- Parents should arrive promptly at the end of the dance for transportation purposes.
- Students who are absent from school or who are suspended on the day of a dance may not attend the dance.
- School dances are open only to Warwick Middle School students.
- Students may not run at any time.
- Students may not sit or stand on the tables or seats.
- Students are allowed to have food and drinks from the concession stand only, and must remain in the lobby (not the cafeteria or gym) while eating and drinking. Please try to keep the area as clean as possible.
- All school rules, including dress, are enforced. Please refer to the section of the Handbook related to Dress Philosophy.
- Students who violate rules or misbehave in any other way will be asked to leave the dance. A phone is provided for them to call parents.

FIELD/ACTIVITY TRIP GUIDELINES

Board policy makes provisions for curricular enrichment through student/teacher involvement in educational field trips, cultural exhibits, special programs, and activities directly related to the curriculum. Field trips must include planned activities for students with prior approval giving due consideration to effective use of instructional time, continuity of instruction for all students, and the cost of such trips to the students and school district.

SUBSTANCE ABUSE

The Warwick School District will work to educate, prevent, and intervene in the use and abuse of all drug, alcohol, and mood-altering substances by the entire student population. A student who, on school grounds, or during a school session, or anywhere at a school-sponsored activity, is under the influence of alcohol, drugs, or mood-altering substances or possesses, uses, dispenses, sells, or aids in the procurement of alcohol, narcotics, restricted drugs, mood-altering substances, or any substance purported to be a restricted substance or over-the-counter drug shall be subjected to discipline pursuant to the provisions and procedures outlined in the student handbook or in Board policy.

PA SCHOOL TOBACCO CONTROL ACT

All persons, including students, employees and visitors, are prohibited from using tobacco in any form in school buildings, in school vehicles and on all school property. The prohibition against student tobacco use includes possession of tobacco in any form.

Tobacco includes a lighted or unlighted cigarette, cigar, pipe or other smoking product or material, and smokeless tobacco in any form. Students in violation of the state School Tobacco Control Act are subject to prosecution by the District Magistrate and are subjected to a fine plus court costs at the discretion of the Magistrate, and will also face building disciplinary action.

Students who use/possess electronic cigarette devices are disciplined in the same manner as students who use tobacco products.

CORPORAL PUNISHMENT

Corporal punishment, including striking or paddling, will not be administered. However, reasonable force or physical restraint may be used by professional staff members if such action is required to respond to one or more of the following circumstances: (a) to quiet a disturbance; (b) to obtain possession of weapons or other dangerous objects; and (c) for the protection of other persons or property.

WEAPONS POLICY ([Policy No. 218.1](#))

Students may not possess, at any time or under any circumstances, a weapon on a school bus or vehicle, in a school building or on the grounds, or during a sponsored activity of the Warwick School District.

Weapon: the term shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, stick, club, firearm, shotgun, rifle, air gun or spring gun, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury.

Possession: A student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

Students are prohibited from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity or while the student is coming to or from school.

In instances where it is determined that students have violated this policy, the following actions will be taken:

- The student will be immediately taken to the principal's office where he/she will remain until parent(s) arrive.
- The weapon or item considered to be a weapon shall be immediately confiscated and secured.
- The incident will be reported to the student's parent(s)/guardian(s).

- The incident will be reported immediately to the police.

In all instances of violations of this policy:

- The administration shall immediately suspend the student from school for ten (10) days.
- The administration shall refer the student to the Board with a recommendation for expulsion from school for the balance of the school year.

CONTROLLED SUBSTANCES/PARAPHERNALIA

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

Controlled substances include:

- Controlled substances prohibited by federal and state law
- Look-alike drugs
- Alcoholic beverages
- Anabolic steroids
- Drug paraphernalia
- Any volatile solvents or inhalants, such as but not limited to glue and aerosol products
- Substances that when ingested cause a physiological effect similar to the effect of a controlled substance as defined by state or federal law, such as but not limited to herbal incense or other products containing synthetic cannabinoids
- Prescription or non-prescription (over the counter) medications, except those for which permission for use in school has been granted pursuant to Board policy

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

Look-alike drugs shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to include others to believe the material is a controlled substance.

Students are prohibited from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during time spent travelling to and from school and to and from school-sponsored activities.

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

- The conduct occurs traveling to and from school or to and from school-sponsored activities
- The student is a member of an extracurricular activity and has been notified that off-campus conduct could result in exclusion from such activities
- Student expression or conduct materially or substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
- The conduct has direct nexus to attendance at school or school-sponsored activity
- The conduct involves the theft or vandalism of school property.
- There is a nexus between the proximity and timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Please refer to the Drug and Alcohol chart in this handbook. (Found at the end of this Handbook)

SUBSTANCE ABUSE AND TOBACCO REGULATIONS FOR EXTRACURRICULAR PARTICIPANTS

Warwick School District provides students with the opportunity to participate in many athletic programs and other extracurricular activities. Participation in such activities is a privilege and not a right.

To protect the health and well being of our students, and the integrity of activities, Warwick School District has established regulations to discourage substance use and assist students through an education/intervention program. Parents and educators must instruct young people about abuse, discipline those who choose to use prohibited substances, and emphasize training and practice rather than the use of chemicals to improve performance.

This contract is to be signed by each student and their parent/guardian at the beginning of the activity. This contract covers all athletic programs and extracurricular activities.

During the regular school year, for extracurricular participants, this contract is in effect twenty-four (24) hours per day, seven (7) days per week for all students during the season or time frame they are participating in extracurricular activities and extend to summer months when they are participating in extracurricular school activities under the supervision of district personnel.

A student who comes in contact with suspected drug or alcohol use should leave or avoid that location IMMEDIATELY to avoid temptation and eliminate suspicion.

If a student participating in interscholastic athletics is found using tobacco products such as cigarettes, snuff, or other tobacco products, that student will be suspended from the interscholastic sports team for seven calendar days. If the student is caught on a second offense, he/she is dismissed from the interscholastic sports team for the duration of the season. If practice for the next season has already begun, the student will not be permitted to participate during the next sports' season.

GUIDELINES - CONTROLLED SUBSTANCES/PARAPHERNALIA VIOLATIONS

Please Note: The order of listed information below is not ranked or sequential, nor is it to be considered an all-inclusive list. The type and duration of discipline listed below are within the discretion of the administration, based on the severity of the offense.

	1 st Offense	2 nd Offense	3 rd & Subsequent Offense
Infraction	Student is using, possessing, distributing, or under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, during the time spent traveling to or from school or school-sponsored activities, or off school property where there is a nexus between the conduct and school.		

<p>Immediate Action</p>	<ul style="list-style-type: none"> ● Principal notified. ● A report of the incident will be written (and submitted to principal). ● Principal should search student, student's possessions, student's locker, and student's vehicle if parked on district property. ● Parent/guardian notified. ● Police notified. 	<p>Same as 1st Offense</p>	<p>Same as 1st Offense</p>
<p>Disposition of Substance</p>	<ul style="list-style-type: none"> ● Items found during the search that are related to the infraction should be placed in an envelope that is sealed and labeled with the student's name, the date, and the names of those present during the search. ● The envelope should be given to the police for further analysis (if warranted). 	<p>Same as 1st Offense</p>	<p>Same as 1st Offense</p>
<p>Discipline</p>	<ul style="list-style-type: none"> ● If the principal, assistant principal, or any other person designated by the Board to enforce this policy, shall have reason to believe that a student has violated this policy, the administration shall: <ul style="list-style-type: none"> ○ Schedule an informal hearing on the alleged violation as soon as practicable (which could be subsequent to receipt of laboratory or other scientific tests which may be required). ○ The building principal shall be the presiding officer to receive, hear, and evaluate all relevant evidence. The student, his/her parent(s)/guardian(s), and other district administration involved with incident shall be present. ● As a result of such informal hearing, the building principal or administrative designee may make any of the following determinations: <ul style="list-style-type: none"> ○ Dismiss the charge of the alleged violation and continue or reinstate the student in school. ○ Conclude that a violation of this policy has occurred. ● When a violation has occurred, the building principal shall: <ul style="list-style-type: none"> ○ Refer student to SAP. ○ Impose the suspension from school not to exceed ten (10) days. ○ Impose suspension from extracurricular activities (excluding commencement) for 60 calendar days. 	<p>Same as 1st offense except: The 60-calendar day suspension from extracurricular activities may not be reduced and commencement is included in the suspension.</p>	<p>Same as 1st offense except: 365-calendar day suspension from extracurricular activities with no option for reduction and commencement is included in suspension.</p>

	<p>This suspension will be reduced to 40 calendar days if student abides by SAP recommendation.</p> <ul style="list-style-type: none"> o Impose loss of student driving/parking privileges for a time period corresponding to the extra-curricular activity suspension. o File the appropriate report or charges immediately with the Lancaster County Probation Office, local police department, or other agency having jurisdiction. o Report the incident on the annual safe schools report. o Convene a meeting with the student and parent/guardian before student returns to school from suspension or expulsion. <ul style="list-style-type: none"> ● When a violation has occurred, the building principal may: <ul style="list-style-type: none"> o Refer the matter to the Superintendent who may file formal charges with the School Board for a formal hearing before the Board or a committee thereof. The Board may temporarily or permanently expel a student. 		
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