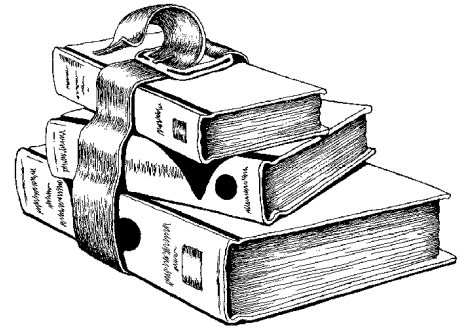


# Radnor Middle School Parent/Student Handbook

2011-2012





Dear Radnor Middle School Students and Parents,

Welcome to the 2011-2012 school year. We are proud of the academic and social programs that we provide at Radnor Middle School that reflect the importance of responding to needs such as safety and security, quality instructional programs, and a school culture that stresses community.

For students, the purpose of this handbook is to provide you with information regarding your responsibility as a member of our school community. Please read each section of this handbook carefully. It is important that you are aware of the policies and procedures that affect your life as a student in our school.

For parents, please read and use this handbook as a reference to learn about our school's procedures and policies in which your participation is required for the children to have the best possible school year. Thank you in advance for signing and returning the form which indicates that you have reviewed the RMS Student Handbook.

We hope this handbook will continue to be a guide in our quest to maintain a learning environment that celebrates academic achievement, good common sense, courtesy and respect for others, and a spirit of community.

Best wishes for a healthy, safe, and productive year.

Sincerely,

Anthony C. Stevenson  
Principal

# **RADNOR SCHOOL DISTRICT MISSION STATEMENT**

*The mission of the Radnor Township School District is to inspire in all students all the love of learning and creating, and to empower them to discover and pursue their individual passions with knowledge, confidence, and caring to shape the future.*

## **RADNOR MIDDLE SCHOOL MISSION STATEMENT**

Radnor Middle School, recognizing the unique needs of emerging adolescents, teaches its students to persevere and achieve, to assume responsibility, and to become involved in their own learning.

We are committed to the intellectual, emotional, aesthetic, physical, and social development of all students in a safe environment of intellectual rigor, responsible risk taking, and individuality.

We are further committed to building a sense of community while encouraging respect for and service to others.

*To deliver this mission we will provide:*

- A rigorous academic program that fosters success for each student.
- Ample opportunities for expression in and appreciation of the arts.
- A variety of opportunities for involvement in school and community service activities.
- Support for the emotional, social, and learning needs of students.
- A broad extracurricular program that includes intramural and interscholastic sports, clubs, and social events.

# Who's Who at RMS

**Anthony C. Stevenson**.....Principal, 6<sup>th</sup> Grade Administrator, x6201  
Secretary, Kathy Polenz..... x6220

**Andrew Maoury**.....Assistant Principal, 7<sup>th</sup> Grade Administrator, x6303  
Secretary, Eileen Egolf ..... x6222

**Esther M. Purnell**.....Assistant Principal, 8<sup>th</sup> Grade Administrator, x6202  
Secretary, Laura Foran..... x6706 (*Attendance Information*)

## **Guidance Counselors:**

Karen Stephens (1<sup>st</sup> Semester) ..... Counselor, 6<sup>th</sup> Grade, x6305  
Nicole Ottaviano (2<sup>nd</sup> Semester)..... Counselor, 6<sup>th</sup> Grade, x6305  
Clyde Diehl ..... Counselor, 7<sup>th</sup> Grade, x6304  
Nancy Zion..... Counselor, 8<sup>th</sup> Grade, x6306  
Secretary to Counselors, Maureen Gangl, x6221

Catherine Horan ..... Librarian, x7313  
Secretary, Joanne Lawson ..... x7313

Carolyn Seaton..... School Nurse, 7107

George Hahn ..... Athletic Director, x7316

Michele Meehan..... Cafeteria Manager, x7132

Matt Ryan..... Maintenance

Noreen Kilgore..... Custodian

**RMS Main Office: 610-386-6300**

**SAFE ARRIVAL NUMBER IS:  
610-688-0930**

# SCHOOL CLOSING INFORMATION

## District Code - 457

All Radnor Township School District families will receive an automated telephone message via the Global Connect emergency notification system when inclement weather forces the closing or late opening of school. A message from the school superintendent will be delivered to all district families at approximately 6 a.m.

Other sources for information on an emergency closing are:

- **KYW 1060 AM Newsradio** or [www.kyw1060.com](http://www.kyw1060.com) – our district code is **457**
- **WPVI 6 TV** or [www.6abc.com](http://www.6abc.com) -- listing by district
- **FOX29 TV** or [www.fox29.com](http://www.fox29.com) – listing by district or by school
- **NBC10 TV** or [www.nbc10.com](http://www.nbc10.com) -- listing by district
- Emergency telephone number: **610.688.8104**

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# Family Educational Right and Privacy Act

## Family Educational Rights and Privacy Act (FERPA) and the Disclosure of Student Information Related to Emergencies and Disasters

June 2010

### Introduction

The purpose of this guidance is to answer questions that have arisen about the sharing of personally identifiable information from students' education records to outside parties when responding to emergencies, including natural or man-made disasters. Understanding how, what, and when information can be shared with outside parties is an important part of emergency preparedness.

### Summary

The Family Educational Rights and Privacy Act (FERPA) prohibits a school from disclosing personally identifiable information from students' education records without the consent of a parent or eligible student, unless an exception to FERPA's general consent rule applies. In some emergency situations, schools may only need to disclose properly designated "directory information" on students that provide general contact information. In other scenarios, school officials may believe that a health or safety emergency exists and more specific information on students should be disclosed to appropriate parties. Understanding the options available under FERPA empowers school officials to act quickly and decisively when concerns arise. FERPA is not intended to be an obstacle in addressing emergencies and protecting the safety of students.

### Background

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 educational agencies and institutions that receive funds under any program administered by the Department of Education ("Department"). In this guidance, when we refer to "school districts," "schools," or "postsecondary institutions" we mean "educational agencies and institutions" subject to FERPA. Private schools at the elementary and secondary school levels generally do not receive funds from the Department and are, therefore, not subject to FERPA.

FERPA gives parents certain rights with respect to their children's education records at elementary and secondary schools that are subject to FERPA's requirements. These rights transfer to the student when he or she reaches the age of 18 or attends a postsecondary institution at any age ("eligible student"). Under FERPA, a parent or eligible student must provide a signed and dated written consent before a school discloses personally identifiable information from the student's education records. 34 CFR § 99.30. *See* 34 CFR § 99.3 for the definition of "personally identifiable information." Exceptions to the general consent requirement are set forth in § 99.31 of the FERPA regulations. The term "education records" is defined as those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution, or by a party acting for the agency or institution. *See* 34 CFR § 99.3 for the definition

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of “education records” and a list of records that are not included in the definition. Accordingly, all records, including immunization and other health records, as well as records on services provided to students under the Individuals with Disabilities Education Act (IDEA) and records on services and accommodations provided to students under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, that are directly related to a student and maintained by a school are “education records” under FERPA.

The questions and answers below provide guidance to school officials on how FERPA applies to disclosures of students’ personally identifiable information that relate to natural or man-made disasters that affect students and their families. This guidance explains the various provisions in FERPA that might relate to and permit such disclosures, and addresses how FERPA applies to schools working with other agencies in emergency preparedness activities.

### **Questions and Answers on the Applicability of FERPA to Disclosures Related to Disasters and Other Health or Safety Emergencies**

1. Do parents and eligible students have to provide consent before a school discloses personally identifiable information from education records?

Generally, yes. A parent or eligible student must provide written consent before a school or school district discloses personally identifiable information from the student’s education records, unless one of the exceptions to FERPA’s general consent rule applies. (See Q&A 8.) FERPA requires that a consent form be signed and dated by the parent or eligible student and (1) specify the records that may be disclosed; (2) state the purpose of the disclosure; and (3) identify the party or class of parties to whom the disclosure may be made. 34 CFR § 99.30(b).

2. How does FERPA define “parent”?

Under FERPA, a “parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. 34 CFR § 99.3 definition of “Parent.” Additionally, in the case of the divorce or separation of a student’s parents, schools are required to give full rights under FERPA to either parent, unless the school has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights. 34 CFR § 99.4.

3. If a student is separated from his or her parent or guardian and is in the care of another individual who is acting as a parent in the absence of a parent or a guardian, can that individual have access to the student’s education records and provide consent for disclosures under FERPA?

Generally, yes. If a student is living in the care of an individual on a day-to-day basis who is not his or her natural parent or guardian, such as a grandmother, another relative, or a family friend, that individual may be considered a “parent” under FERPA. As such, he or she may have access to the student’s education records and may provide consent for disclosures of information from the student’s education records. The definition of “parent” is more specific under 34 CFR §

300.30 of IDEA and school officials should be familiar with those requirements. *See* also 34 CFR § 300.519 of IDEA.

4. How does FERPA define “eligible student”?

An “eligible student” means a student who has reached 18 years of age or is attending a postsecondary institution at any age. 34 CFR § 99.3 definition of “Eligible student.” This means that, at the secondary level, once a student turns 18, all the rights that once belonged to his or her parents transfer to the student. However, a secondary school or postsecondary institution may still provide an eligible student’s parents with access to education records, without the student’s consent, if the student is claimed as a dependent for IRS tax purposes. Other exceptions to FERPA’s general consent rule may also apply, such as disclosures to parents in a health or safety emergency. 34 CFR § 99.5(a)(1)-(2).

5. Can elementary and secondary schools provide FERPA rights to minor students in addition to those provided to their parents?

Yes. FERPA permits an elementary and secondary school to provide students, who are not eligible students, rights in addition to those given to their parents, as long as it does not supersede the rights of parents under FERPA. For example, a school may permit a minor student to inspect and review his or her education records, but the school would be *required* to provide parents access to the records. 34 CFR § 99.5(b).

6. Do students who are on their own and not in the physical custody of a parent or guardian have rights under FERPA?

FERPA does not specifically afford minors who are separated from their parents the rights that are afforded to parents and eligible students under the law. However, schools may use their judgment in determining whether an unaccompanied minor is responsible enough to exercise certain privileges, such as inspecting and reviewing education records and providing consent for disclosure. 34 CFR § 99.5(b).

7. What are the specific rights that parents and eligible students have under FERPA?

FERPA provides that an educational agency or institution that receives Department funds may not have a policy or practice of denying parents and eligible students the right to:

- Inspect and review education records (34 CFR § 99.10);
- Seek to amend education records (34 CFR §§ 99.20, 99.21, and 99.22); and
- Consent to the disclosure of personally identifiable information from education records except as specified by law (34 CFR §§ 99.30 and 99.31).

8. What are the exceptions to FERPA’s consent requirement that would permit a school to disclose personally identifiable information from a student’s education records to an outside party in connection with a disaster?

### *Directory Information*

Depending on the circumstances, several exceptions to FERPA's general consent requirement might apply to disclosing students' personally identifiable information from their education records in a disaster. In some situations, the disclosure of "directory information" on students might suffice. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. 34 CFR § 99.3 definition of "Directory information." "Directory information" includes items such as the student's name, address, telephone listing, and e-mail address. At the elementary/secondary school level, the parents' names may also be considered "directory information." FERPA has certain requirements that schools must follow in designating "directory information" (*see* 34 CFR § 99.37) and may not disclose "directory information" on those students whose parents have opted out (or when the eligible student has opted out). In a situation in which a flood or some other disaster has displaced families from their homes and children are brought to a shelter, the school may disclose "directory information" to an emergency management agency that is trying to locate the parents.

### *Health or Safety Emergency*

In some situations, a school may determine that it is necessary to disclose non-directory information to appropriate parties in order to address a disaster or other health or safety emergency. FERPA permits school officials to disclose, without consent, education records, or personally identifiable information from education records, to appropriate parties (*see* Q&A 9) in connection with an emergency, if knowledge of that information is necessary to protect the health or safety of the student or other individuals. *See* 34 CFR §§ 99.31(a)(10) and 99.36. This exception to FERPA's general consent requirement is temporally limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from the student's education records.

Under this health or safety emergency provision, an educational agency or institution is responsible for making a determination whether to make a disclosure of personally identifiable information on a case-by-case basis, taking into account the totality of the circumstances pertaining to a threat to the health or safety of the student or others. If the school district or school determines that there is an articulable and significant threat to the health or safety of the student or other individuals and that a party needs personally identifiable information from education records to protect the health or safety of the student or other individuals, it may disclose that information to such appropriate party without consent. 34 CFR § 99.36. This is a flexible standard under which the Department defers to school administrators so that they may bring appropriate resources to bear on the situation, provided that there is a rational basis for the educational agency's or institution's decisions about the nature of the emergency and the appropriate parties to whom information should be disclosed. We note also that, within a reasonable period of time after a disclosure is made under this exception, an educational agency or institution must record in the student's education records the articulable and significant threat that formed the basis for the disclosure and the parties to whom information was disclosed. 34 CFR § 99.32(a)(5).

*Judicial Order or Lawfully Issued Subpoena*

Another provision in FERPA that permits disclosure without consent is a disclosure that is necessary to comply with a lawfully issued subpoena or judicial order. A school generally must make a reasonable effort to notify the parent or eligible student of the subpoena or judicial order before complying with it in order to allow the parent or eligible student to seek protective action, unless certain exceptions apply. 34 CFR § 99.31(a)(9). This exception could be used when an emergency no longer exists or the party seeking personally identifiable information from students' education records would not typically be considered an "appropriate party" under the health or safety emergency exception to general consent.

9. Under the health or safety emergency provision, who is considered an "appropriate party"?

Typically, law enforcement officials, public health officials, trained medical personnel, and parents (including parents of an eligible student) are the types of appropriate parties to whom information may be disclosed under this FERPA exception. In some situations, State and local emergency management agencies who are coordinating a disaster response might be considered appropriate parties if their knowledge of the information is necessary to protect the health or safety of the student or other individuals. Students who are separated from their families may have serious medical needs. A school could disclose information about the student's medication or special needs to appropriate officials who are seeking to address those needs.

10. In connection with a disaster, such as a flood, would FERPA permit school officials to disclose to public health authorities immunization records to determine whether or not students are vaccinated for typhus or other water borne illnesses?

FERPA would generally permit school officials to disclose immunization and other education records to public health authorities under the health or safety emergency provision of FERPA if it is in connection with a health or safety emergency and the knowledge of the information disclosed was necessary to protect the health and safety of the students or other individuals. 34 CFR § 99.36.

11. In situations in which the education records of an LEA are destroyed during a disaster, when are SEAs permitted under FERPA to nonconsensually redisclose personally identifiable information from education records?

In some cases, State educational agencies (SEAs) have education records on students. Under FERPA, SEAs would be permitted to nonconsensually redisclose personally identifiable information from the education records of students, on behalf of the school, under any of the exceptions to the general consent requirement that might apply, such as disclosing records to a new school under its enrollment provision. 34 CFR § 99.35(b)(1). SEAs that make nonconsensual redisclosures of personally identifiable information from education records on behalf of a school or school district need to ensure that the recordation requirements set forth in 34 CFR § 99.32 have been met.

12. Does an interagency agreement with other State or local agencies enable a school to nonconsensually disclose education records?

No. Interagency agreements do not supersede the consent requirements under FERPA. Although an interagency agreement would be a helpful tool for planning purposes, schools must comply with FERPA's requirements regarding the disclosure of personally identifiable information from students' education records.

13. Does FERPA permit a school to nonconsensually disclose personally identifiable information on students to State or local agencies in emergency preparation activities?

No. Disclosures under FERPA's health or safety emergency provision do not include disclosures to address the threat of a *possible* or *eventual* disaster or other emergency for which the likelihood of occurrence is unknown, such as would be addressed in emergency preparedness activities. As explained previously, disclosures made under the health or safety emergency provision must be "in connection with an emergency," which means to be related to the threat of an actual, impending, or imminent emergency, such as a natural disaster, a terrorist attack, a campus shooting, or the outbreak of an epidemic disease. (See the guidance on FERPA and disclosures concerning H1N1 at: <http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferpa-h1n1.pdf>.) However, properly designated "directory information" on students whose parents have not opted out of the disclosure of "directory information" may be disclosed to State or local agencies for emergency preparation purposes. Additionally, information on students that has been properly de-identified, such as the number of students in a school who have been vaccinated for a particular disease or the number of students with disabilities, may be disclosed, as long as the school has made a reasonable determination that a student's identity is not personally identifiable by the disclosure. See 34 CFR § 99.31(b). If school officials believe that, in order to make transportation or other accommodations as part of its emergency preparation activities, it needs to disclose to emergency preparation partners information on students with disabilities, who have special needs, or who are taking special medications, parents of these students or the eligible students must provide consent for this disclosure.

14. Is the school required to record disclosures of information provided to an outside party, even in connection with a disaster or other health or safety emergency?

Yes. FERPA generally requires that schools maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. 34 CFR § 99.32(a)(1). Moreover, when making a disclosure under the health or safety emergency provision in FERPA, schools are specifically required to record the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and the parties to whom the school disclosed the information. 34 CFR § 99.32(a)(5). The record must be maintained with the education records of each student as long as the records are maintained. 34 CFR § 99.32(a)(2). This requirement enables parents and eligible students who do not provide consent for disclosure of education records to see the circumstances under which and the parties to whom their information was disclosed. However, schools are not required to record disclosures that are made for which the parent or eligible

student has provided consent, nor are they required to record the disclosure of “directory information.” 34 CFR § 99.32(d)(3)-(4).

### **Additional Resources**

The Department’s Family Policy Compliance Office, the office that administers FERPA, is available to respond to any questions school officials may have about FERPA. For quick responses to routine questions about FERPA, school officials may e-mail the Department at [FERPA@ed.gov](mailto:FERPA@ed.gov). Should you believe you need additional technical assistance on a matter in a more formal response, you may write to us at the following address:

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

You may also call us at 1-800-USA-LEARN. Additional information and guidance on FERPA is available on the Department’s Web site at: <http://www.ed.gov/policy/gen/guid/fpc/index.html>.

Additionally, the Department offers a variety of resources to assist schools and postsecondary institutions with their preparedness efforts. The Department’s Emergency Planning Web site is available at: [www.ed.gov/emergencyplan](http://www.ed.gov/emergencyplan). The Office of Safe and Drug-Free Schools (OSDFS) has developed the “Practical Information on Crisis Planning: A Guide for Schools and Communities” that identifies some of the key principles in developing emergency management plans. The entire Guide can be downloaded at: <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>.

The Department’s Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center provides support for local educational agencies (LEAs), schools, and postsecondary institutions working to strengthen and improve their emergency management plans. It offers a variety of resources including a list of current Department grantees, school emergency management related publications, and links to relevant emergency management organizations and agencies. The REMS TA Center’s Web site is available at: <http://rems.ed.gov>.

Since 2003, OSDFS has administered a discretionary grant program called the Readiness and Emergency Management for Schools (REMS) grant (CFDA 84.184E) to provide funds for LEAs to improve and strengthen their emergency management plans. Information on the grant program is available at: <http://www.ed.gov/programs/dvpemergencyresponse/index.html>.



# Radnor Township School District

135 S. Wayne Avenue  
Wayne, PA 19087-4117  
610.688.8100  
www.rtsd.org

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## Annual Notice of Special Education Services

The Annual Notice of Special Education Services is posted in the Delaware County Daily Times prior to the beginning of each school year in August. A full copy of this posting, also called the Child Find Notice, is available in the front foyer of the Radnor Township School District administration building and the Office of Student Services at 610-688-8100 x6071.

The Radnor Township School District provides – without cost to parents – screenings, evaluations, appropriate programs, and services to all students thought to be exceptional and in need of specially designed instruction, from age 5 through the end of the school year that the student turns 21. These programs and services are made available to children who meet the qualifications of being a student with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, multiple disabilities, orthopedic impairments, autism, traumatic brain injury, other health impairments, and specific learning disability.

School-age children who do not meet the eligibility criteria outlined above may be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities under the Americans with Disabilities Act. Children are entitled to such protections, adaptations, and/or accommodations if they have a diagnosed mental or physical disability that substantially limits or prohibits participation in or access to an aspect(s) of the school program.

Public schools must educate children to the maximum extent appropriate in the regular education setting and they must receive instruction that conforms as much as possible to the instruction received by non-disabled students. Depending on the nature and severity of the disability, Radnor Township School District can provide programs and services beginning in the least restrictive environment to the most restrictive setting; in the one of the following.

- The public school the child would attend if not disabled
- An alternative regular public school either in or outside of the district
- A special education program or center operated by a public school entity
- An approved private school or other private facility licensed to serve children with disabilities
- A residential school
- An approved out-of-state program
- In the home.

The school district has established procedures to search out children who may qualify for special services. These procedures are to identify children with disabilities in order to provide them with a free, appropriate, public education, and include ongoing group and individual student screenings, parent referrals, teacher referrals and school team referrals. Information about students with disabilities is collected and maintained by the school district. However, personally identifiable information on all children is confidential and protected by the school district's Policy and Procedure on Student Records.

Screening activities conducted by the district may include but are not limited to:

- Ongoing analysis of the student's response to instruction and to statewide and district-wide assessments
- Team-based baseline assessment and analysis of the child's response to individualized academic or behavioral intervention over a period of up to 60 days in response to a request by the child's teacher, parent, or other concerned school personnel
- Health screenings

Special education services are provided according to the primary educational needs of the child and not the category of disability. The type of educational services available include:

- Learning support
- Life skills support
- Emotional support
- Deaf or hearing impaired support, blind or visually impaired support, physical support, autistic support
- Multiple disabilities support
- Related services such as speech and language support, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training.

Children of preschool age (age 3 to 5) are served by the Delaware County Intermediate Unit (610-938-9000) in a variety of home- and school-based programs 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.

For further information regarding the Child Find process and related parent rights and protections, or other student services or special education information, please contact the Director of Student Services and Special Education of the Radnor Township School District at 610-688-8100 x6071.

# **RTSD Verification of Residency and Eligibility for Educational Services**

July, 2011

Dear Parents / Guardians of students attending Radnor Schools,

As we prepare for the opening of another school year, it is extremely important to advise you regarding the policy of the Radnor Township School District and the Pennsylvania state law regarding residency and eligibility to receive educational services within Radnor Township School District.

Pennsylvania Public School Code, Sections 1301, 1302, 1305, 1306, 1309, 1310, and 1316 contain the state law regarding enrollment and eligibility to attend the local public school where the parent / guardian of a school-age student resides and the eligibility of certain non-resident students attending public schools. Radnor Township School District School Board Policy # 200 Enrollment in District, #201 Admission of Students, and #202 Eligibility of Non-Resident Students, in accordance with the state laws above, are the policies that govern your student(s) initial and continued eligibility to attend school in the Radnor Township School District. Therefore, it is important to notify your child's school if you or your child's living arrangements change at any time during the school year.

**Please carefully review the following items that may impact your child's eligibility to attend school in the Radnor Township School District.**

## **You or your child has moved**

If you or your child has moved or will be moving at anytime to a different location within Radnor Township or no longer reside in Radnor Township, you must immediately notify your child's school regarding your current address and continued eligibility to attend Radnor schools. Failure to do so may result in your child's withdrawal from school and legal proceedings against you to recover tuition and other associated fees regarding your child's removal from school.

## **You are keeping a school aged child whose parents reside elsewhere**

If you are keeping a school-age child in your home, whose parents or guardians reside elsewhere, you must complete and submit an Affidavit of Residency form before the start of each school year. This form constitutes a sworn statement that you are providing gratis support to the school-age child as if he/she was your own, and that the living arrangement is continuous and not just for the school year or solely for the purpose of attending school in Radnor Township. If you have previously completed an Affidavit of Residency form, a form will be mailed to you prior to the start of the school year. If you do not receive the form, please contact your child's school to make arrangements to receive a copy of the Affidavit of Residency. A new Affidavit of Residency must be completed each year for each child and submitted with proof of residency. See below for acceptable proof of residency documents. These forms must be signed and notarized in the presence of a Notary Public. Failure to do so may result in your child's withdrawal from school and legal proceedings against you to recover tuition and other associated fees regarding your child's removal from school. In addition, any false information provided by you regarding residency could result in your personal liability for tuition and/or criminal prosecution.

**You are the parent / guardian of a school-age child and you and your child are living with a Radnor Township Resident (including a family member)**

If you are the parent or guardian of a school-age child who attends public school in the Radnor Township School District **and** you are residing in the home of a Radnor Township resident, including family members, you must complete a Multiple Occupancy Registration before the start of each school year. The Multiple Occupancy Registration process contains two affidavits; an Application for Multiple Occupancy that is completed by the child's parent / guardian, and the Certificate of Multiple Occupancy that is completed by the Radnor Township resident with whom you reside. A new Application for Multiple Occupancy and a Certificate of Multiple Occupancy form must be completed each year and submitted with proof of residency. See below for acceptable proof of residency documents. If you have previously completed an Application for Multiple Occupancy and a Certificate of Multiple Occupancy form, the forms will be mailed to you prior to the start of the school year. If you do not receive the forms, please contact your child's school to make arrangements to receive a copy of the Application for Multiple Occupancy and the Certificate of Multiple Occupancy forms. These forms must be signed and notarized in the presence of a Notary Public. Failure to do so may result in your child's withdrawal from school and legal proceedings against you to recover tuition and other associated fees regarding your child's removal from school. In addition, any false information provided by you regarding residency could result in your personal liability for tuition and/or criminal prosecution.

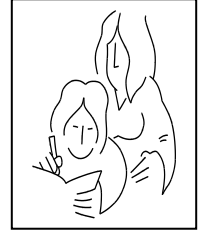
**Acceptable proof of residency documents**

Parents / Guardians must provide three proofs of residency (ONE of the following: original lease or deed signed by both parties, mortgage payment booklet, or agreement of sale followed by original copy of settlement papers within 45 calendar days of settlement; **PLUS** any TWO of the following showing identical name and address: valid driver's license, valid vehicle owner's card, current utility bill, paycheck stub containing home address, tax bill or sewer bill).

If you have any questions regarding the above requirements, the school district policies, or questions regarding your child's specific eligibility for enrollment in school, please contact your child's school for assistance.

## GUIDANCE COUNSELORS

Counselors are available to help with problems and questions in various areas--courses, career thoughts, personal needs, difficulty with friends or fellow students, or just as a friendly ear. They may meet with individuals, in small groups, in advisories and in guidance classes. (The guidance class is designed to explore student interests, career development, and other pertinent issues impacting young adolescents. Although Guidance takes the lead in this initiative, other staff members also get involved.)

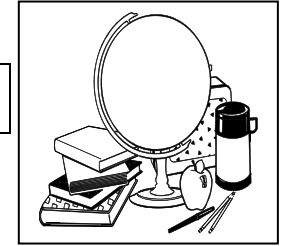


Counselors are also a formal contact between home and school. Parents are welcome to contact counselors whenever they have a question or concern (610-386-6300).

- ✓ **6<sup>th</sup> Grade**    **Karen Stephens**            **x6305 (1<sup>st</sup> semester)**  
[Karen.Stephens@rtsd.org](mailto:Karen.Stephens@rtsd.org)
- Nicole Ottaviano**            **x6305 (2<sup>nd</sup> semester)**  
[Nicole.Ottaviano@rtsd.org](mailto:Nicole.Ottaviano@rtsd.org)
  
- ✓ **7<sup>th</sup> Grade**    **Clyde Diehl**                    **x6304**  
[Clyde.Diehl@rtsd.org](mailto:Clyde.Diehl@rtsd.org)
  
- ✓ **8<sup>th</sup> Grade**    **Nancy Zion**                    **x6306**  
[Nancy.Zion@rtsd.org](mailto:Nancy.Zion@rtsd.org)

### **Withdrawals and Transfers**

Please advise the Guidance department, in advance, if you are moving out of the district, or transferring student(s) to a private school.



# ACADEMIC

## RADNOR MIDDLE SCHOOL COURSES

In order to offer students a more diverse curriculum, Radnor Middle School operates on a 6-day schedule rotation. This allows students exposure to more non-traditional courses. Below is a brief overview of the courses offered throughout the middle school years.

### 6<sup>TH</sup> GRADE

All Year:  
 Language Arts  
 Mathematics  
 Science  
 Social Studies  
 Art ‡  
 Music ‡  
 Physical Education & Health ‡

One semester each of:  
 World Language Exploration: Intro to French, Spanish, German, and Latin combined with Library, Reading and Guidance instruction  
 Reading for Understanding ‡

One quarter each of:  
 Family and Consumer Science (FACS)  
 Technology Education

Optional course offerings:  
 Band, Chorus, and Orchestra  
 • May take any or all  
 • Meet 2 times per week, during Advisory

Alternative curriculum:  
 • Crossroads

Supporting Our Students (SOS)

‡ These courses share a period, each meeting every 3<sup>rd</sup> day.

### 7<sup>TH</sup> GRADE

All Year:  
 Language Arts  
 Mathematics  
 Science  
 Social Studies  
 World Language\*\*  
 • Choice of French, Spanish, German, or Latin  
 Physical Education & Health\*\*  
 Reading for Understanding \*\*

One quarter each of:  
 Art  
 Technology Education  
 Family Consumer Science (FACS)  
 Music

Optional course offerings:  
 Band, Chorus, and Orchestra  
 • May take any or all  
 • Meet 2 times per week, during Advisory

Alternative curriculum:  
 • Watershed

Instructional Extension (IE)  
Supporting Our Students (SOS)

\*\* These courses share a period, each meeting every other day.

### 8<sup>TH</sup> GRADE

All Year:  
 Language Arts  
 Mathematics  
 • Introduction to Algebra /Algebra/Geometry  
 Science  
 Social Studies  
 World Language –2<sup>nd</sup> year  
 Physical Education & Health §§  
 Elective/Special (choice of two): §§

- Art
- Technology Education
  - Computers
  - Gateway Engineering
- Family and Consumer Science (FACS)
- Vocal Music
- Music Technology
- Debate

Reading for Understanding/Writing Essentials/Intro. to Spanish/  
 Help Center

Optional course offerings:  
 Band, Orchestra, and Distaffs  
 • Distaffs is selective; students must audition.  
 • May take any or all  
 • Meet 2 days per week, during Advisory

Alternative curricula:  
 • STEM  
 • Soundings

Instructional Extension (IE)  
Supporting Our Students (SOS)

§§ Elective/Special shares a period with PE for 1 semester and Health for the other, each meeting every other day.

**Advisory** is a period for independent study, extra help, group meetings, and makeup work. Also, Essentials, Help Center, Band, Orchestra and Chorus meet at this time.

# REPORT CARDS



Report Cards will be **posted** to HAC (Home Access Center) at the end of each marking period. **Only** the 4<sup>th</sup> and final (cumulative) report card will be **mailed** home. The personal growth factors below will accompany grades to provide more anecdotal information regarding student performance.

## REPORT CARD COMMENT BANK

NOTE: SUBJECT HEADINGS ARE MEANT TO AID IN LOCATING TYPES OF COMMENTS.  
THEY ARE NOT THE EXCLUSIVE PROPERTY OF THE SUBJECT.

### ACADEMC (GENERIC)

#### (Positive)

1. Consistent effort and responsibility
2. Quality of work is improving
3. Is enthusiastic about learning
4. Frequently contributes to class discussions
5. Homework consistently and promptly completed
6. Work reflects high level of originality
7. Has developed excellent study skills
8. Consistently does more than required
9. Consistent effort shown despite low test scores
10. Makes good use of class time
11. Progressing satisfactorily
12. Takes pride in quality work
13. Major project or test was outstanding
14. Is consistently prepared for class
15. Effort has improved

#### (Negative)

16. Effort & responsibility often below expectation
17. Could take better advantage of extra credit
18. Incomplete homework; missing assignments
19. Late assignments affected grade
20. Is not working up to potential
21. Low test/quiz score(s) have hurt grade
22. Needs to develop more effective study habits
23. Must assume greater responsibility for behavior
24. Needs to follow directions
25. Greater effort needed
26. Inconsistent effort
27. Needs to be more focused
28. Assignment book should be used daily
29. Absences have hindered progress
30. Organizational skills need improvement
31. Needs to make better use of class time
32. Major project missing/incomplete/unacceptable
33. Should come in for extra help
34. Is frequently unprepared for class
35. Needs to participate more actively in class

### ART

36. Handles materials responsibly
37. Shows appreciation for work of others
38. Artistic skills are outstanding
39. Needs to be more responsible with materials

### FOREIGN LANGUAGE

40. Oral work is very good
41. Must practice oral language skills
42. Needs to spend more time reviewing vocabulary
43. Has a good understanding of grammar
44. Must work on grammar skills

### LANGUAGE ARTS

45. Needs to proofread more carefully
46. Composition skills need improvement
47. Does not apply spelling skills in writing
48. Apply strategies to improve comprehension
49. Must provide specific support for ideas
50. Needs to improve literal comprehension skills
51. Needs to improve inferential comprehension
52. Must read nightly
53. Decoding skills interfere with comprehension
54. Enjoys reading
55. Needs to build vocabulary skills

### MATHEMATICS

56. Has difficulty with abstract concepts
57. Excellent problem solving skills
58. Has a good grasp of math concepts
59. Needs to work on basic computational skills
60. Needs to study adequately for tests/quizzes
61. Needs to ask questions in class
62. Excellent work on final exam

### MUSIC

63. More focus needed in vocal pitch matching
64. Work needed performing sight singing syllables
65. Must work to maintain beat in keyboarding
66. Keyboard skills show growth/technical facility
67. Melodic and rhythmic patterns sung well

### PHYSICAL EDUCATION

68. Must dress for class regularly

### SCIENCE

69. Needs to keep an organized notebook/folder
70. Forms conclusions by using a scientific method

### SOCIAL STUDIES

71. Asks pertinent questions
72. Has good background knowledge of history
73. Able to think conceptually

### TECH ED/FACS

74. Is developing good lab skills
75. Must develop more effective lab skills

### ACADEMIC STUDY SKILLS

76. Has demonstrated knowledge of study skills
77. Uses the assignment notebook daily
78. Needs to review notes nightly
79. Makes good use of class time & CRT
80. Consistently follows directions

### SOCIAL

81. Works well independently
82. Works well in a group
83. Attitude is conducive to learning
84. Is courteous, respectful and cooperative
85. Has fine leadership skills
86. Has a wonderful sense of humor
87. Has difficulty working within a group
88. Socializing interferes with learning
89. (I) Student is responsible for missing work
90. (X) Student is too new to class to evaluate
91. (X) No grade due to limited knowledge of English
92. See attached
93. Parent conference requested—call 386-6300
94. Grade based on modified instruction/evaluation
95. Grade currently in the A range
96. Grade currently in the B range
97. Grade currently in the C range
98. Grade currently in the D range
99. Grade currently in the F range

Additional comments related to specific subjects  
may sometimes be used

## Grade Scale

<b>A</b> = 90-100 points	<b>A+</b> = 99-100
	<b>A-</b> = 90-91
<b>B</b> = 80-89 points	<b>B+</b> = 88-89
	<b>B-</b> = 80-81
<b>C</b> = 70-79 points	<b>C+</b> = 78-79
	<b>C-</b> = 70-71
<b>D</b> = 60-69 points	<b>D+</b> = 68-69
	<b>D-</b> = 60-61
<b>F</b> = 59 and below	

## AWARD DESCRIPTIONS

### *17<sup>th</sup> Senatorial District Citizenship Award*

Presented annually to eighth grade graduates of schools which are located within the 17<sup>th</sup> legislative district. It is sponsored by Daylin Leach, member of the Senate of the Commonwealth of Pennsylvania. The goal of the program is to give proper recognition to outstanding young people who have exhibited qualities identifying them as good citizens of tomorrow. To qualify, a student should have displayed involvement in school activities and a spirit of cooperation with fellow students and teachers.

### *DAR Citizenship Award*

The Daughters of the American Revolution likewise seek to recognize outstanding citizenship amongst eighth grade graduates in the local area. This student exemplifies the qualities of outstanding character, scholarship, and leadership.

### *American Legion Award*

Annually recognizes one boy and one girl for their service to their school and surrounding community. Students are nominated by their teachers for this award and then are selected by their peers via a voting process. The award highlights those students who are deemed to possess the highest qualities of courage, honor, leadership, patriotism, and protection of the fundamental institutions of our government and the advancement of society.

### *American Mathematics Award*

Given to the student with the highest achievement on the AMC-8 exam.

### *NCTE Award*

Given to students who are selected and recognized by the NCTE organization in response to their annual Promising Young Writers competition.

***National Council of Jewish Women***

Given to students who submitted outstanding writing pieces on the subject of Holocaust remembrance, chosen by the National Council of Jewish Women.

***PTO Service Award***

This award is presented annually to an eighth grader who has given outstanding service to the school and who may be considered an unsung hero. This student is always willing to help others without ever being asked.

***Music Awards***

Chorus – decided upon by Chris Puk in conjunction with department

Band – decided upon by Roger Morgan in conjunction with department

Orchestra – decided upon by Elaine Sloan in conjunction with department

Jazz Band - decided upon by Roger Morgan in conjunction with department

***Lois Adams Award***

Decided upon by special education department. Awarded to a student who demonstrates academic progress and exhibits tenacity in spite of obstacles faced.

***Ryan Spiess Award***

This award is given “in memory of a student whose spunk and daring celebrated the power of individualism.”

***Robert E. Reeser Award***

This award was established by Radnor Middle School in 1971 in memory of Robert E. Reeser. Mr. Reeser was a popular and beloved social studies teacher whose life was cut short by cancer. The award is presented to eighth grade student who has all, or most, of the following characteristics: personal courage, self-discipline, interest in other, and school and community leadership.

***Dr. Gary G. Kime Faculty Awards***

Dr. Gary Kime devoted over 30 years to Radnor Middle School as a 7<sup>th</sup> and 8<sup>th</sup> grade social studies teacher, academic team leader, coach, and athletic director. He was committed to excellence in the classroom and on the athletic fields. In a firm but friendly way, Dr. Kime embodied the very virtues he sought to instill in his students, his undefeated pound football teams, and his fellow faculty members; namely integrity, dedication, hard work, and a sincere pride in everything Radnor. Recipients of this award demonstrate these characteristics in their daily school life, yet may not be recognized in any other way.

***Walter E. Katuzny Award***

The Walter E. Katuzny, Jr. Leadership award is presented annually in memory of Walt Katuzny, a long-time Radnor Middle School teacher and Radnor High School coach who passed away years ago following a valiant battle with cancer. The Walter Katuzny Leadership Award is presented to a girl and a boy who have demonstrated leadership in academics, athletics, and service.

***Emerson “Chief” Metoxen Award***

The Emerson Chief Metoxen Spirit Award is awarded to the Radnor Middle School male/female athlete who is in the 8th grade and who best exemplifies the Radnor traditions of sportsmanship, loyalty, and endeavor.

***World Language Awards***

Given in French and Latin based upon participation in national and regional language examinations administered through language classes.

***President’s Awards for Academic Excellence***

Recognizes students in the eighth grade that have demonstrated the highest standards of excellence in all of their core academic subject areas from sixth through eighth grade. Students earning this distinction have received all A’s in their core subject area and language classes in grades 6-8. PSC is considered a weighted class for this distinction, therefore students earning a B/B+ in this class are also considered for this class. Students in ungraded programs must have positive teacher feedback documented through their self-assessments in order to be considered.

***William F. Laffey Community Spirit Award***

The William Laffey Community Spirit Award is presented to one boy and one girl that best exemplify the following attributes: empathy, concern for others, service, kindness, and cooperation with fellow students and staff. The recipient of this award is the kind of person that will lend a hand without fanfare.

***Patricia E. Lee Literacy Award***

The Patricia E. Lee Literacy award recognizes 2 students, one boy and one girl, who have a love of reading, literacy, and community. These students are rarely seen without a book in hand.

***George W. Mitchell Award***

This award is given in honor and in memory of former Radnor Middle School Principal George W. Mitchell. It is presented annually to an eighth grade student for excellence in all academic areas in the eighth grade at Radnor Middle School. This student has the highest GPA in the eighth grade class.

## **Roles and Responsibilities - PARENTS**

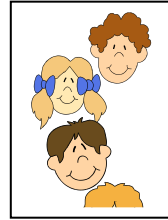
Parents are critical members of the school community. Parents are encouraged to visit the school often. By working together, parents and school staff help each student learn behaviors that will enhance the student's self-concept as well as increase opportunities for academic success. Parents need to develop a partnership with the school to help each child grow academically, socially, and emotionally.

In order to ensure a successful educational experience for Radnor students, it is imperative that parents:

- Model appropriate behavior for their children.
- Be good listeners – to students, staff, administrators, and other parents.
- Stress the importance of honesty.
- Encourage children to keep open lines of communication with their parents and with school personnel such as counselors, in order to share information, which may be troublesome.
- Set up systems at home to foster student organization and responsibility for schoolwork.
- Ensure that students eat breakfast and arrive at school on time.
- Monitor children's after school activities to ensure a structured after-school environment.
- Continue to reinforce the social skills program taught in the elementary schools.
- Support the Radnor Middle School ban on profane language or derogatory language that targets religious, racial, or ethnic groups.
- Act to ensure that their children are helping to keep Radnor Township safe.
- Ensure that children dress in accordance with the Radnor Middle School dress code.
- Interact with their children in a manner consistent with school guidelines.
- Network with other grade-level parents.
- Keep an open mind when contacted regarding behavioral issues and be willing to work cooperatively with the school.
- Support the school staff in their efforts to help children learn more appropriate alternate behaviors.
- Monitor the child's use of the Internet, telephone, and other electronic media.
- Develop consistent guidelines and expectations that are developmentally appropriate for their child and his/her friends.
- Sign a contract with the school indicating their support of this plan.

## PARENTAL CONCERNS/COMPLAINTS

It is the philosophy of Radnor Middle School that a problem concerning a particular teacher or team should be solved at the closest level to the student. A parent concern involving a teacher should begin with a parent/teacher conference either in person, via email or by phone. If the parent is not satisfied with the outcome of such a conference, the parent should speak with the child's counselor to discuss the problem.



If neither of these actions resolves the concern, the parent may call the principal's secretary to schedule a meeting including the parent, the teacher and the appropriate grade-level administrator principal.

Communication between the home and the school is vital to the success of individual students and to the program of Radnor Middle School. Do not hesitate to call and express questions or concerns.

## EMERGENCY SCHOOL CLOSINGS

**PARENTAL RESPONSIBILITY IN EMERGENCY SCHOOL CLOSINGS:** When weather conditions appear to be such as to cause closing schools early, parents are urged to expect such action in order that they may be at home to receive the children when they arrive. In cases where this is not possible, plans should be made with neighbors to take care of the children upon their arrival at home. If parents normally meet a child when he/she gets off the bus, or has a long distance to walk at the end of the bus route, it is very important that parents make suitable plans for such a child in case of inclement weather.

If you wish to drive your child home, meet him/her at the bus stop. Do not drive all the way to school and create additional problems for police and school officials.

**HAZARDOUS CONDITIONS DEVELOPING DURING THE DAY:** When the weather conditions warrant doing so, the decision to close schools will be made as early as possible. The time the schools will close will depend on weather conditions. Bus drivers, teachers, and students will be notified immediately of the decision. Such a decision will be broadcast on local TV and radio stations and on the local cable system. The code for Radnor schools is 457. The Radnor Township School weather and emergency line is (610) 688-8104.

**HAZARDOUS CONDITIONS DEVELOPING DURING THE NIGHT:** Heavy snowfall or other serious weather conditions at night may make it necessary to close schools the following day or to delay the opening of schools by two hours. Call the school district weather and emergency line for updated school closings: (610) 688-8104 or listen to the local media.

## VISITORS

The school is open to properly approved visitors at all times. However, visitors must, according to school board policy, register in the main office and wear visitor's pass before going through the building. Parents who wish to talk with a teacher must call in advance for an appointment. Parents interested in visiting the school or attending classes should call the office in advance so that a schedule can be prepared and teachers notified.



Students within the district or from other districts are not permitted to visit school unless the principal grants an advance request after agreement with teachers whose classes are to be visited. Requests must be in writing from the parent of the Radnor student, and they must have prior approval by the principal. There may be times when visitations may be inappropriate. No student visitors are permitted at school parties or dances.

## HOMEWORK

A reasonable amount of homework is required of students at Radnor Middle School. The teams make every effort to balance the homework load so that many major assignments are not due at the same time. Teaching teams will adjust homework assignments so nightly assignments are not excessive; however, students and parents should be aware that completion of homework is included in final class grades.



The following are suggested maximum times that typical students at each grade level should spend on homework, although homework time often varies significantly among students according to interest and ability:

**6<sup>TH</sup> 1 ½ hours per night**

**7<sup>TH</sup>, 8<sup>TH</sup> 1 ½ to 2 hours per night**

## TEXTBOOKS

Students are responsible for all books, which must be covered the day they are received. Damage to books beyond ordinary wear and tear will be charged to a student based on the original cost, year in use, and extent of the damage. Any accrued charges must be paid by the last week in June of the school year the charges were assessed. Students with remaining unpaid charges may be excluded from class and field trips as well as have their name submitted to the RTSD Accounts Receivable Department.



## PHYSICAL EDUCATION

Physical Education is a requirement and all students should be prepared for each class. The appropriate dress attire for PE is a pair of athletic style shorts and a school issued gym shirt. The cost of the gym shirt is \$5.00 and can be purchased anytime in the main office. In addition to the gym uniforms, students are responsible for having socks and sneakers. If for any health reason a student cannot participate in a PE class, a note from the parent/guardian for short-term (1 day) should be presented to the school nurse and in the case of a long-term problem, a note from a physician specifying term should be given to the nurse and physical education teacher.



## HEALTH

**ALL GRADE 6 STUDENTS ARE REQUIRED TO SUBMIT A PHYSICAL EXAM FORM**  
**ALL GRADE 7 STUDENTS ARE REQUIRED TO SUBMIT A DENTAL FORM**

A school nurse is available to deal with routine health matters and emergencies. The office of the school nurse is located on the main floor. The nurse is on duty during the school day. In case of illness, injury, or temporary sickness students are to report to that office. If the nurse is not available, students should report to the main office with a pass issued by a teacher. Students must have a pass from a teacher to go to the nurse during a class. Students may not go to the nurse's office between classes. Students are to go to their next class, and ask that teacher for a pass to the nurse.

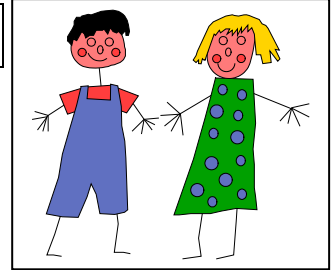


The nurse will schedule, supervise and/or assist in various health examinations and tests as required by law. These include height, weight, vision, hearing and scoliosis screenings. Referrals are provided for those students in need of further care or evaluation. **The nurse will dispense medication only when parents give signed permission on the**

**standard emergency card.** If students must take prescribed medication, they should obtain a request form from the nurse or the nurse's webpage, have it completed by parents and physician, return it to the nurse, and give the medication to the nurse in a properly labeled container from the physician. Students must report personal injury, which occurs at school, to the nurse on the day of the injury.

## CHILD ABUSE

Children must be aware that they are protected under the law from abuse. The school nurse and school officials will investigate any suspected case of child abuse or child neglect. If warranted, the case will then be reported to the proper authorities as required by the laws of the Commonwealth of Pennsylvania. Radnor School Board Policy #806 outlines in detail the procedures for dealing with child abuse.

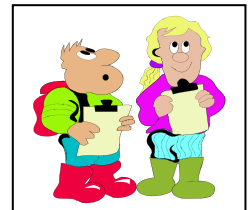


## FORGOTTEN ITEMS

If a child forgets an item at home, parents should refrain as much as possible from bringing the item to school. RMS attempts to promote student responsibility, which should come with maturity. If an item is brought for a student, the student is expected to check in the **Attendance Office**. **Classes are not interrupted to inform students that items have been delivered.**

## LOST AND FOUND

Lost and found items such as clothing and notebooks are located just outside the Attendance Office. Fragile or valuable items are brought to the office where they may be identified and claimed. If not claimed, items will be sent to local charity organizations. Students are asked to mark all belongings with their names in permanent ink. Valuables and large amounts of money should not be brought to school.



## VALUABLES

The school discourages students from bringing valuable items such as expensive jewelry or money to school. If students choose to bring such items, they do so at their own risk. The school cannot guarantee nor provide for the security of these types of items.



## ABSENCE PROCEDURES

State law requires that a school maintain accurate attendance records. Therefore, the advisory teacher takes an attendance check, daily at the beginning of each day.

- 1) If a student will not be in school on a particular day, the parent/guardian must call the prescribed Safe Arrival Line (610-688-0930) to notify the school of the child's absence. When school personnel are not notified, a daily call will be made to the parent/guardian to verify the student's absence and determine the reason.

- 2) After 8:00 a.m., a student arriving late must report to the attendance secretary in the attendance office to insure that accurate records are maintained. Thus, a student arriving after the start of advisory must have an admission slip from the Attendance Office in order to enter any classroom.
- 3) Lateness to school can become an increasing problem resulting in loss of instructional time and interruption in the learning process for others in the classroom. Therefore, Radnor Middle School institutes a more stringent approach. Disciplinary action such as detention will result following a student's fifth unexcused lateness to school. Parents must help to structure a morning schedule for their children that will get them to school on time and begin to establish productive and responsible life-long work habits.
- 4) Chronic unexcused absences to school can become an increasing problem resulting in loss of instructional time and interruption in the learning process for others in the classroom. Therefore, Radnor Middle School institutes a more stringent approach. Disciplinary action may occur including letters being sent home notifying parents of the situation, and the possibility of referrals and notification to the appropriate truancy-related agency and/or authorities.
- 5) In order to participate in after school or evening activities including sports and dances, a student must arrive in school by 11:30 a.m. and actively participate in the remainder of the day.
- 6) Parents wishing to take students on a family trip of an educational nature must write a letter to the principal indicating the nature and duration of the trip. **Only a total of five such days will be excused in a single school year. Please refer to the board policy #204 that can be found on the RSTD website.**

## **ABSENCE/LATE ARRIVAL/EARLY DISMISSAL OVERVIEW**

### **Absence From School**

If your child will not be in school on a particular day, you should call the RMS Safe Arrival Line **(610) 688-0930** to inform us that your child will not be in school that day. If the school is not notified on the day of your child's absence, a call is made to your home to verify the student's absence and to determine the reason.

If your child will be absent ***more than three days***, we will collect work for your child upon request. You may request the homework by calling the Safe Arrival line.

When your child returns to school, he/she should have an official absence excuse card explaining the reason for his/her absence.

### **Lateness To School**

Please make every effort to have your child to school on time every day. While we understand there will be times when your child may be late due to illness, medical appointments, weather conditions or recognized religious services, under normal circumstances students should be at school by 7:50 a.m. In the event that your child is tardy for any of the above reasons, please send in a parental/guardian or physician note indicating the reason for the lateness and have your child sign into school at the attendance office. You may also call the RMS Safe Arrival Line.

Examples of unexcused lateness to school include but are not limited to: oversleeping, missing the bus, personal transportation problems, etc. Five or more unexcused tardies to school may result in the assignment of detentions.

\*\* See item #3 above for potential consequences.

### **Early Dismissal From School**

For any student who needs to be dismissed from school early, please ***send a note in with your child*** and have him/her show it to their teacher to use as pass to go to the attendance office for dismissal. In a case where you did not send a note with your child, please call our office (610) 386-6300 ext 6706 so we are able to have your child waiting for you when you arrive.

## **FIELD TRIPS**

Teams as well as elective classes often plan educational activities away from the school campus. Costs for field trips are kept to a minimum but should any hardship be posed by the monetary requirement, please contact your child's counselor. Students are expected to behave in an exemplary manner while on field trips. Denial of participation in a field trip or special program may result if the student cannot handle the unstructured nature of such activities. Repeated behavior referrals may result in an exclusion from a school trip or activity. Students who take daily medication will require special arrangements, as teachers are not allowed to dispense medication. The parent may elect to chaperone the trip or provide alternative times for the medication to be given.

## **Roles and Responsibilities - STUDENTS**

Radnor Middle School is dedicated to the education of all students. Radnor Middle School staff, together with the parents and members of the wider community, encourages all students to grow academically, socially, and emotionally during their middle school years. Students need consistent messages from staff regarding acceptable and unacceptable behaviors in order to respond in the expected manner. For this reason, the Radnor Middle School Code of Conduct provides guidelines for student behavior which emphasize treating everyone with dignity and respect, cooperating with others, being truthful, and conducting oneself in a safe and responsible manner.

The role of students at Radnor Middle School is to conduct themselves in a manner that reflects the adherence to the Radnor Township School District's Policy 218.1 Code of Conduct (see RTSD website). Through the years at Radnor Middle School, it is expected that students will take increased responsibility for their own learning and social actions. In doing so, students will act in a manner that affords every other student the opportunity to learn in an environment, which is safe and free from distractions.

At Radnor Middle School, students must continue to develop respect for themselves while respecting the rights of others. Cooperation with others in the school community is a shared responsibility as students grow socially. Older students should act as role models for younger students at Radnor Middle School. Being more mature, they should be willing to accept additional responsibilities as they earn additional privileges. Students should leave Radnor Middle School able to view themselves as members of a grade level community unified by understanding and respect for individual differences.

Radnor Middle School students and staff delineated the following student roles and responsibilities:

1. Arrive to school on time.
2. Attend school daily.
3. Learn and follow all school rules and procedures.
4. Observe time limitations for arrival to Advisory and classes.
5. Use proper manners, particularly in the cafeteria and auditorium.
6. Respect adults.
7. Avoid hurtful language to peers.
8. Use appropriate channels (individual teachers, counselor, student council, or office staff) to express concerns, fears, or complaints.
9. Cover all textbooks and respect all school district property.
10. Keep lockers neat. Use only locker assigned to you.
11. Admit mistakes and accept responsibility for one's actions.
12. Behave appropriately on all field trips.



## **RIGHTS**

Students have certain rights, and there are procedures the student and parent can take if they don't agree with the school's action. It is important that parents talk first with the school administrator directly involved before taking other action.

In any disciplinary situation, students have the right to know the charges and also the right to tell their side of the story.

It is the policy of the Radnor Township School District not to discriminate on the basis of race, color, national origin, sex and handicap in its educational and vocational programs or employment as required by Title IX, Section 504 and Title VI.

Assurance is given that service activities and facilities are accessible to and usable by handicapped persons.

For information regarding civil rights and grievance procedure, contact Coordinator of Title IX and Section 504, at 135 South Wayne Ave., Wayne PA 19087 (610) 688-8100.

# RADNOR MIDDLE SCHOOL CODE OF CONDUCT

All staff and students at Radnor Middle School work together to help each other reach their fullest potential. Everyone is treated with respect and dignity. Any behavior or action that helps someone grow and mature is encouraged. Radnor Middle School staff will help students reflect on the Radnor Middle School behavior guidelines for success, which follow:

- Safety:** Are my actions safe for myself and for others?
- Respect:** Do my actions show respect for myself and for others?
- Honesty:** Do my words and actions represent truth?
- Responsibility:** Do my actions show that I strive to meet others' expectations?  
Am I a dependable member of the school community?
- Courtesy:** Do my actions help make this a place where people feel welcome  
and accepted, and where they can do their work without disruptions?

## CODE OF CONDUCT

Radnor Middle School has an active Anti-Bullying program and prides itself on creating a positive learning environment for students. Overwhelmingly, Radnor students conduct themselves in excellent fashion. Conduct that detracts from that high standard of respect for self, for others, and for property will not be tolerated. Students must be aware that misbehavior will result in consequences. Parents and students are asked to become familiar with the following pages that describe the Radnor Middle School Support program, which is the basis of the RMS program of student conduct. Refer to Radnor Township School District Code of Student Conduct #218.1.

### ANTI-BULLYING POLICY FOR STUDENTS

Bullying, harassment, and intimidation have a negative impact on the school climate and distract from learning. Bullying can create unnecessary anxiety that affects the ability or desire of a student to attend school, learn, travel on the school bus, feel safe in school areas such as locker rooms, recess grounds, or cafeteria, or participate in special or extracurricular activities. The failure to address bullying activities gives other students the message that it is permissible to engage in negative behaviors.

It is the policy of Radnor Middle School to combat bullying and to strive to eliminate it in all its forms from our school community. To that end, we will actively work to empower bystanders, increase reporting, identify bullies, and ultimately correct bullying behaviors. Parent participation is an integral part of this vital process.

#### General Definition of Bullying

Bullying occurs when one or more students routinely or repeatedly threaten, harass or intimidate one or more students through words or actions including but not limited to:

- **Verbal Bullying:** Taunting, teasing, calling names, or spreading rumors.

- **Physical Bullying:** Hitting, kicking, destruction or theft of property, or enlisting a friend to assault someone.
- **Nonverbal/Nonphysical Bullying:** Threatening or obscene gestures, exclusion, manipulation of friendships, threatening and/or degrading others via email, the internet (social networking sites), or telephone.
- **Ethnic/Religious/Sexual Harassment is another form of bullying.** This occurs when a student experiences unwanted jokes, comments or taunts about ethnic origin, religious affiliation, sexual orientation, physical appearance, and gender or body parts.

## Guidelines

**Radnor Middle School will not tolerate any type of bullying behavior; it is incumbent upon teachers and students to report and address such behaviors when they are observed.** All alleged incidents of bullying should be immediately reported to a teacher, guidance counselor, administrator or another trusted adult; and a Bully Reporting Form should be completed and submitted in school or retrieved from online and submitted the next day. Bullying Reporting Forms are available in school (teachers, offices or designated areas) and electronic copies are available online via the RMS website ([click here](#)). If it is determined that a student has engaged in a bullying activity, he/she shall be subject to appropriate disciplinary action. These actions include but are not limited to:

- Notification of Parents
- Counseling Assistance
- Detention
- Suspension
- Notification of appropriate Law Enforcement/Social Service Agency

## Instructional Behavior Plan

Radnor Middle School has developed a behavioral support program that is instructional, at first, in assisting students to become responsible, productive and self-disciplined citizens within the school and community. The school also is obligated to prevent students from interfering with the educational environment and instructional program of others. Disciplinary consequences may need to be imposed for the academic, social and emotional well being of all at the middle school.

Radnor Middle School's Behavior Plan is developed from basic assumptions for handling disciplinary problems. Adult behavior and student behaviors are closely linked in matters dealing with student discipline. Approaches that are productive when used by teachers and administrators and that have been based upon knowledge of child development, learning theories and sound pedagogy are tenants within the Middle School plan. These basic assumptions for handling disciplinary problems are:

- It is preferable to try to identify causation whenever possible in guiding student behavior rather than to treat the behavior in isolation. It is doubtful that student misbehavior will be remedied in the absence of knowing reason and/or purposes.
- All behavior is caused – by internal needs of the student (child), by external factors, or by an interaction of these forces. An awareness of causation can facilitate a more effective and intelligent response to specific behaviors.
- The use of positive or at least neutral techniques is more productive when guiding students than the use of negative methods. Positive responses in disciplinary situations contribute to the maintenance of productive human interaction.

- Versatility in the resolution of disciplinary problems is more effective than reliance upon any single technique.
- Over the long haul, approaches that foster the development of internal behavioral controls and problem solving are more productive than those that rely upon external controls or authoritarianism to keep the immediate peace. The ultimate objective is to foster self-discipline.
- Strategies and alternatives for disciplining students in anything less than a constructive way are fruitless.
- Quality instructional programs are inextricably linked to sound discipline.

Teachers and administrators must use alternative approaches to discipline that are appropriate to meet individual needs of students. Teachers and administrators must exercise discretion in dealing with student misconduct. A rigid system of mandatory discipline responses for certain offences seldom proves workable because it fails to recognize the specific circumstances surrounding some instances of misconduct. On the other hand, discipline administered on a case-by-case basis with considerable flexibility of response is often inconsistent, inappropriate and inequitable. Considering the limitations inherent in both the rigid and flexible approach to discipline the following guidelines are presented:

- Rules, regulations and disciplinary procedures should explicitly define unacceptable student behavior and should carefully describe the disciplinary actions attached to each incident of misconduct. Where several options might be appropriate for the same type of offense, the circumstances under which each would be applied should be carefully considered.
- Fixed responses should be prescribed for certain offenses. The more serious kinds of misconduct generally should elicit the same type of action in each instance. Discretion in administering the recommended disciplinary response should be applied only in unusual circumstances.
- Teachers and administrators must avoid situations where there may appear to be preferential treatment in the administration of the code of conduct and a disciplinary response.
- All school staff members, students and parents should know the student Code of Conduct and behavior plan. Violations of the code and plan should never be ignored, and all offenders should be dealt with in a consistent manner that embodies fairness, reasonableness, equitable treatment and guidance in the development of student self-discipline.
- Rules, regulations and disciplinary procedures should not be reduced to a catalog of “Do not....” While it is essential for students to know what behaviors are unacceptable, the Code of Conduct should also stress positive behaviors expected of responsible students. Practical standards rather than idealistic generalizations should be the measure. In the handling of individual disciplinary matters, there is never justification for public humiliation, the use of sarcasm, demeaning comments, or any other form of abusive language or abusive treatment when interacting with students.

In keeping with these philosophical guidelines and the Radnor Township School District’s Code of Conduct Policy, Radnor Middle School has developed a Code of Conduct and written an Instructional Behavior Plan.

The teaching staff will be the primary source of interventions for misbehavior, as most misbehaviors are minor and would be handled by the classroom or supervising teacher. Students should be informed in advance that certain behaviors are unacceptable and will lead to consequences. Interventions for misbehavior will be most effective if implemented consistently and calmly.

Because the needs of sixth graders differ from eighth graders just as the developmental and maturational level of children may vary at any single grade level, no explicit set of consequences can be appropriate for all middle

school students. Yet the following set of consequences, with guidelines for their implementation and enforcement, has been reasonably standardized to promote consistency in application.

## **LEVEL I MISBEHAVIORS**

Level I student misbehaviors impede orderly classroom procedures, infringe upon the rights of others to learn, and interfere with the orderly operation of the school. Activities at this level are considered mostly minor infractions and are the most prevalent among middle school students.

These misbehaviors are handled by the observing staff member, but sometimes may require the intervention of a Counselor or Administrator.

### **Examples of Level I Misbehaviors**

- Lack of required class materials
- Failure to complete assignments
- Lateness to class
- Failure to cooperate
- Inappropriate behavior
- Disruptive behavior
- Inappropriate dress
- Disrespect
- Defiance
- Inappropriate language
- Abuse of school property, books, lockers, etc.
- Eating food in hallways/classrooms
- Littering
- Malicious teasing and mischief
- Academic dishonesty – cheating, plagiarism

### **Procedures**

The supervising staff member or observer immediately intervenes and applies the most appropriate disciplinary action, including parental notification of the continued or increased behaviors.

### **Intervention Options**

- Verbal reprimand
- Verbal rehearsal of the expected behavior
- Positive practice of the expected behavior
- Conference with student
- Classroom/team area school community service
- Academically dishonest work receives the grade of zero
- Isolation/removal from activity
- Conflict resolution
- Behavior contract
- Teacher detention
- Team/grade level detention
- Parent contact
- Conference with counselor
- Referral to Student Assistance Team (MS HOPE)
- Referral to Counselor/Administrator
- Other options as deemed appropriate

## **LEVEL II MISBEHAVIORS**

Level II student misbehaviors are chronic or serious actions that disrupt the learning environment or interfere with the social and emotional well being of the student as well as of others in the school community.

These infractions generally require the intervention of an Administrator because previous behavioral instruction or Level I interventions have failed to change the child's behavior.

### **Examples of Level II Misbehaviors**

Repeated, chronic, or serious Level I misbehaviors  
Leaving school or an assigned area without permission  
Cutting class  
School tardiness  
Unexcused absences  
Truancy  
Failure to cooperate with substitute teachers  
Failure to identify oneself correctly  
Forgery  
Academic dishonesty (cheating, plagiarism, etc.)  
Violation of computer "acceptable use" policy  
Vandalism/graffiti  
Unauthorized sales  
Gambling  
Obscene gestures or actions  
Profane or obscene language  
Intimidation or harassment of other persons  
Sexual harassment  
Fighting  
Trespassing

### **Procedure**

The staff member or observer immediately intervenes and takes appropriate disciplinary action and/or refers the student to an Administrator. The teacher must file a proper and accurate written report of the incident for each child involved, including reports of prior incidents and the actions taken. A conference is held with the student (other students, staff, and/or parents are included as needed) and an appropriate intervention is determined.

The parent(s) and referring staff are notified of the action taken and a record of the student's behavior and consequence(s) will be maintained by the Administration.

### **Intervention Options**

Any appropriate response or disciplinary option from Level I  
Counselor/Administrator conference with student  
Counselor/Administrator contact/conference with parent(s)  
Conflict resolution/mediation  
Ongoing conflict resolution sessions  
Social skills instruction  
Counseling  
Behavior contract/behavior modification procedure  
Restricted school activity

Detention  
Grade of zero given for academically dishonest work  
Schedule/program modification  
Reparation/restitution of damages and/or loss  
School community service  
Administrative conference/intervention  
Social probation  
In-school suspension  
Out-of-school suspension

### **LEVEL III MISBEHAVIORS**

Level III misbehaviors are chronic and/or serious actions specifically and willfully directed against persons or property in the school community. These behaviors are more serious because they may pose a threat to the social and emotional well being of an individual, the safety of an individual, or the safety of the school community. Violations of Radnor Township School District policies and the law also are Level III offences. School policies include, but are not limited to *The Safe Schools Act*, *the Tobacco Law SB Policy #222*, *Controlled Substances/Paraphernalia SB Policy #227*, *Unlawful Harassment Policy SB Policy #248*, *Acceptable Use Policy SB#815* (see RSTD website).

#### **Examples of Level III Misbehaviors**

Repeated, chronic, or more serious Level II misbehaviors  
Theft  
Extortion  
Indecent exposure  
Tampering with or pulling the fire alarm  
Possession, use and/or distribution of matches or a lighter  
Possession, use and/or distribution of firecrackers, poppers, smoke bombs, etc.  
Possession, use, and/or distribution of tobacco and tobacco-related products

#### **Procedure**

An Administrator investigates the incident. The Administrator will meet with the student and confer with the parent about the student's misconduct and the resulting disciplinary action. The referring staff member is notified of the action taken. A record of the offense and consequences is maintained by the Administration.

When applicable, law enforcement officials and other outside agencies are contacted.

#### **Intervention Options**

Any appropriate response or disciplinary option from Level II  
Administrative intervention  
Contact with outside agencies (with parent permission as needed)  
Legal intervention  
Monetary fine as stipulated by *The Tobacco Law* (First Offense: Fifty (\$50.00) dollar fine)  
Other options as deemed appropriate

## **LEVEL IV MISBEHAVIORS**

Level IV misbehaviors are actions which require review by the RTSD superintendent or designee which may result in the removal of the student from school, the intervention of law enforcement authorities, and/or action by the RTSD Board of School Directors.

Level IV misbehaviors threaten the health, safety, and welfare of an individual and/or the school community. School policies include but are not limited to Policy on Weapons SB #218.1.

### **Examples of Level IV Misbehaviors**

Repeated, chronic, or serious Level III misbehaviors  
Possession, use and/or distribution of firecrackers, smoke bombs, etc.  
Possession, use, and/or distribution of drugs and/or alcohol  
Arson  
Selling of unauthorized or illegal substances  
Assault (verbal as well as physical) and/or battery  
Possession, use, and/or distribution of a weapon or facsimile of a weapon  
Bomb threats or other terrorist threats

### **Procedure**

The Administrator investigates the incident. The Administrator meets with the student and confers with the parent(s) about the student's misconduct and the resulting disciplinary action. The Superintendent is alerted to the situation and determines the appropriate consequence, meeting with the parent as appropriate.

When necessary, the superintendent recommends a course of action to the Board of School Directors. When applicable, law enforcement officials and other outside agencies are contacted.

The referring staff member is notified of the action taken. Administration will maintain a record of the offense and the resultant consequence.

### **Intervention Options**

Any appropriate response or disciplinary option from Level III  
Administrative intervention  
Contact with police and juvenile authorities – School Board Policy #225 – details police interrogation.  
Contact with outside agencies (with parent permission as needed)  
Legal intervention  
Alternate placement  
Expulsion  
Other options as deemed appropriate

### **Discipline for Special Education Students**

All students are encouraged and expected to comply with our school-wide code of conduct. However, we do recognize that there are some students identified as requiring special education for which an Individualized Education Plan (IEP) has been developed to address learning and behavioral needs. Some IEP's may include behavior plans specifically developed to teach appropriate behaviors and to determine staff responses and consequences. For special education students, the IEP and/or state regulations and guidelines, and federal law may supersede the school policy for discipline. Therefore, discipline procedures for students with IEP's may be individualized and unique.

## GAMBLING AND SALES

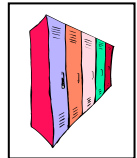
Students are not permitted to bet or gamble on sports or other events at school. Students are not permitted to sell items or goods for personal profit. Sales sponsored by outside organizations must be approved by the principal.

## WEAPONS

Weapons or reasonable look alike should not be brought to school, on the bus or to any school activity. According to the Pennsylvania law, students who do so may be expelled for up to one full school year. Radnor School Board Policy #218.1(see RTSD website) covers in detail the consequences for weapons violations.

## LOCKERS

The school assigns lockers and students are expected to use their assigned locker. Any changes require official school permission. The school issues free of charge a standard school combination lock when a student enters the 6<sup>th</sup> grade or first enrolls. Students are expected to keep and use that lock for their entire time at RMS. **ONLY STANDARD RMS LOCKS MAY BE USED ON HALL LOCKERS.** Other locks will be cut off, if necessary. If a student loses a lock, replacement locks may be purchased at the school office for **\$10.00.** Any problems with lockers should be reported to the Advisory teacher. Locker visits may be limited by an academic team, with many teams requiring that students use their lockers only at specific times during the school day.



Students are responsible to keep lockers clean and in good order. Any locker decorations should be in good taste. Writing in lockers is not acceptable and students should only apply stickers that are removable.

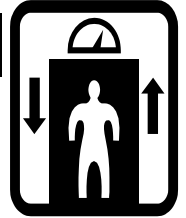
Students are to keep combinations to themselves and must assume responsibility for any missing items should combinations be shared. Students are not to share a locker. Students must accept the consequences of any problem caused by such sharing.

Lockers are school property and are given to students on loan for the school year. As school property, lockers may be searched and illegal or dangerous materials seized by school officials for reasonable suspicion or cause. School officials reserve the right to have general locker openings to help provide for clean lockers and orderliness. Officials will use their best judgment to protect students' rights to privacy. Officials may remove illegal, inappropriate, or dangerous materials. Radnor School Board Policy #226 provides details regarding the search of student storage areas.

## COMPUTERS: Acceptable Use Policy

The middle school offers a variety of interactive technology resources, such as laptops and Smartboards designed to support teaching and learning. The combination wired and wireless networks provide secure and convenient access to all network resources. Refer to the RTSD Acceptable Use Policy #815 (see RTSD website) for use of technology with students. Follow all procedures as listed. Students are to follow all copyright laws and refrain from downloading games and video. Downloading these files uses bandwidth that prevents others from using the network for legitimate educational purposes.

## ELEVATOR USE



Use of the school elevator is restricted to those students who are unable to use the stairs due to disability or injury. For short term use (1 day) students who wish to use the elevator must bring a note from a parent/guardian to the Attendance Secretary. For long-term use, students must bring in a note from a physician specifically requesting such use and give to the School Nurse. Students using the elevator must abide by the following:

- Student should ride the elevator alone, or with **ONE HELPER** to assist with books.
- Student use of the elevator is confined to the regular school day.
- In the event of fire evacuation or a drill, students may **never** use the elevator. Students should proceed to the nearest stairwell landing fire evacuation zone.
- Playing on the elevator will result in loss of elevator privilege.
- The elevator key must be returned at the end of each school day, even for cases of prolonged use.
- Loss of key will result in a \$10 replacement charge.

## BOOK BAGS

Students may use book bags to carry books and materials to and from school. However, once in school, book bags must remain in lockers.

## BICYCLES, SKATEBOARDS, AND ROLLER BLADES

Bike racks are available for those students who choose to ride their bike to school. The school however cannot be responsible for the safety and/or security of bikes. Bikes, skateboards, and roller blades are not to be ridden on school property at any time. Please note that the town of Wayne has passed an ordinance forbidding the use of skateboards and roller blades in the central business area.



Students who ride bikes to school should wear helmets.



## STUDENT DRESS

Students are expected to attend school dressed for the business of learning. While school officials hesitate to establish specific rules, it is expected that students dress in good taste considering their age, the weather, community norms, the need for safety, and the need to take the process of education seriously. Traditional standards of good taste and modesty are expected. Parents are requested to assist the school by monitoring clothing for appropriateness. The school reserves the right to determine standards of dress in an educational setting.

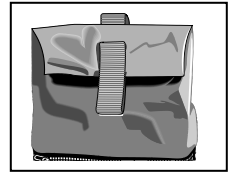


It is suggested that students should **not** wear to school:

- Hats, hoods, bandanas, and scarves, once inside the building.
- Clothing that makes reference to alcohol, drugs, violent behavior, or offensive language.
- Items that communicate vulgarity, sexual or mixed messages, or messages that tend to agitate others (especially ethnic, religious, or cultural groups).
- Clothing that does not cover all undergarments.
- Halter tops, spaghetti straps, loosely fitting tank tops, or clothing exposing midriffs, waists, or chests.
- Shirts cut off at the shoulders or waist.
- Shorts or skirts of an inappropriate length. The bottom of the shorts/skirts should extend further than the longest extended finger while arms are resting at one's side.
- Shoes that cause imbalance or inability to maneuver quickly and safely.

## LUNCH

Lunchtime is intended to be a relaxing and pleasant break in the school day. During this time students have the opportunity to eat lunch in the cafeteria, and have time for unstructured play and social interaction.



While assigned to the cafeteria, students are responsible to stay at their table and to take the responsibility to clean up the area around their table. The teachers on duty dismiss students from the cafeteria. **GLASS BOTTLES AND CONTAINERS ARE NOT PERMITTED.** School procedures state that students should not bring anything other than water in a water bottle to school.

If a student forgets a lunch at home, the school will provide a healthy alternative lunch. In the case of emergency only, parents may bring a lunch to the Main Office. All lunches are then taken to the cafeteria. Students should check with the duty teacher to claim their lunch.

### Student Behavior Expectations Responsible Cafeteria Behavior

1. Students will go promptly to the cafeteria at their designated grade level lunch unless other arrangements have been made with a teacher. A pass will be required to leave the cafeteria and report to an alternate place.
2. Students will walk into the cafeteria in a quiet and orderly fashion in an effort not to disturb other classes that are in session.
3. Saving places at lunch tables will not be permitted.
4. Students will remain seated while eating food (brown bag lunch, school lunch, snacks, drinks, etc.).
5. Each student will handle and eat only his/her own food. Grabbing, throwing, or playing with food is forbidden.
6. Students will use good manners and speak in quiet voices.
7. Students will be respectful to other students, cafeteria supervisors, and cafeteria workers.
8. Students will respond quickly, immediately becoming quiet upon seeing the "silent signal" of a raised hand or hearing a microphone announcement requesting silence.
9. Students will listen quietly to announcements.
10. All unopened food and drinks will remain in the cafeteria.
11. Each student will be responsible to clean up food and trash from his/her floor and table area.
12. During the lunch period, students will use only the bathrooms adjoining the cafeteria.

***After eating lunch and cleaning up, students will be allowed on fair weather days to report to the field.***

## Student Behavior Expectations Field/Lunch Activity

1. Students will report to the field after cleaning up in the cafeteria and being dismissed by a duty teacher.
2. Students will walk to the field, exiting through the appropriate doorways.
3. Students will play and socialize within the designated playing areas.
4. Bleachers will be used for sitting and talking.
5. Playground equipment and other sports equipment will be used properly.
6. All activities will be safe and with appropriate physical contact for the game/activity of choice.
7. Students will return immediately to the school building upon hearing a whistle blow signaling the end of the lunch period.
8. Students will enter the building, return to the cafeteria, and return to their classes in a quiet and orderly fashion.

## Inclement Weather Days

On days when the weather does not allow students to go outside, the following alternatives are available:

1. Remain in the cafeteria to socialize or view DVD movies, when available.
2. Go to the gym to play basketball, when available.

## Student Behavior Expectations Gymnasium/Lunch Activity

1. Students will line up and go with a teacher to the gymnasium.
2. Students must be wearing rubber-soled shoes.
3. Students will be respectful of others during play.
4. When the whistle blows signaling the end of lunch activity, students will quickly return all equipment to the bin.
5. Students will exit the gymnasium quickly, use the nearest rear stairwell, and walk quietly to their classes.

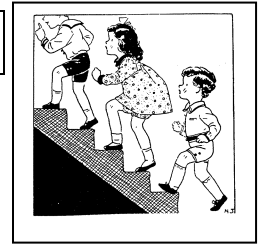
# ELECTRONIC DEVICES AND CELL PHONES

*Cell phones, CD players, radios, lasers, iPods, mp3 players, laptop computers and other PDA devices are not permitted to be used during the school day.* Items will be confiscated and returned to the student at the end of the day. Repeated problems will result in the parent being responsible to pick up the device at RMS. Permission may be granted for student use of personal music devices while on a field or class trip. Students are responsible for the safekeeping of all personal possessions while on any trip.



Cell phones are permitted for use before and after school only. **DURING THE SCHOOL DAY, THEY MUST BE TURNED OFF AND KEPT IN THE STUDENT'S LOCKER.** As with all other valuables, the school is not responsible for lost or stolen property.

# HALL AND STAIRWELLS

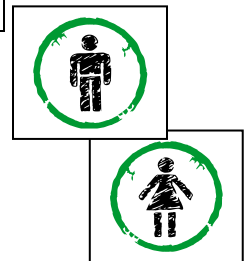


## Student Behavior Expectations Responsible Hallway and Stairwell Behavior

1. Students will walk on the right side when moving through hallways and stairwells.
2. Students will use a normal speaking voice and appropriate language. To speak to someone down the hall, students will go to him or her rather than shout.
3. Students will keep hands, feet, and objects to themselves.
4. During class time, students must have a pass to be in the hallways.
5. No food or drink is permitted in the hallways or stairwells. Exceptions will be made for teacher or team organized special events.
6. When addressed by a staff member, students will stop and speak respectfully with that person.
7. Students will walk in the stairwells, taking steps one at a time. No jumping or sliding is permitted.
8. Students have a responsibility to keep the hallways and stairwells free of litter and graffiti.
9. Students will keep lockers clean and in good order. Locker decorations must be in good taste. Only stickers that are removable are allowed inside the locker door. Writing in or on lockers is not acceptable.
10. Students will close lockers quietly. *Only standard Radnor Middle School locks may be used.*
11. Upon departing the school at the end of the school day, students may also use the back stairwell and the back lobby doors connecting with the bus loop.

# RESTROOMS

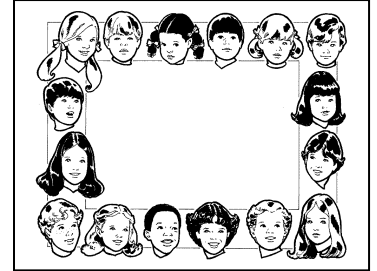
## Student Behavior Expectations Responsible Restroom Behavior



1. Students are expected to use the rest rooms during passing times and lunch. In an emergency during class time, students will get a bathroom pass from the teacher.
2. Students have a responsibility to keep the rest rooms clean and free of litter and graffiti.
3. Students are to report problems or concerns about the rest rooms immediately to a teacher or administrator.
4. Students will wash their hands and use proper hygiene.

# ASSEMBLIES

## Student Behavior Expectations Auditorium Assemblies



1. Students will walk into the auditorium quietly following teacher direction and will sit in their assigned seats.
2. Students will attend to the program, seated upright, with their feet on the floor and their hands kept to themselves.
3. Students will show consideration or applause to the performers at the appropriate times.
4. Students will remain seated and listen to teacher directions for dismissal.
5. In emergencies, during the program, students will exit and enter using the designated doors.

# LIBRARY

## Staff

Librarian: Catherine Horan (x7313)

Aide: Fran Grossman

Library Secretary: Joanne Lawson (x7313)



### Library Rules

- In order to provide a quiet atmosphere for academic work, please keep your voice down when talking.
- Candy, food, gum and beverages are not allowed in the library.
- When using computers, students should adhere to the school district's acceptable use policy.

### Library Services

- The library is open to students every school day from 8:00 A.M. to 3:00 P.M.
- There are 26 computers available for student use. All are attached to the color and black and white laser printers. Please print only what you need.
- A black and white copier and scanner are available for student use.

### Borrowing Materials

- Books may be borrowed for a two-week period (10 school days). Students will be charged a replacement fee for any lost items.

- Overdue notices are distributed to students in Advisory each week. The first notice is a friendly reminder. The second notice is sent, again asking the student to return their overdue item. If the book has not been returned the librarian will call home to enlist the parents' help. Students will be required to pay for any lost items.
- A book may be renewed if it is not on hold for another student. To renew a book, you must bring the book to the library.
- Reference books may be checked out during the school day and must be returned during advisory on the next school day.
- Magazines may be borrowed for a period of five (5) school days. Students will be charged \$3.00 for any lost magazines.
- Students may check out videos. DVD/Videos may be borrowed for five (5) school days.
- A student may only have five items checked out at a time.
- Borrowing privileges will be suspended if a student has overdue items or fines.

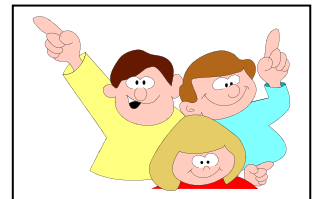
### Library Passes

- Any student wishing to come to the library during class time must obtain a pass from their teacher.
- If you would like to come to the library during your lunch period you must obtain a pass from one of the faculty proctors and sign your name on the sign-out sheet. Students are encouraged to come to the library during lunch to take care of any library business, do school work or spend time reading. Students who choose to come to the library during lunch will be dismissed from the library at the end of the lunch period.
- Upon entering the library you must sign in and your pass will be held at the front desk. When leaving the library your pass must be signed by library staff.
- Each student must have their own pass.

## ACTIVITIES

### **Interscholastic Sports**

There is a wide range of interscholastic opportunities available to students. Interscholastic sports, which are available only to seventh and eighth graders, are organized into fall, winter, and spring seasons. Many opportunities are available each season for both girls and boys.



Students participating in the competitive athletic program must have a doctor and a parent release (form can be downloaded from the RMS website under Athletics) **before** they can practice. Athletes are expected to follow any special requirements for individual sports. Parents are expected to arrange for prompt pick-up of their children after all athletic activities.

### **Interscholastic Sports include:**

**BOYS**  
 Wrestling Basketball  
 Baseball Soccer  
 Football

**GIRLS**  
 Volleyball Basketball  
 Softball Soccer  
 Field Hockey

**Intramurals** – The intramural sports program is available to all students 2-3 times weekly based upon sponsor and space availability. Students should pay attention to announcements and the student bulletin displayed on the TV's during lunch, as information regarding these activities is communicated in these formats.

**Clubs** – The specifics of the intramural club program vary from year to year depending on the interest of the students and the availability of staff. These opportunities include drama clubs, music and other special interests and recreational activities. Students should pay attention to announcements and the student bulletin displayed on the TV's during lunch as information regarding these activities is communicated in those formats.

**Late Buses** – Late buses will not be provided for after school activities.

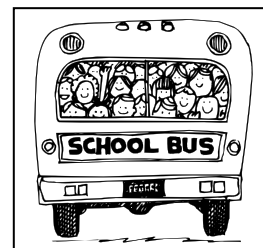
## EVENING ACTIVITIES

Students involved in evening activities such as dances, parties, plays, concerts etc. are required to arrive on time and asked to remain on school grounds for the entire time of that activity. Students who leave school grounds without prior school permission will be sent home with their parents and will be subject to disciplinary action. Parents are expected to arrange for prompt pick-up of their children after all evening activities.



## STUDENT TRANSPORTATION

Information regarding bus transportation is available from the school district transportation office. Bus stop information is mailed home prior to the start of school. Students are expected to follow all bus rules of safety and behavior. Bus students may lose riding privilege for misbehavior on the bus or at stops. The conduct of students to and from school is an important part of the total school program. Maintaining good order on school buses requires the cooperation of students, parents, teachers, principals and bus drivers. The School Board expects students to conduct themselves in a responsible and safe manner while riding on district-owned vehicles and/or using contracted transportation services.



### Student Behavior Expectations Responsible Bus Loop and Front of School Behavior

1. Students will be cooperative and respectful to the crossing guard, bus drivers, and supervising teachers.
2. Students will cross at the crosswalk, following the directions of the crossing guard.
3. Students will remain on the school grounds after being dropped off in the morning and prior to boarding the bus in the afternoon.
4. Prior to 7:50 a.m., students will report directly to the cafeteria. They are not allowed to congregate in the hallways or stairwells.
5. Upon departing the school at the end of the school day, students who board buses in the bus loop will exit using the stairwells closest to the bus loop.
6. Students who are to be picked up by a parent will exit using the correct crosswalk stairwell and cross with the appropriate crossing guard.
7. At the end of the day, students expecting to board buses will remain on the sidewalks in the bus loop area and in front of school. Students awaiting buses are not allowed to play on the field or walk into town. Students must board the bus quickly, as buses will not stop in the bus loop to pick up late students once they are loaded and have begun to leave the bus loop.
8. Students will **walk** in the bus boarding areas, staying in the designated area until the bus is stopped, the driver is on the bus, and the driver signals the students to board.

9. Students will board the bus single file.
10. Students will remain seated on the bus, facing forward, keeping their hands, feet and all objects to themselves.
11. Students will speak in conversational voices on the bus.
12. Food or drink is not permitted on the bus.

### **More specifically:**

The following procedures and regulations apply to all students transported by the Radnor School District:

- The school bus driver is responsible for the safety and conduct of all the students assigned to his/her bus.
- Students are to be loaded and unloaded only at designated bus stops. **STUDENTS WILL NOT BE PERMITTED TO GET ON OR OFF THE BUS AT A STOP OTHER THAN THE ONE ASSIGNED.**
- **School District Transportation Policy does not permit students to ride a bus other than that assigned.** Other than an extreme emergency, permission cannot be given by a principal or other building personnel for a child to ride a different bus or any bus if the student is a walker. The only permitted exception is if the parents request a change. Such special requests must be made in advance in writing to the Transportation Department.
- Pupils should wait a reasonable and safe distance from the road at their stop. They should stay clear of the bus until it has come to a complete stop.
- When crossing a road, students should walk in front of the bus only when given the “go-ahead” by the bus driver. Pupils should exercise extra caution when crossing a road.
- Students are to load and unload in a safe and orderly manner. They should avoid crowding or pushing and go directly to their seats when entering the bus. **IF STUDENTS HAVE ASSIGNED SEATS, THEY ARE NOT TO CHANGE SEATS WITHOUT PERMISSION FROM THE BUS DRIVER.** The bus will not move until all passengers are seated. Pupils should remain seated until the bus has come to a complete stop, and they are not to stand or change seats while the vehicle is in motion. They should not place books or other articles in the aisles of the bus.
- Live animals will be permitted on the bus only with the consent of the Director of Transportation or his/her designee. Items such as gym bags, band instruments and school projects shall not be allowed on the bus unless they can be held on the student’s lap without endangering the safety of others.
- Students should behave in an orderly and mature manner while riding on the bus.

When boarding buses at school, students should form a line and avoid pushing. Running after a moving bus is dangerous, and is not permitted. Misbehavior on buses will result in detention or loss of bus privilege.

### **THE FOLLOWING ACTIONS BY STUDENTS ARE SPECIFICALLY PROHIBITED:**

- Being disrespectful to the bus driver.
- Failing to obey an order of the driver.
- Assaulting the driver or another student.
- Using profane, vulgar, or threatening language to the driver or to another student.
- Defacing or destroying bus property.
- Tampering with the bus or any of its equipment (including radio equipment).
- Wrestling, fighting, or “horseplay” on the bus.
- Shouting or making unnecessary noise.
- Lighting matches, smoking, or using other tobacco products.
- Tampering with the windows or extending arms or other parts of the body out of the windows. (Ask the driver for permission before opening windows.)
- Littering or throwing (or “shooting”) objects inside the bus or out the windows.
- Standing or changing seats while the bus is in motion.
- Tampering with the emergency door. (This exit is not to be used except during a supervised drill or an actual emergency.)
- Use or possession of contraband, drugs, or controlled substances of any kind.
- Any other actions that cause a disturbance or distraction to the bus driver or other students or could impair the safe operation of the bus.

- A video monitoring device will be installed, operated, and maintained by Bus Transportation and may be used at any time.

If a student violates the School Bus Regulations and the situation warrants, the bus driver will submit a Discipline Report on the incident. This report will be submitted to the school principal who will investigate and take appropriate action in dealing with the matter. All questions and problems concerning student discipline should be referred to the principal of the appropriate school. It should be noted that if a student is to be disciplined for a violation of the rules and regulations more than once, the discipline for each incident will become progressively more severe, depending on the circumstances of each incident.

## **FIRE DRILLS**

Fire drills are conducted regularly to practice for the safe evacuation of students and school personnel in the event of an emergency. Drills must be taken seriously. Students must report to a designated area as directed by their teacher.



- ❖ Students in classes will exit the building as directed by their teacher and according to the sign displayed over the classroom door. All staff and students must be at a safe distance from the main building.
- ❖ Students and staff in wheel chairs or requiring any special assistance will report to the nearest designated stairwell. All stairwells have “area of refuge” panels. The staff or student can press a button at any landing not accessible to the outside doors and they will be lit up on a panel in the main lobby. They can wait there for rescue and will be contacted via the speaker in the panel by the emergency responders when they arrive to the site. Special procedures will be developed to meet individual needs.
- ❖ Students will be absolutely silent in order to hear any emergency directions.
- ❖ If a fire alarm sounds while students are in the hallway, they are to exit immediately using the nearest safe stairwell.
- ❖ Any student not in his/her assigned class when a fire alarm sounds will report immediately to the nearest designated area. If the student cannot immediately locate the teacher, he/she will report to the nearest teacher for assistance.
- ❖ If the alarm sound during a time when students are unassigned (e.g., before advisory, during lunch or special activities, etc.,) students will go immediately and silently to the nearest exit and report to the nearest designated area.
- ❖ After the “all clear” signal, students will return in a line with their class to the building as directed by their teachers. Students will continue to maintain silence in order to hear directions.

## **LOCK DOWN DRILLS**

In some types of crises, it may be necessary to implement a temporary “Lockdown” to protect students and staff. RMS has lockdown drills as recommended by RTSD Office of Operations. Level One lockdown drills require all exterior doors to be locked and regular school operations continue without any disruption. Level Two Lockdown drills however, require exterior and interior doors to be locked and students are detained in their classrooms for a designated period of time.

# Glossary of Middle School Terms

<b>Advisory</b>	Advisory is a period for independent study, extra help, group meetings, and makeup work. Also, Essentials, Band, Orchestra and Chorus meet at this time.
<b>Assignment Notebook</b>	A spiral notebook given to every child at the beginning of the year. Parents should check it for short term as well as long-term assignments.
<b>Bus Loop</b>	The semi-circular drive, which encircles the administration building - boarding of school buses is in this area and the front of the building.
<b>Electives</b>	Classes scheduled two periods a day for all grades such as foreign language, FACS and Tech Ed.
<b>E.L.L.</b>	English Language Learners course offered to students who need additional language assistance.
<b>Foreign Language</b>	French, Spanish, German and Latin are offered beginning in the sixth grade.
<b>Intramurals</b>	A program of activities Monday, Tuesday, Wednesday and Thursday afternoons. Offerings vary from year to year but usually include athletics, dramatic arts, and curriculum related subjects. Late busses are not provided.
<b>Language Arts</b>	Combined instruction including English, reading and composition.
<b>Lockers</b>	There are two types of lockers used by students. Book lockers are located near advisory and students may use only locks issued by school. P.E. lockers are in the gym and students must provide their own combination locks.
<b>MS HOPE</b>	A program to identify and refer students who may be exhibiting poor coping skills, at risk behavior, and academic challenges.
<b>Team Planning Time</b>	A period scheduled each day for team unit and activity planning. It is an excellent time for parents to make an appointment to meet with the entire team.
<b>Tech Ed</b>	Technology Education - a course emphasizing an overview of technology in our world.
<b>Main Gym/Auxiliary Gym</b>	The main gym is used for most athletic activities. The auxiliary gym is used primarily for Physical Education classes.

# APPENDICES

## Radnor Township School District School Board Policies

(refer to <http://www.rtsd.org/Page/320> to review District Policies)

- #200 Enrollment in District
- #201 Admission of Students
- #202 Eligibility of Non-Resident Students
- #204 Attendance
- #218 Student Discipline
  - #218.1 Weapons
  - #218.2 Terroristic Threats/Acts
  - #218.3 Code of Student Conduct
- #222 Safe Schools Act, the Tobacco Law
- #225 Relations with Law Enforcement Agencies
- #226 Searches
- #227 Controlled Substances/Paraphernalia
- #235 Student Rights/Surveys
- #248 Unlawful Harassment Policy
- #249 Anti-Bullying
- #806 Child/Student Abuse
- #810 Transportation
- #815 Acceptable Use Policy