

HUNTINGDON AREA SCHOOL DISTRICT

MISSION

Working together to inspire all students
to become lifelong learners
and productive global citizens

VISION

Every day, all students are challenged
to develop their full potential and experience success
leaving school inspired and eager to return the next day.

VALUES

Safety, Respect, Collaboration, Empowerment



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HUNTINGDON AREA SCHOOL DISTRICT

SCHOOL BOARD

Mr. K. Michael Honstine, President
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Mrs. Donna K. Isenberg
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ADMINISTRATIVE OFFICE 814-643-4140

Ms. Jill D. Adams	Superintendent
Mrs. Kelly Zurybida	Coordinator of Student Services
Mr. Andrew Socie	Buildings and Grounds
Mrs. Melinda L. Stuck	Business Administrator
Dr. David A. Buzminsky	School Psychologist

**MIDDLE SCHOOL
814-643-2900**

Mrs. Patricia Wargo	Principal
Mrs. Sommer Garman	Assistant Principal
Mrs. Linda Miller	Counselor
Mrs. Kristina Launtz	Secretary
Mrs. Lisa Wykoff	Secretary
Mrs. Margaret B. McNitt	Food Service Director (or 643-6371)
Mrs. Debora Stapleton	Food Service Secretary
Miss Elizabeth Low	Part Time Food Service Secretary

**HUNTINGDON AREA MIDDLE SCHOOL
TIME SCHEDULE**

6th Grade

Homeroom	7:50 – 7:54
1 st Period	8:03 – 8:51
2 nd Period	8:54 – 9:42
3 rd Period	9:45 – 10:33
Lunch	10:33 – 11:03
4 th Period	11:06 – 11:54
5 th Period	11:57 – 12:45
6 th Period	12:48 – 1:36
7 th Period	1:39 – 2:27
Guided Study	2:30 – 2:45
Announcements	2:40
Dismissal	2:45

7th Grade

Homeroom	7:50 – 8:00
1 st Period	8:03 – 8:51
2 nd Period	8:54 – 9:42
3 rd Period	9:45 – 10:33
4 th Period	10:36 – 11:24
Lunch	11:24 – 11:54
5 th Period	11:57 – 12:45
6 th Period	12:48 – 1:36
7 th Period	1:39 – 2:27
Guided Study	2:30 – 2:45
Announcements	2:40
Dismissal	2:45

8th Grade

Homeroom	7:50 – 8:00
1 st Period	8:03 – 8:51
2 nd Period	8:54 – 9:42
3 rd Period	9:45 – 10:33
4 th Period	10:36 – 11:24
5 th Period	11:27 – 12:15
Lunch	12:15 – 12:45
6 th Period	12:48 – 1:36
7 th Period	1:39 – 2:27
Guided Study	2:30 – 2:45
Announcements	2:40
Dismissal	2:45

TIME SCHEDULE IS SUBJECT TO CHANGE

COURSE DESCRIPTIONS

6TH GRADE – Core Courses

LANGUAGE ARTS

Language Arts will focus on reading, writing, listening, and speaking skills that are fundamental in everyday life. Throughout the course, students will also focus on grammar and mechanics. Students will continue with their development of the writing process by constructing various informational, narrative, and persuasive essays. Attention will be given to the process of preparing and writing a research paper. Emphasis will also be placed on encouraging students to read 25 or more books independently.

MATH

Holt McDougal Course I is taught on a daily basis with a curriculum centered around 3 focal areas. The students will focus on Numbers and Operations in which they will develop an understanding of and fluency with multiplication and division of fractions and decimals. Students will focus on Numbers and Operations in which they will be connecting ratios and rates and the multiplication and division of each. Students will also focus on Algebra where they will be writing, interpreting, and using mathematical expressions and equations. Students will make connections to each of the focal points by centering on Numbers and Operations, Algebra, Measurement and Geometry. There is substantial emphasis placed on estimation and mental arithmetic. Calculators are introduced and used in some applications. There is still a major reliance on pencil and paper math in this course. Homework will be assigned on a daily basis. Success in this class will assure the students ability to move into Holt II in 7th grade.

Holt Mathematics curriculum provides 1.) Built-in Assessment, 2.) Comprehensive Differentiated Instruction, 3.) Success on High-Stake Tests, and 4.) Integrated Technology that Enhances Learning. Holt Math II focuses on whole numbers, integers, and rational numbers all interwoven in Algebraic concepts. Proportional Relationships, Percents, Collecting and Analyzing Data, Geometric Figures, Measurement: Two and Three Dimensional Figures, Probability, and Multi-Step Equations and Inequalities are other math concepts that will be emphasized throughout the year. Students in 6th grade that take Holt II will be working at a 7th grade level. Students will be working in a course that assumes mastery of basic arithmetic skills and will be working at a faster pace than that of an on level course. Students must maintain an 80% or higher to go on into Algebra in 7th grade. The inability to meet this requirement will result in the retaking of Holt II in the 7th grade.

READING

Reading is a core course on how to read a variety of texts. Students will read selections from different genres, such as fiction, fantasy, autobiography, and biography. Students will understand the literary techniques and gain the skills that are needed to read, understand, and appreciate each genre. The lessons will focus on reading strategies and skills based on Pennsylvania's Reading Standards and Assessment Anchors. Learners will be able to use strategies modeled in literacy instruction in all content areas and to promote lifetime reading.

Sixth Grade Title I Reading – small group instruction is provided by a building reading specialist for those students recommended for additional reading instruction. The participation is based on teacher recommendations, parent request, and district assessment.

SCIENCE

Science curriculum consists of studies which include Environmental and Ecology, Fresh Water, Aviation and Space Flight, and a research project that incorporates Science and Language Arts. Math, technology, and basic laboratory skills are integrated throughout the year.

SOCIAL STUDIES

Social Studies centers on the themes of Geography, Ecology, and Economics. Students learn basic geographic literacy as well as physical characteristics of places and regions. In addition, students will study the human characteristics of places and regions. Finally, students will look at the interactions between people and planet Earth. Ecology will build an understanding of how environment impacts living things and their populations. Ecology will also introduce the ideas of food chains, food webs, and energy pyramids. Economics is a one semester course which explores economic systems, markets and government, with heavy emphasis on the basic economic problem of scarcity. Economic interdependence, work and earnings complete the course. Completion of this course will help reinforce and expand upon what students have already learned. In addition, this course will help lay a solid foundation for what is yet to come in the areas of Geography and Economics.

7TH GRADE – Core Courses

LANGUAGE ARTS

Communication skills are emphasized through reading, writing, speaking, and listening. Punctuation, grammar, and vocabulary are expanded through the writing process. Students' exposure to literature focuses on a variety of literary types, such as fiction, non-fiction, short story, essay, drama, and poetry. Emphasis is placed on encouraging students to read 25 or more books independently. Students will also be preparing, writing, and presenting a Career Shadowing Project.

SCIENCE

Science is split into two major areas of study. Half of the school year will focus on concepts in life science. The other half of the year will focus on concepts in physical science. The life science course concentrates on the interrelationships among all living things and the environment. Topics of learning in life science will center on cells, heredity, bacteria, plants, and animals. Students will also investigate issues related to agriculture and pest management. A basic introduction to physical science will include topics covering motion, forces, energy, sound, light, and electricity. Throughout the year students will learn about the use of the scientific method and basic laboratory skills. Laboratory demonstrations and experiments will be a very important part of the learning process.

MATH

Holt Mathematics curriculum provides 1.) Built-in Assessment, 2.) Comprehensive Differentiated Instruction, 3.) Success on High-Stake Tests, and 4.) Integrated Technology that Enhances Learning. Holt Math 7 focuses on whole numbers, integers, and rational numbers all interwoven in Algebraic concepts. Proportional Relationships, Percents, Collecting and Analyzing Data, Geometric Figures, Measurement: Two and Three Dimensional Figures, Probability, and Multi-Step Equations and Inequalities are other math concepts that will be emphasized throughout the year.

Holt Algebra is the advanced mathematics offering for seventh-grade students. Holt Algebra provides a reminder of pre-algebra concepts before exploring the following ideas: Equations, Inequalities, Functions, Linear Functions, Systems of Equations and Inequalities, Exponents and Polynomials, Factoring Polynomials, Quadratic Functions and Equations, Data Analysis and Probability, Exponential and Radical Functions, and Rational Functions and Equations. Graphing will be emphasized in this course. Applications will be utilized to reinforce the skills and concepts learned in class. The course is designed to prepare students to complete the Algebra 1 Keystone Exam in the spring.

READING

Reading is a core course on how to read and analyze a variety of texts. Selections are historical fiction, autobiographies, biographies, drama, and information selections. The lessons will

focus on reading strategies and skills based on Pennsylvania's Reading Standards and Assessment Anchors. Learners will be able to use strategies modeled in literacy instruction in all content areas. Writing, using the Collins Writing Program, is also emphasized throughout the year. The goal is to promote lifetime reading and writing.

SOCIAL STUDIES

Western Civilization, one-semester course, focuses on the early history of civilizations beginning with the contribution of prehistoric people, the contribution of early civilizations and the impact of the early Middle Ages on European History. This course will help students develop an understanding of early civilizations based on five essential learning's: the democratic ideal, cultural diversity, economic development, global perspective, and the development of a democracy.

Pennsylvania History, one-semester course, will focus on Pennsylvania history. The academic goals encompass communications, environment and ecology, career education and work and citizenship. The citizenship component includes history, geography, economics and government and their relationships. Students will use thinking skills and independent and collaborative learning.

8TH GRADE – Core Courses

LANGUAGE ARTS

Language Arts is designed to build comprehension and understanding of the quality of literature and to develop effective compositions. It is based on building a solid foundation for students to develop and grow as readers and writers. The content is covered at a pace to allow students to gain an insightful and meaningful awareness of language and how it is used to express certain ideas, emotions, and points of view. Students will explore a variety of genres and will work on analytical, critical, and interpretive thinking skills independently as well as in groups. Emphasis is placed on encouraging students to read 25 or more books independently.

MATH

Holt Mathematics curriculum accommodates students with different skill levels and those whose learning styles benefit from different approaches. It takes an integrated approach to learning mathematics and exposes the students to algebraic concepts early and often.

Algebra is intended for any math student 7th grade or above who has successfully completed Holt McDougal Course 2 and/or Course 3. This text has a scope far wider than most other algebra texts. It uses statistics and geometry as settings for work with linear expressions and sentences. Probability provides a context for algebraic fractions and set ideas. There is much work with graphing. Applications motivate all topics and include exponential growth and compound interest.

Geometry is intended for eighth graders who have scored in the 90th or higher percentile nationally in mathematics or have passed Holt McDougal Algebra in seventh grade. Their reading comprehension must be at least on a seventh grade level. This course is also intended for any math student above 8th grade who has successfully completed Holt McDougal Algebra or its equivalent. Content areas include geometry concepts of one, two, and three dimensions of primarily Euclidean applications.

READING

Reading Team Instruction is a core course on how to read a variety of texts. The lessons will focus on reading strategies and skills based on Pennsylvania's Reading Standards and Assessment Anchors. Learners will be able to use strategies modeled in literacy instruction in all content areas and to promote lifetime reading.

Eighth Grade Title I Reading – small group instruction is provided by a building reading specialist for those students recommended for additional reading instruction. The participation is based on teacher recommendations, parent request, and district assessment.

SCIENCE

8th grade science consists of studies in the geology, basic chemistry, and meteorology. Science inquiry is emphasized through chemistry labs, monitoring the HAMS weather station, utilizing a variety of scientific equipment and small research projects.

SOCIAL STUDIES

American History spans the history of America from 1760 – 1914. Students will gain an understanding of American history focusing on major historical events including the American Revolution, the U.S. Constitution, Expansionism, the U.S. Civil War, Reconstruction Era, Reform in America, and America's role as a world power. History Day - Eighth grade students will participate in History Day at the local level and have the opportunity to move to the regional competition at Juniata College, the state competition at Penn State and the nationals in Washington D.C.

SPECIAL AREAS COURSE DESCRIPTIONS

ART – 6th, 7th, and 8th grade

6th Grade: In sixth grade students will learn to use the elements and principles of art to guide their creative process, specifically color, form/shape, space, and proportion. They will become aware of and be able to use proper proportion relationships in their art. They will review the color wheel, be able to use it as a resource, and understand the importance it plays in design.

7th Grade: Seventh graders will focus on identifying, explaining and interpreting their work and the work of others through positive critiquing methods. They will be able to select appropriate materials and be introduced to the element of value through color mixing. They will work collaboratively and be able to relate works of art to geographical and historical regions and time periods.

8th Grade: Eighth grade art will focus on both 2 dimensional and 3 dimensional designs. Students will begin to make personal connections to their artwork. They will research, imagine, and design an interior space while learning the technique and vocabulary associated with one-point perspective. Students will strive to convey a message or meaning in their art.

COMPUTER LITERACY – 6TH, 7TH, and 8th grade

Students participate in the basic fundamental use of the computer, keyboard, and the Internet. Introduction of letter formats and research paper formats will be taught using Microsoft Word. Students will also be introduced to the basic use of Microsoft Excel and Microsoft PowerPoint. The goal is to have the students become effective typists and have a basic working knowledge of the Microsoft applications.

FAMILY AND CONSUMER SCIENCES AREA – 8th grade

Students acquire experiences in the following areas: Financial and Resource Management; Food Science and Nutrition; Balancing Family, Work, and Community Responsibility; Technology in the Home and Workplace.

MUSIC APPRECIATION – 6th grade

Students acquire knowledge in the following areas: Treble clef note reading, Rhythm study, Instruments and their Families, Musicals, as well as Playing Guitars. Also, each class, students will be exposed to a variety of music styles from jazz, rock, and even pop. To do so, students will complete a Music Listening Journal to collect their information and thoughts about the different styles we listen to in class. In addition, students will also be encouraged to expand their knowledge of music by creating their own musical instrument from common household items. Lastly, students will enjoy watching a musical and relating it to everyday life.

PHYSICAL EDUCATION – 6th, 7th and 8th grade

Health and Physical Education is required for all sixth, seventh, and eighth grade boys and girls. All students will meet three periods per cycle. Students have physical education on either A & E day or B & F day and health education on C or D day.

The Physical Education curriculum is designed to meet the physical, social, and emotional needs of the students through a planned course of physical activities and social interaction.

The Health Education curriculum is designed to incorporate health and wellness, mental and emotional wellness, health relationships, nutrition, personal health, body systems, drug education, communicable and non-communicable diseases, personal safety, violence, and the environment.

In Physical Education, students will be evaluated primarily on being prepared for participation in the class activities. Students are required to dress appropriately for class. Appropriate dress is shorts or sweatpants, a T-shirt or sweatshirt, socks, and shoes that tie.

In Health Education, students will be evaluated on homework assignments, class participation, and tests.

Health and Physical Education grades are included in the Honor Roll tally.

TECHNOLOGY EDUCATION – 7th grade

Courses in Technology Education reflect innovations, technological systems, resources, and products related to technology. Technology Education explores the social, cultural, and environmental impacts of technological developments in the world. Opportunity is provided in classroom and laboratory settings for students to develop knowledge, skills, and attitudes regarding technology. Courses are designed to insure that citizens are prepared to live in and contribute to a competitive and complex technological society. Course activities consist of: Engineering Structure, Construction and CAD, Manufacturing and Automation, Electronics and Control Systems.

STUDENT RESOURCE AREAS

COMPUTER LAB

Our computer lab is a busy place! Many students and teachers use it in cooperation with the computer lab aide. Although the lab is often used as a writing lab, other programs are utilized as well. There are ample opportunities for students to enhance their math and creative writing skills as well as programs that allow students to enter and interpret data.

At the beginning of the year you will receive the Huntingdon Area Middle School Computer Resource User Agreement and Parent Permission Form that must be signed by students and parents. This form is a list of rules, relevant laws and restrictions for use of our computer resources and will be kept on file. If this form is not returned, the student will not be permitted to use the Internet and other resources available.

IMC

Our school library contains approximately 9,700 books. Students may come to the IMC for independent study from study halls, homeroom in the morning, or with a teacher's permission at any time during the day. In order to visit the IMC, students are required to have their assignment notebooks signed by their teachers. Students are permitted to borrow two books at a time from the library for a period of two weeks. Reference books may be borrowed on an overnight basis. If students have overdue books, they lose their library privileges. No fines are charged on overdue materials.

Students also use the IMC as part of class activities and various research projects. They receive instruction on information retrieval before research projects. Computers and electronic media are available for class assignments or recreational use with staff permission.

HAMS library is a member of ACCESS PA. ACCESS PA is a bibliographic union catalog and resource-sharing tool that is a guide to the Pennsylvania library collections. The holdings of over 1,000 school, public, academic, and special libraries are searchable using technology. Being a member of ACCESS PA allows students to borrow materials from any of these libraries by using the interlibrary loan system.

Technology is an integral part of the IMC. Circulation is done by scanning bar-codes on materials and using student numbers. The card catalog is accessed electronically from ~~ten~~ computer workstations and notebook computers. Students can obtain information on various topics through the Wide Area Network (WAN). Collections of libraries in other district buildings may be searched as well as the ACCESS PA database, various reference material databases, Accelerated Reader program, and the Internet.

STUDENT PROGRAMS

ACCELERATED READING PROGRAM

Accelerated Reader is a nationally recognized reading incentive program. It promotes recreational reading for all students and rewards them for their efforts. Thousands of quality titles have been purchased and these books are placed in a variety of areas throughout the school. Students are encouraged to read a book of their choice, then take a short computerized quiz. According to the score they earn on the quiz, they are awarded points. These points may be used to "buy" merchandise in the AR Store twice each month. This effort will also help your child reach or exceed the recommendation set by the state of PA for each student to read 25 books or more.

All Middle School students must follow these guidelines for the Accelerated Reading Program:

1. NO CHEATING – take tests only on books that you have read or that have been read to you. If caught cheating, you will be forced to forfeit all points accumulated in your account. It is possible that you may also be eliminated from the program.
2. Take tests on your account number only.
3. The AR Committee has the option to review excessive failures and take action as needed.

A new component of this program is called the "A.R. STAR". It is designed to test the students' ability to read material at different levels of difficulty. A diagnostic report is provided to suggest where the student's strengths and weaknesses lie. It provides useful information for the teachers, students, and parents.

DON'T BULLY A BEARCAT PROGRAM

The aim of the Don't Bully a Bearcat (based on Olweus) anti-bullying program is to ensure that students are provided a supportive, caring, and safe learning environment. Bullying affects the entire school community and will not be tolerated. Teachers are committed to identifying and reporting bullying. Students are encouraged to report bullying to a teacher, administrator, school counselor, or other school personnel, as well as an adult at home.

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more of the students. The student who is bullied has difficulty defending him or herself. Bullying is distinguishable when there is an imbalance of power, an unfair advantage, feelings of dominance and power, and/or repetitive negative actions.

Four School Rules Against Bullying:

- We will not bully others.
- We will try to help students who are bullied.
- We will include students who are easily left out.

- When we know somebody is being bullied, we will tell an adult at school and an adult at home.

FAILURE FREE READING PROGRAM

The Failure Free Program is designed to meet the needs of students with low reading abilities. It is both a script and computer based program.

OPPORTUNITIES FOR STUDENT INVOLVEMENT

ACTIVITY NIGHT

Activity Night is held at the Middle School approximately once a month from 6:00 p.m. until 8:30 p.m. during the school year for Huntingdon Area Middle School students only. Various groups and organizations sponsor the Activity Night as a fundraiser. Dancing, gym activities, swimming, and refreshments are part of each Activity Night. Middle School Activity Night is a student privilege, not a right. We view this evening as a reward for appropriate behavior. All school rules, dress codes, and policies are in effect during Activity Night. Activity Nights are well chaperoned by parents and school employees. Parents are encouraged to volunteer to serve as chaperones.

The following conditions will prevent students from attending:

- Being suspended since the previous Activity Night.
- Failing to serve detention.
- Failing one or more classes.
- Displaying inappropriate behavior.
- Failing to complete schoolwork.
- Administration reserves the right to prohibit participation.

Students not picked up by 8:45 p.m. will not be permitted to attend the next Activity Night.

HAMS ENVIRONMENTAL CLUB

Students in grades 6th to 8th can join this organization. The club enables students to participate in independent and group studies or projects of their choice throughout the school year. In addition, the opportunity exists for students to participate in community-action projects. This club emphasizes students as active learners and leaders-

MUSIC ORGANIZATIONS:

INSTRUMENTAL MUSIC PROGRAM

Participation in the instrumental music program is open to all students attending the Huntingdon Area Middle School. All students will be placed into small group instrumental instruction classes at the beginning of the school year. Since this small group instruction is in addition to regular band rehearsals, anyone who wants to play an instrument is welcome to join regardless of experience. Since the success of these classes and co-curricular activities relies on commitment and discipline, it is suggested that prospective students (and parents) make sure they are prepared to make the commitment. A letter with specific requirements will be sent to parents at the beginning of the year.

The program consists of regularly scheduled classes for 6th, 7th and 8th grade bands. The bands perform annual Christmas and Spring concerts. In addition to the previously mentioned curricular offerings, the following co-curricular instrumental music activities are also available:

- Jazz Band (grades 6 – 8) – This band performs music in the Jazz, Rock and Pop idioms. The Jazz Cats perform in several concerts throughout the months of April and May.

- Marching Band (grades 7 – 12) – This band performs music at football games, band competitions and parades. Practices begin August (a couple of weeks before school begins) and continue twice a week after school in September and October. Middle School and High School students mix together to make up this co-curricular activity.
- County Band (grades 7 – 9) – Representatives for the annual Huntingdon County Junior High Band Festival. This is a one-day festival at which our best instrumental music students join forces with the best instrumental music students from the other three county school districts for morning and afternoon practices in order to prepare a concert for that evening. The festival usually occurs in April or May.
- District 4 6th Grade Band Fest– Representatives for the annual District 4 6th Grade Band Festival are chosen by audition from our 6th Grade instrumental music class. This is a one-day festival at which the best 6th Grade instrumental music students from the Pennsylvania Music Educators Association District 4 (26 school districts) join forces for morning and afternoon practices to prepare a concert for that evening. The festival usually occurs in April or May.
- 6th Grade Small Ensemble – This performing ensemble plays a variety popular music. Supplemental to 6th grade band, this ensemble is designed for students who are dedicated to their instrument and the desire to learn more about music. The 6th grade Small Ensemble usually rehearses once a week during homeroom.

CHORAL MUSIC PROGRAM

Participation in the choral music program is open to all students attending the Huntingdon Area Middle School. Since the success of this class relies on commitment and discipline, it is suggested that prospective choir students (and parents) make sure they are prepared to make that commitment. A letter with specific requirements will be sent to parents at the beginning of the year. The program consists of regularly scheduled classes for 6th, 7th and 8th graders in the Huntingdon Area Middle School Choir.

SCHOOL-HOME COMMUNICATIONS

The school district is using the Internet to strengthen the communications between the home and school. Teachers use a web site called Edline to post student class information, progress reports, daily assignments, and other pertinent information for both students and parents. Parents have their own account separate from the students so parents will be able to use the Internet to more effectively partner with their child's/children's teachers. Please contact your child's teacher(s) if you have any questions about this service.

SPECIAL OLYMPICS

A program designed to encourage training in various sports for exceptional students so they can participate in tournaments in the local, county, and state level. Special Education students team up with peers and coaches to challenge themselves by growing stronger in their social, emotional, and physical abilities.

SPORTS

The Huntingdon Area Middle School is a member of the Pennsylvania Interscholastic Athletic Association (PIAA) and subscribes to the philosophy and intent of its by-laws. All PIAA by-laws that pertain to age, awards, attendance, curriculum, health, residence, representation and seasonal rules will be followed.

Academic eligibility for athletic activities is based on the premise that academic performance is the keystone of the curriculum and the standard upon which participation is measured. A student must pass at least four (4) of the core subject areas to be eligible. A student not meeting this requirement will be ineligible for 20 school days.

A student must be in school by 11:15 a.m. in order to participate in an athletic contest or practice that day. An exception will be made if the student has an approved appointment.

If a student is absent from school during a semester for a total of 20 or more school days, the student will be in jeopardy of losing his/her eligibility until he/she has been in attendance for a total of 45 school days following the 20th day absence.

The Huntingdon Area Middle School students may participate in the following sports:

FALL

Jr. High Football

Cheerleading

WINTER

Jr. High Wrestling

Jr. High Boys' Basketball

Jr. High Girls' Basketball

Cheerleading

Participating in Interscholastic sporting events is an integral part of the Huntingdon Area School District philosophy. Students are encouraged to participate in the sports offered as well as our community organized programs.

STUDENT COUNCIL

The purpose of student council is to provide opportunities for student leadership and participation in the internal management of the school, to promote worthy school activities and to promote the general welfare of the school. Participation is dependent on maintaining an adequate grade point average.

The council assists in the making of regulations necessary for the general good of the school. It elects or appoints committees to carry out its decisions. Student Council investigates and reports on questions and problems referred to the group by students. Council members then meet with administration to discuss issues for decision or action. The council primarily plans and carries out social functions within the school for the various grades. Student Council also organizes and executes events to benefit charitable causes in the Huntingdon area.

SUPPORT SERVICES

COUNSELING OFFICE

The school counselor is available for all middle school students. Students are encouraged to request a meeting with the counselor when they are experiencing difficulty with anything that may be impending on their ability to perform in school. The school counselor is available to assist students with academic, social, emotional, and career concerns. Assistance is available in the form of one-on-one counseling, small group discussions, and class presentations.

For situations that require specialized services, referrals are made to the appropriate agencies and/or professionals.

STUDENT ASSISTANCE PROGRAM (S.A.P.)

The Student Assistance Program is designed to assist school personnel in identifying issues, including drugs and alcohol, which pose a barrier to a student's learning and school success. When the issues are beyond the scope of the school, community services are accessible to students and parents when such needs are identified. Parent involvement and responsibility in

the decision-making process affecting their children's education is key to the successful resolution of problems.

SCHOOL RESOURCE OFFICER

A full time uniformed school resource officer is available. The officer is a member of the Huntingdon Borough Police Department and may be contacted at the High School.

OFFICE OF STUDENT SERVICES

The Special Education Department of the Office of Student Services provides programs and services in accord with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Special Education regulations for students with disabilities. A child with a disability means a child, who as a result of a multidisciplinary evaluation is determined to meet the criteria in one or more of the following categories: mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities and who is determined to need special education and related services.

The following definitions apply to the 13 categories of exceptionality as defined by IDEA:

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a child's educational performance.

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (i) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (ii) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (iii) Inappropriate types of behavior or feelings under normal circumstances.
- (iv) A general pervasive mood of unhappiness or depression.

(v) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Mental retardation means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Multiple disabilities means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that-

(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and

(ii) Adversely affects a child's educational performance.

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(i) Disorders not included. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

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

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

CHILD STUDY TEAM

The Child Study Team works in cooperation with teachers, administrators and parents in providing the necessary special programs and related services to help students realize their potential in school. The Child Study Team (CST) is a group of professionals who provide consultative, evaluation (screening/child find), and prescriptive services to teachers and parents. CST meetings are held Wednesdays on a weekly basis and/or made at special request by the parent. In addition, eligibility and Multidisciplinary Team meetings are scheduled on Wednesdays.

The Child Study Team is comprised of a Regular Education, Special Education and/or Gifted Teacher, Teacher Consultants, School Psychologist, Guidance Counselor, Building Leader, and the Director of Student Services. These individuals provide a variety of services to the staff, parents, and students. Services include intervention, consultation, identification, assessment, program planning, educational placement, program development and in-service education. In addition to the basic Child Study Team members, licensed psychiatrists, physicians, neurologists, speech-language specialists, occupational and physical therapists, and other administrators are consulted when necessary.

The mission of the child study team is to work with students, teachers, and parents to make school an academically successful and pleasant experience for all children. The Team has a special concern for the whole child (socially, emotionally, and academically). The primary goal is to provide appropriate services and specially designed programs, or both, to better meet each individual's needs.

If parents are concerned about their child's progress or school program, they should feel free to discuss such issues with their child's teacher, guidance counselor and /or principal. In addition, parents have the option of making a referral to the Child Study Team (CST). The CST offers intervention and or enrichment procedures that are provided within the regular education school program.

At times, however, more extensive interventions can be provided in the regular education setting and may be necessary to assist the student. If the child Study Team's decision is made to undertake a full evaluation, the child's social, emotional and academic status may be assessed. Medical or other specialized evaluations may be included in the assessment at no cost to the parent. Upon receipt of any written parental request for an evaluation, a response will be provided within 14 calendar days.

ANNUAL NOTICE TO PARENTS -CHAPTER 15 (PROTECTED HANDICAPPED STUDENTS)

In compliance with state and federal law, the Huntingdon Area School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with an identified physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

The services and protections for protected handicapped students are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the special education process, evaluation procedures and provision of services to handicapped students, call The Office of Student Services (643-4140).

GIFTED SUPPORT

This program is designed to meet the specialized needs of students identified as mentally gifted and talented in order to provide opportunities for them to realize their potential. A gifted support classroom is available for sixth, seventh, and eighth grade language arts and reading. Acceleration in math is available within the regular program. The Gifted Individualized Education Program (GIEP) process can provide for acceleration and/or enrichment in other subjects.

Students identified as gifted receive comprehensive literacy instruction in a resource room in grades six through eight for two class periods each day. This instruction has as its foundation a curriculum that encompasses the Academic Standards for Reading, Writing, Speaking, and Listening as defined by the Pennsylvania Department of Education. The content is covered at an accelerated rate, allowing time for a higher level of development than the regular curriculum. In addition, this acceleration provides time for enrichment opportunities both at the group and individual levels.

As the foundational level of a three-year program, the sixth-grade curriculum provides an introductory-level course that focuses on building a knowledge base. As the second phase, the seventh-grade curriculum extends this base by moving up the critical-thinking hierarchy, focusing on the analysis of communication. Communication in all its forms is broken down, and the various components are examined for identification, usage, and effectiveness. As the culminating phase, the eighth grade curriculum extends the development of communication skills to the synthesis and evaluation levels of the critical-thinking hierarchy. A strong focus is placed upon taking the information acquired through language analysis and utilizing it to create more effective and refined means of communicating that are unique to each student's style.

With the teacher's input, students develop individualized projects based on their interests. Motivated by these interests, students integrate classroom instruction in language arts and reading to develop more complex or practical applications. Students also participate in various national-level competitions and are encouraged to seek publication of their writing. The eighth-grade students write and publish the middle school newspaper, and an in-class talent show is held annually to encourage the arts and the development of performance skills. Other middle school activities that provide outlets for students with special interests and talents include middle school band, high school marching band, jazz band, Environmental Club, Eco-Meet, and History Day.

The gifted support teacher provides the instruction, writes GIEPs, and works with team teachers to enrich and differentiate instruction in the regular classroom.

Students who demonstrate readiness begin Transition Math in sixth grade. This course is a

one-year acceleration of the regular math course progression and includes both identified-gifted and non-identified students. Students continue on the accelerated math track only after demonstrating competency.

Eligibility for gifted support is evaluated on a case-by-case basis through the CST process. Contact the Building Principal for details.

STUDENT PROGRESS

ASSESSMENTS

District assessments, teacher generated evaluations and standardized testing will be used to monitor student progress, to guide instruction and to ensure proper student placement.

Assessments include:

Grades 6 and 7:	Pennsylvania System of School Assessment: Reading and Math
Grade 8:	Pennsylvania System of School Assessment: Reading, Math, Writing, Science; Differential Aptitude Test
All Grades:	4Sight – twice a year; STAR Reading – 3 times a year

GRADING

Report cards are issued every nine weeks. Midterm reports are issued halfway through each marking period. We ask that parents sign both report cards and midterm reports and return them. In addition, parents will be notified by the classroom teacher of any unsatisfactory progress when deemed necessary.

A	95-100%	C	73-76%
A-	90-94	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Under 60

HONOR ROLL

At the end of each nine-week grading period, an Honor Roll is issued for all students who qualify. Honor roll requirements are as follows:

1. Subjects included for honor roll are Language Arts, Math, Music, Physical Education/Health, Reading, Science, Social Studies, and Special Areas.
2. Students must have a (B) or above in all subjects to qualify for the honor roll.

Those students who have demonstrated outstanding scholastic achievement each marking period qualify for the Cumulative Honor Roll.

FINAL GRADES

Final grades will be calculated using the average (mean) of a student's grades for the four nine-week marking periods.

PROMOTION POLICY

Students must earn a minimum grade of "D" in a course in order to pass. Students who successfully pass all major subjects (Language Arts, Math, Reading, Science, and Social Studies) will be promoted to the next grade. Students who fail at least two major subjects must remediate them in our summer school program. Students who do not attend summer school will be retained. A student who fails the same subject two years in a row must remediate in order to be promoted to the next grade. Students in summer school will receive the basic core of the course failed as outlined in the curriculum guide.

PARENT CONFERENCES

Throughout the school year, parents are urged to schedule a meeting with their teachers to discuss their child's progress. Please call the school office (643-2900) to make appointments. Each team will have one planning period each week to hold telephone conferences. Your child's teachers will announce this time at the beginning of the year. Parent-teacher conferences are held two times a year. An appointment can be scheduled and confirmed by calling the school office two weeks before the conference date. The dates of these conferences are listed on the school calendar. If your child has special needs for the following school year, parents should contact the office before the end of the present school year.

ACADEMIC HONESTY

- I. STATEMENT OF BELIEFS
As a community of learners, the students and faculty at HAMS share the responsibility for establishing and maintaining appropriate standards for academic honesty. It is our obligation to foster a learning environment that is free of academic dishonesty.
- II. FORMS OF ACADEMIC DISHONESTY
 - A. Cheating
 - 1. Intentionally using or attempting to use unauthorized materials, information, notes, study aids.
 - 2. Unauthorized communication of information.
 - B. Fabrication and falsification
 - 1. Intentionally inventing or counterfeiting any information.
 - 2. Altering information.
 - a. Changing record of data or experimental procedures/results.
 - b. Falsely citing a source of information.
 - C. Multiple submissions
 - 1. Turning in more than once substantial parts of the same work for credit.
 - 2. Turning in the same work for credit in more than one class without prior authorization.
 - D. Plagiarism
 - 1. Submitting material that is not credited to the proper owner.
 - 2. Knowingly presenting another's work as one's own.
 - E. Complicity in academic dishonesty.
 - 1. Knowingly assisting another without prior authorization.
 - 2. Discussing or distributing test questions without prior authorization.

In each of the preceding statements above, students and faculty share equal responsibility for understanding interpretations and applications specific to a given course.

- III. PROCEDURE FOR INFRACTIONS
 - A. Student-teacher conference.
 - B. Timely hearing, if desired by student and/or teacher, by a panel consisting of teachers and, if requested, parents, and/or an equal number of peers.
 - C. Possible penalties
 - 1. Verbal reprimand
 - 2. Student will retake the test or redo the assignment. The highest grade that will be earned will be a 59%.
 - 3. No credit for the assignment.
 - 4. Written warning, a copy of which is to be placed in the Assistant Principal's files.
 - 5. Failure for the marking period and/or the year.

GENERAL INFORMATION

ATTENDANCE

Regular attendance at school is necessary for a good educational experience. If a student is under the compulsory school attendance law, proper steps will be taken to enforce that law. Unexcused absences will result in no credit for the day and no opportunity to make up work that was missed.

When a student returns to school after an absence, the student must report to the office during homeroom and present a properly signed written excuse. If you have obtained a written doctor excuse, please send this excuse also. The student has 3 days after his/her return to school to bring this note. Failure to bring a proper excuse within 3 days will result in 1 illegal day.

The Huntingdon Area School District attendance policy provides that a claim of continual or repeated illness in excess of 10 days per school year requires a physician's statement regarding illness. If a student has absences in excess of 10 days with no medical excuse, the absences will be considered illegal. Students whose absence is determined to be illegal will not be allowed to make up their work.

HOMEWORK

Homework is a valuable part of the educational process at the Middle School. Homework must be completed on a regular basis. Any work missed or not completed will have a negative effect on the course grade.

Students are responsible for making up any missed assignments/tests when absent. Your child's teachers will fill out a homework sheet if he/she has been absent two or more days. You should contact the school at 643-2900 before 9:00 a.m. Homework sheets may be picked up in the office after 2:30 p.m. or will be sent home with another student when a request is made. Homework assignments are also available on Blackboard. Parents may come in to the school and get books from a child's locker when necessary. Students who are absent for one day have two days to make up any assignments/tests missed unless other arrangements have been made with your child's teachers. Students who are assigned In-school suspension (ISS) or Out-of-school suspension (OSS) will be given their daily assignments/tests and will receive credit for all work completed.

FAMILY VACATIONS

Family vacations during the school year are permitted but are not encouraged. Family vacations not exceeding five (5) school days will be excused under the following conditions:

1. A written request for the trip is submitted to the principal five (5) school days in advance.
2. The student must be in good standing. Good standing is determined by the student's teacher(s) and based on attendance, academic progress and discipline.
3. The student must keep a log of educational sites and include brochures. This log must be submitted to the principal upon return to school.
4. Homework will be provided to the student one day prior to departure.
5. All schoolwork missed must be completed and turned in to the principal upon return to school.

Failure to meet any of the above conditions may result in unexcused/illegal absences.

Any days exceeding five days will be counted in number of days permitted for unexcused/illegal absences. (Note attendance policy.)

Students Under the Compulsory Attendance Law (Under 17 Years of Age)

Any student who has been absent for a total of four (4) or more illegal days will be cited to the local magistrate for a fine, loss or delay of driver's license, and/or community service. In

addition to being cited, a referral will be made to Huntingdon County Children's Services. An illegal absence from a class period will count as one-half day of illegal absence.

Students Not Subject to Compulsory Attendance Law (17 Years of Age or Older)

After four (4) or more unexcused absences, the student will be referred to the superintendent for consideration of school board expulsion.

Acceptable Excuses are:

1. Quarantine
2. Illness of the student
3. Death in the immediate family
4. Absences approved in advance by the administration or superintendent

EARLY DISMISSALS (Prearranged)

Pupils are not permitted to leave school before the close of the school day unless by a recommendation from the school nurse for illness or by the school administration for some legitimate reason. The number of early dismissals must be held to a minimum and appointments should be made for late afternoons. The school reserves the right to call parents when an early dismissal is requested. An appointment card should be sent in if one is available.

The procedure for early dismissals will be as follows:

1. The student must present to the office, during homeroom, a written note from his/her parent or guardian requesting the early dismissal. This note must contain name, phone number, reason for request, time of departure and time of return. Verbal requests will not be recognized.
2. Students will be given an early dismissal slip and early dismissals will be recorded on the attendance bulletin.
3. Parents must come into the office to sign their child out unless prior arrangements have been made with the office.
4. When the student returns, he/she must report to the office to sign in and receive a pass to class.
5. Students are responsible to receive and turn in any class work missed during their absence.

EARLY DISMISSALS (Emergency)

When a parent calls the school during the day to have his/her child excused for an emergency early dismissal, every effort will be made to notify the child ahead of time. However, this is not always possible, and parents need to allow enough time to come into the school and have their child paged, if necessary. Parents must come into the office to sign their student out unless prior arrangements have been made with the office.

TARDINESS TO SCHOOL

Students will be admitted into the building at 7:30 a.m. unless inclement weather warrants an earlier admittance. Students report to their assigned areas from 7:30 until 7:45 a.m. each morning. At 7:45 a.m. students may go to their lockers and then report to their homerooms. Students must be in their homerooms each morning by 7:50 a.m. Students arriving after this time must report to the office for a tardy slip. Reasons for excused tardiness are: illness, appointment, inclement weather, late busses. Any other reason is considered an unexcused tardy. Students arriving after 9:02 a.m. will be considered ½ day absent and students arriving after 12:30 p.m. will be considered absent for a full day. Excessive tardiness may result in a citation being filed with the District Magistrate. Disciplinary consequences will be the same as for tardiness to class.

TARDINESS TO CLASS

Students are responsible for being in class on time. A reasonable amount of time is provided for changing classes. Teachers will keep appropriate records and work with students to resolve problems of tardiness. Disciplinary consequences are listed below:

Procedure for handling tardiness –

1. Student/Teacher conference – 1st tardy
2. Student/Assistant Principal conference – 2nd tardy
3. Letter sent home – 3rd tardy
4. After School Detention – 4th tardy
5. Two After School Detentions – 5th tardy
6. Administrative discretion – 6 or more tardies

HOMEBOUND INSTRUCTION

In case of prolonged absences, arrangements for make-up work or homebound instruction shall be made at the school office. Students who have or will have two weeks or more of excused absences should contact the school as soon as possible at 643-2900 to make arrangements for homebound instruction. A doctor's request is needed. Qualified students receiving homebound instruction will receive 5 hours of instruction per week.

FIELD TRIPS

Class and school-wide field trips may be scheduled throughout the year as a component of our planned curricula. The intent of our field trips is to enrich or extend classroom activities. Parental permission forms with pertinent information about the trip will be sent home before the field trip and must be signed by the parent/guardian and returned to the school in a timely manner. In the event of serious or extended illness, the participating teachers and administration will decide if a student is capable of going on the field trip. Students must be in good academic and behavioral standing to participate in field trips. Students who are at a Level II Suspension or above, or have a poor attendance record, will not be eligible to participate.

DRESS GUIDELINES

In order to create an atmosphere of learning, cleanliness and safety, the following are guidelines for proper dress:

1. Cleanliness and personal hygiene must be stressed at all times.
2. Sandals, shoes, or some form of footwear must be worn at all times.
3. Culottes, pant dresses, skirts, dresses, and shorts must be of reasonable length (fingertip length).
4. Clothing, buttons, or other wearing apparel which condone or promote the use of alcohol, drugs, sex, tobacco, violence, as well as any visible profanity, are prohibited.
5. Students must wear clothing of conservative neckline; two piece outfits must overlap at the waist with no bare skin exposed. Students are permitted to wear sleeveless, short sleeve or long sleeve tops. Clothing that exposes the torso or upper thighs are not permitted. Tank tops and spaghetti straps are not permitted (two fingers with minimum). No spandex clothing may be worn in school.
6. All undergarments must be covered by outer wear.
7. Hats, visors, bandannas, head coverings, or sunglasses may not be worn in school.
8. Articles of clothing or jewelry with projecting studs (e.g., dog collar) and safety pins worn as decoration or accent are prohibited.
9. Chains hanging from wallets, pockets, shirts, etc. are prohibited.
10. Face painting, hair painting, or writing on body is not permitted.
11. Trench coats are prohibited.
12. Display of gang colors, symbols, language or gestures associated with undesirable groups/gangs will not be tolerated.
13. Pocket chains or other material hanging from clothing is not permitted.
14. No bedroom slippers/pajamas may be worn.

15. School officials may impose limitations on dress or articles that cause the disruption of the educational process or constitute a health or safety hazard.

Violation of this policy will result in student being placed in ISS until proper attire is worn.

BEVERAGE CONTAINER/SNACK GUIDELINES

Students may not bring opened and/or glass beverage containers to school for lunch or classroom activities without permission. Appropriate drinks and/or snacks are to be opened and consumed in the cafeteria or classroom during an activity assigned by the teacher. Open beverage containers and snacks may not be kept in hall lockers. If a family wishes to send unsealed beverages with a student's lunch, they must submit a form available in the school office.

GUM CHEWING

Students may not chew gum at the Middle School. The consequences for being caught chewing gum will be as follows:

- 1st offense – Reprimand and warning that second offense will result in after-school detention. Student is directed to dispose of gum appropriately. Staff member will notify office.
- 2nd offense – Reprimand and detention. Student is directed to dispose of gum appropriately. Staff member will notify office. Assistant Principal will assign detention.

HALL LOCKERS

Students will be assigned a locker in the corridor close to their homeroom. The Middle School will provide the use of a lock to all students. Locks remain the property of the District; loss or destruction of locks will be subject to replacement charges. Lockers are to be locked when unattended. Valuables should not be left in your locker but deposited in the office for safekeeping. Students may not use any locker but the one assigned to them. Lockers are school property; using them is a privilege, not a right. Items are to be kept in the locker, not on the top of the locker. Anything located on top of the locker will be removed. The Huntingdon Area School District will not be responsible for theft when students fail to use a lock. Students should not have an expectation of privacy for hall and gym lockers. These areas will be subject to search with reasonable cause.

BACKPACKS

Backpacks are permitted to be used to and from school. Backpacks/bookbags are not to be used between classes throughout the school day. Like lockers, students should not have an expectation of privacy. Backpacks will be subject to search with reasonable cause.

MECHANICAL AND ELECTRONIC DEVICES

The unauthorized possession and/or use of any type of electronic or mechanical device, which distracts or impedes the educational process is against policy. The following are examples of such but are not limited to the use of music players, recorders, Walkman or CD players, and laser devices. Cell phones are not to be turned on during school hours. Consequences for violation of this policy are as follows:

- 1st offense – reprimand and warning. Device may be picked up in office by student at the end of the day.
- 2nd offense – detention. Parent will be required to pick up device.
- 3rd or more offense – in-school suspension. Parent will be required to pick up device.

LOST AND FOUND

Articles found by students should be taken to the school office where the owner may claim them, after identification. Students who have lost something should list the item in the lost and found notebook on the office counter. Parents are encouraged to label their child's belongings and have their child place a lock on his/her locker. Unclaimed articles that remain in the Lost and Found for over one month will be given to the Salvation Army.

PARENT ORGANIZATION

The purpose of this group is to support the educational process of the school. If you would like to be a part of this organization, please contact the middle school office at 643-2900.

RETURNED CHECKS

In the event that a check written to the Huntingdon Area Middle School or the cafeteria is returned because of insufficient funds, a \$20.00 charge will be added to the amount of the check, and cash or a money order will be requested as payment. Further steps for collection may result in additional charges.

STUDENT SEARCHES

Students have the right to be free from unreasonable searches and seizures under the Fourth Amendment to the U.S. Constitution. Balanced against this right is the school official's responsibility to create and maintain a school environment consistent with the school's educational mission.

School personnel may search individual students and their property when they have reasonable grounds or reasonable suspicion to believe that the search will uncover evidence that the student is violating the law or the rules of the district or the school. All staff members must exercise discretion, good judgment, and common sense in all student searches. Unannounced locker searches, conducted by local or state police departments using certified dogs, will occur during the school year.

STUDENT MESSAGES

Any message called in to a student by parents or guardians will be held until the end of the day unless it is necessary for the student to receive the message earlier. The school reserves the right to contact the parent or guardian to verify any message before it is given to a student.

TELEPHONES

A telephone, located in the main office, is provided for students' use. A student must have permission from the office secretary to use this telephone. After permission, students will fill out a phone log sheet located by the telephone. Students should not be making social calls to friends during school hours.

LUNCH PROGRAM

STUDENT ACCOUNT PAYMENTS

All cafeteria lunch payments may be handed in each morning in the Middle School cafeteria during the homeroom period. Students should bring their money and completed yellow slip to the lunchroom by 8:00 a.m. Payment may be made in cash or by check. Checks should be made payable to HASD Cafeteria. Student ID numbers are non-transferable and student accounts may not be borrowed from or loaned to another student.

CHARGING PROCEDURE

1. A limit of three lunches will be enforced for charging.
2. Purchasing of any a la carte items is prohibited if any amount of cash is due to the cafeteria.
3. Positive balances from each school year will be carried over into the next school year even if the student moves to another building. Any negative balances must be paid before the end of the school year.
4. Due to excessive negative balances in the past, no charging will be allowed during the last two weeks of school.

CAFETERIA PROCEDURES, RULES, AND CONSEQUENCES

PROCEDURES:

1. Students will go to their lockers before entering the cafeteria.
2. On the first day of school, student will choose a seat (3 students per bench—following days will be assigned to that seat. Teacher will reserve the right to change seats.)
3. When all students are seated and talking is controlled, students will be dismissed by table to get in line for trays.
4. Students will return to seats and empty trays as needed.
5. Students may use restrooms with teacher permission only.
6. Students are not permitted to have books at tables or use lockers during lunch.
7. Students may request use of phone, nurse or office pass with teacher permission.
8. Students are not permitted to go to other classrooms unless a pass is given from the teacher.
9. Students are responsible for keeping the table and floor area clean. Both must be done for students to be dismissed from lunch.
10. **ALL** food must be consumed in the cafeteria unless permission is granted/requested by staff.
11. Students will use polite table manners at all times.
12. Excessively loud voices are not permitted. Students are expected to be quiet during any announcements and when passing through school hallways.
13. Students are not permitted to throw food or any other object.

POSSIBLE CONSEQUENCES:

1. Warning
2. Lunch Detention
3. Detention
4. Loss of cafeteria privileges

HEALTH AND SAFETY

MEDICATION POLICY

Although the Huntingdon Area School District strongly recommends that medication be given in the home, it realizes that the health of some children requires that they receive medication while in school. When medication is to be taken at school, the following steps must be taken:

1. The doctor must complete Medication Form A (obtained from school).
2. The parent/guardian must sign the consent form for Medication Form B (obtained from school).
3. Any medication to be given during school hours must be delivered to the school nurse, school secretary, principal, or designated individual by the parent/guardian. The medication must be brought to school in the original pharmaceutical dispenser and properly labeled container.
4. In instances where parent/guardian neglects to fulfill the requirements of forms A and B, the medication will not be administered.
5. Students may not carry medications. (Exception: Students with asthma may carry inhalers as prescribed by a doctor.)

PROOF OF IMMUNIZATION AND PHYSICALS

Proof of immunizations is required of all students entering the Huntingdon Area School District. A Health History form must be completed and sent in with your child the first day he/she attends school. Please be advised State Law requires the following exams: Physical exams – kindergarten, grades 6 and 11; Dental exams – kindergarten, grades 3 and 7.

ACCIDENTS AND ILLNESS

Any serious injury which occurs on a school bus, in the school building, or on the school grounds, must be reported immediately to the office and the nurse. A written report must be filed immediately by the supervising teacher and turned in to the office for medical and insurance purposes.

ILLNESS AT SCHOOL

During the school day, a student must have a pass from his/her classroom teacher to report to the nurse's room. If the nurse is not available, the student must see the principal, assistant principal, or the secretary for permission to go home. When a parent/guardian comes in to pick up a sick student, that parent/guardian must sign the student out on the attendance notebook on the counter in the office.

The school nurse is available at the Middle School each morning from 7:45 until 11:15 a.m. Her duties include: caring for students who are ill and/or injured, administering medication, maintaining health and immunization records, serving on the student assistance team and coordinating routine screenings. Physical examinations are required for grade 6. (The school physician will administer the physicals or the students may choose a private physician at their own expense.) Scoliosis screenings are done during swimming classes for grade 7. Hearing screening is conducted in grade 7. Dental screenings are done in grade 7. Vision, height, and weight screenings are conducted each year for grades 6, 7, and 8. All students are required to have a signed pass from their teacher to visit the Health Room, except in the case of an emergency.

FIRE REGULATIONS

A fire drill may be called at any time. Fire drills are very important, for the lives of many students may depend on their success. When the fire alarm sounds, it is a signal for the pupils to line up and walk quickly and quietly to the exit which has been indicated for the particular room in which the pupils are located. Information concerning assigned fire exits for all rooms is posted in every room. The auditorium, cafeteria, and gymnasium have their own plainly marked exits.

The first student to reach any outside door will open the door and hold it open until the last person has left by that door. Then the door should be closed. All windows and doors should be closed. Teachers and students will move to the area assigned, well away from the building, and remain orderly. The teacher will take his/her class roster with him/her and take attendance when everyone is out of the building. He or she will report attendance to an administrator. At the ringing of the outside bells, students will re-enter the building in an orderly manner.

SCHOOL INSURANCE

The Western Pennsylvania Caring Foundation for Children, through the State-sponsored BlueCHIP program, offers free or affordable health care insurance to uninsured children from families who make too much to receive medical assistance but do not have or cannot afford private health care insurance. Please call 1-800-KIDS-105 if you have questions or are interested in this program.

INTEGRATED PEST MANAGEMENT PARENTAL NOTIFICATION

The Huntingdon Area School District uses an Integrated Pest Management (IPM) approach for managing insects, rodent and weeds. From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary and will not be routinely applied. Notices will be posted in these areas 72 hours prior to application and for two days following the application.

Parents or guardians of students enrolled in the school may request prior notification of specific pesticide applications made at the school. To receive notification, you may be placed on the school's notification registry. If you would like to be placed on this registry, please notify the district in writing. Please include your email address if you would like to be notified electronically.

If a chemical application must be made to control an emergency pest problem, notice will be provided by telephone to any parent or guardian who has requested such notification in writing. Exemptions to this notification include disinfectants and antimicrobial products; self-contained

baits placed in areas not accessible to students, and gel type baits placed in cracks, crevices or voids; and swimming pool maintenance chemicals.

Each year the district will prepare a new notification registry. If you have any questions, please contact, IPM Coordinator at 814-643-4140, ext. 1132.

DISCIPLINE

For any school district to function properly, reasonable and necessary rules governing student conduct must be designed and enforced. Every student that is in non-compliance with the following rules will be disciplined based on knowledge of the current problem and past experience with the individual involved. Every situation is different, and after hearing all the facts involved, a decision made.

The administration and teachers retain the right to assign such discipline for infractions that are not specifically listed within this statement. Students will be disciplined taking into consideration the past disciplinary record of the student and any other extenuating circumstances. All disciplinary actions are at the discretion of the administration.

ACCEPTABLE SCHOOL BEHAVIOR

PHILOSOPHY:

The Huntingdon Area Middle School believes that all students should have the opportunity to learn and grow in a learning environment that is safe and friendly for both students and staff. This positive environment is the responsibility of students, staff, parents, and the community. Students and staff will be expected to:

1. Be considerate of all individuals in any school environment or activity.
2. Take pride in the building. Keep it clean and in good condition.
3. Show respect to fellow students, school employees, and all visitors.
4. Contribute to a safe, orderly, and healthy learning environment.
5. Come to class prepared to learn!

Regarding bullying behavior in particular, we have adopted the following four student rules from the Olweus anti-bullying program:

1. We will not bully others.
2. We will try to help students who are being bullied.
3. We will include students who are easily left out.
4. When we know somebody is being bullied, we will tell an adult at school and an adult at home.

The aim of our anti-bullying program (Don't Bully a Bearcat) is to ensure that students are provided a supportive, caring and safe learning environment. Bullying affects the entire school community and will not be tolerated. Teachers are committed to identifying and reporting bullying. Students are encouraged to report bullying to a teacher, administrator, school counselor, or other school staff member.

A student is being bullied when she or he is exposed, repeatedly and over time, to negative actions on the part of one or more students. The student who is being bullied has difficulty defending him or herself. Bullying is distinguishable when there is an imbalance of power, an unfair advantage, a feeling of dominance and power, and/or repetitive negative actions.

DEFINITIONS

A. Assault

Hitting, biting, kicking, or striking with an object another student or staff member will not be tolerated. Assault will result in suspension from school.

B. Bicycles and Wheeled Devices

Use of wheeled devices is not permitted on school property. This includes, but is not limited to: bicycles, skateboards, wheeled shoes or skates. Bicycles are permitted on school property. A bicycle rack is available for security. Students are required to obtain permission from the principal and parents/guardians.

C. Bus Rules

Rules and consequences (suspension of bus privileges) are addressed on page (). In addition, students subject to additional consequences in accordance with school discipline policies. Students are not permitted to ride a bus other than the bus to which they are assigned without prior permission from the office staff.

D. Class Skipping

Students are expected to attend all classes in their schedules. Unexcused absences from classes will result in disciplinary consequences.

First offense: One detention

Second and subsequent offenses: In-School Suspension

E. Computer Policy

All students must have a completed School District Acceptable Use Policy on file before being permitted systems access. Violation of policy will result in disciplinary consequences.

F. Disorderly Conduct

The Huntingdon Area Middle School has a **ZERO** tolerance for violence or threats of violence.

Misconduct, disobedience, or disorderly conduct will not be tolerated. Commission of any of the following offenses will subject the pupil committing such offenses to out-of-school suspension, alternative school, and or expulsion. A mental health assessment may also be required prior to the student's return to regular school.-In addition, in accordance with Section 1341 of the School Code, charges may be filed by the Police Department for further civil action.

1. Fighting
2. Performing an act of violence or threat of violence against school personnel or members of the student body
3. Engaging in any conduct or activity contrary to, or in violation of, the Pennsylvania Crimes Code or ordinances of any municipality within the district
4. Active participation in school disruption
5. Throwing of objects that could inflict harm such as snowballs, money, pens, pencils, etc. is prohibited.
6. Hazing

G. Disrespecting the Property of Others

Damage to, or theft of, the property of others will not be tolerated. Student will be liable for the cost of repair or replacement.

H. Disrespectful or Aggressive Behavior toward Staff or Students

Students are expected to behave in a respectful manner toward all other students and staff members.

I. Disruptive Behavior

Disruption of the educational process will not be tolerated.

J. Failure to Attend Detention Hall

Students are expected to attend scheduled detentions without reminders. Failure to do so will result in the following:

1st offense: 1 additional day detention hall plus original detention must be served.

2nd offense: 1 day of in-school suspension plus original detention must be served; parent conference mandatory.

3rd offense and all subsequent offenses: 3 days in-school suspension plus original detention must be served; parent conference mandatory.

K. False Alarms and Bomb Threats

Pulling of a fire alarm, calling 911, making a bomb threat, or signaling for assistance under false pretenses is a serious offense. Anyone caught in violation will be reported to the police department, will be given Out-of-School Suspension, and will be recommended to the Student Services Committee of the School Board for expulsion.

L. Forgery

Signing or having someone sign a document with other than her/his own name or alter a document will result in:

- 1st offense 1 day ISS and parents will be informed
- 2nd offense 3 days ISS and a meeting with parents
- 3rd offense 3 days OSS and a meeting with parents will be held before student may return to school

M. Gambling

Any event, action, or statement, which relies on chance for monetary advantage of one participant at the expense of others, is prohibited. This includes exchanging items of value as well as currency and extends to keeping score for later settlement. No card playing is allowed unless it a part of the approved academic curriculum.

- 1st offense 1 day ISS and parents will be informed
- 2nd offense 3 days ISS and a meeting with parents
- 3rd offense 3 days OSS and a meeting with parents will be held before student may return to school

N. Hall Passes

Except for class change periods, students are expected to carry a valid hall pass at all times.

O. Harassment/Bullying

General Harassment - Verbal, written, or physical taunting of others will not be permitted.

Ethnic Harassment - Harassment against another’s culture, heritage, or other characteristic will not be permitted.

Sexual Harassment - The Equal Employment Opportunity Commission Guidelines on Sexual Discrimination (20 CFR 1604.11) defines sexual harassment as deliberate unsolicited and unwelcome verbal comments, gestures, or physical contact of a sexual nature.

Examples:

- Sexual bantering or verbal abuse of a sexual nature.
- Touching or pinching.
- Language or jokes.
- Displaying sexual photographs or illustration.
- Unwelcome sexual advances or request for sexual favors.
- Offensive sexual flirtations.

The Huntingdon Area Middle School will not tolerate or condone the existence of a hostile or offensive school environment in which sexual harassment and intimidation are present. The Huntingdon Area School District is committed to ensuring that the school environment is free of sexual harassment and other unlawful discriminatory practices.

Violation of this policy will result in:

- 1st offense 3 days of ISS and referred for counseling
- 2nd or more offenses 3 days of OSS and Police notification

Students, employees, and visitors are encouraged to report any instances of sexual harassment. Such complaints should be reported to the office.

P. Housekeeping

In order to promote safety, respect, and a positive learning environment, students are expected to store books and personal items inside lockers.

- 1st offense warning

2nd offense cafeteria detention
3rd or more offense after school detention

Q. Insubordination

Students must respect not only each other but respond to written and verbal directions given by ALL school personnel. When a person in a position of authority makes a reasonable request, students must comply.

R. Leaving Building and/or School Property without Permission

Students are to remain in the building and/or on school property at all times during the school day unless proper permission has been obtained by the student before leaving.

1st offense 2 days ISS
2nd or more offense 3 days ISS

S. Mechanical/Electronic Devices

The unauthorized possession and/or use of any type of electronic or mechanical device, which distracts or impedes the educational process is against policy. The following are examples of such but are not limited to: cell phones, music players, pagers, cameras, and laser devices. Cell phones are not to be turned on during school hours.

1st offense warning, student may pick up phone at end of day
2nd offense detention, parent will be required to pick up phone
3rd or more offense ISS, parent will be required to pick up phone

T. Possession of Matches/Lighter

Possession of matches or a lighter will result in In-School Suspension.

U. Public Display of Affection

Public display of affection will not be tolerated in school. This includes, but is not limited to: hugging, kissing, hand holding.

V. Repeated Lack of Preparation for Class

Including, but not limited to: required materials and supplies, completed assignments, PE uniforms.

W. Tardiness to Class or to School

Students are expected to arrive on time to school and to each class. Please refer to page 16.

X. Threats

Verbal, written, or gestured threats to do physical harm to another student or school employee will result in :

1. Immediate 3 days out-of-school suspension (OSS) and parent notification.
2. OSS will last until a mental health assessment has been completed and the student is cleared to return to school.
3. Police will be notified and ALL information of the incident will be turned over to them for possible legal action.

Y. Tobacco

The possession or use of tobacco (including any form of smokeless tobacco or its look alike) by students on any part of school property (which shall include buses or leased property under the control of the school) during the school day or any school activity is strictly prohibited. Violations will result in a three day in-school suspension. In addition, Pennsylvania Law now requires school districts to submit the names of all students who possess or use ANY tobacco product on school property. Students who violate this law must appear before the local magistrate and will be required to pay a fine and court costs.

Z. Truancy

Students are truant when they are absent from school without the knowledge/permission of their parent/guardian. Truancy will result in In-School Suspension.

AA. Vandalism

Students who willfully destroy school property will be suspended from school. Students will also be held liable for the property destroyed. The police may be notified.

BB. Vulgar or Obscene Language, Gestures, Images, or Drawings

The possession of literature or illustrations which disrupt the educational process, or which are obscene, will not be tolerated. Cursing or using abusive language, including remarks intended to demean a person's race, religion, sex, national origin, handicapping condition, or intellectual ability is prohibited.

Students will be suspended from school.

SUBSTANCE ABUSE, WEAPONS, EXPLOSIVES, AND ARSON – POLICY AND PROCEDURES IN HUNTINGDON AREA MIDDLE SCHOOL

The term contraband includes any controlled substance, any drug paraphernalia, any weapon, any explosive, and any unauthorized material that may cause or result in a fire on school property.

I. CONTROLLED SUBSTANCES, MIND-ALTERING SUBSTANCES, OR DRUG PARAPHERNALIA

A. Definitions

1. The term **Controlled Substances** means
 - a. Alcohol;
 - b. All controlled substances, marijuana, and certain solvents as defined in the Pennsylvania Criminal code;
 - c. Imitation controlled substances as defined in the Pennsylvania Criminal code;
 - d. Over-the counter drugs and any other drug or prescription medication not possessed for legitimate medicinal purposes; and
 - e. Inhalant substances (glue, gas, paint, etc.).
2. The term **Mind-Altering Substance** refers to a substance that acts in a manner where it alters brain function, resulting in changes in perception, mood, consciousness, and behavior.
3. The term **Drug Paraphernalia** means all equipment, products and materials of any kind that either are designed for use or intended by the student for use in packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body any controlled substance, including, but not limited to, those items enumerated in the Pennsylvania Criminal Code.
4. The term **Substance Abuse** means:
 - a. The use, possession, sale, distribution, possession with intent to sell or distribute, or the attempted sale or distribution of a controlled substance or drug paraphernalia.
 - b. Being under the influence of a controlled substance.
5. **Possession** is defined as an amount for one single use of a substance by one individual. Any greater amount of the substance will be considered as possession with the intent to distribute. The policy for sale and distribution will be used.

B. Possession or Use

First violation of the prohibition against the use or possession of a controlled substance or drug paraphernalia:

- A minimum out-of-school suspension for 5 days. These days of out-of-school suspension will be excused absences, and make-up work will be provided by the school during the period of the suspension.
- The student may be required to participate in and complete an appropriate substance abuse program.
- If the student fails to attend the substance abuse intervention follow-up sessions, the days of OSS shall be unexcused absences, and no credit shall be given for work missed.

- The principal or his designee will immediately notify the parents/guardians of any period of suspension and schedule a discipline hearing. When they meet with the Student Services Committee, the student and the parents/guardians will be requested to sign a statement that they have been informed of the consequences of any subsequent violations.
- Huntingdon Borough Police Department may conduct an investigation.

Second violation of Possession or Use:

- A minimum out-of-school suspension for 10 days.
- Suspension from all school activities (participation on teams, in clubs, and in all other school-sponsored student activities) for at least the remainder of the school year.
- At or before the time of the re-entry conference with the Superintendent, the Principal may recommend an additional period of suspension or expulsion from school as deemed appropriate.
- The student may be required to participate in, and complete, an appropriate substance abuse program before re-admission.
- The Huntingdon Borough Police Department may conduct an investigation.

C. Sale and Distribution

The penalty for the sale, distribution, possession with the intent to sell or distribute, or the attempted sale or distribution of any controlled substance or drug paraphernalia shall be:

- Immediate out-of-school suspension for a minimum of 10 days. These days of suspension will be excused absences, and make-up work will be provided.
- Suspension from all school activities (participation on teams, in clubs, and any other school-sponsored student activities) for at least the remainder of the school year.
- In addition, at or before the time of the conference of the student and the parents/guardians with the Student Services Committee, the principal will advise the student and the parents/guardians that he will recommend to the superintendent that the student be expelled for the remainder of the school year.
- The Huntingdon Borough Police Department may conduct an investigation.

II. WEAPONS AND EXPLOSIVES

A. Purpose

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

B. Definitions

1. The term Weapons means
 - a. Any of the devices enumerated in the Pennsylvania Criminal Code, including but not limited to, any knife, cutting instrument, cutting tool, nunchaku stick, brass or metal knuckles, firearm, shotgun, rifle, bb or pellet gun, look-alike gun, chemical agent, explosive device, and/or any other tool, instrument or implement capable of inflicting serious bodily injury; and
 - b. Any object used with the intent of threatening or harming an individual.
2. The term Explosive means
 - a. Any item of material which has the capacity to create an explosion, including, but not limited to, smoke bombs, caps, fireworks, ammunition, and black powder.

C. Possession and Use

A student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; under the student's control while he/she is on school property, on property being used by the school, at any school function or

activity, at any school event held away from the school; or while the student is on his/her way to or from school.

Possession:

- The penalty for the unauthorized possession of a weapon or explosive shall be an immediate out-of-school suspension for a minimum of 10 school days and suspension from all school activities (participation on teams, in clubs, and in all other school-sponsored student activities) for at least the remainder of the school year.
- The school district shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law. The Superintendent may recommend discipline short of expulsion on a case-by-case basis.
- In addition, at or before the time of the conference of the student and the parents/guardians with the Student Services Committee, the principal will advise the student and the parents/guardians that he will recommend to the superintendent that the student be expelled for the remainder of the school year.
- The Huntingdon Borough Police will conduct an investigation.

Use:

- The penalty for the use of or distribution of a weapon or explosive shall be an immediate out-of-school suspension for a minimum of 10 school days and suspension from all school activities (participation on teams, in clubs, and in all other school-sponsored student activities) for at least the remainder of the school year.
- In addition, at or before the time of the conference of the student and the parents/guardians with the Student Services Committee, the principal will advise the student and the parents/guardians that he will recommend to the superintendent that the student be expelled for the remainder of the school year.

III. ARSON

A. **Definition**

The term Arson means the unauthorized use of or possession with the intent to use any material that may cause or result in a fire on school property.

B. **Violations**

For the violation of the prohibition against Arson:

- The penalty for any act of Arson shall be a minimum out-of-school suspension for 10 school days and suspension from all school activities (participation on teams, in clubs, and in all other school-sponsored activities) for at least the remainder of the school year.
- In addition, at or before the time of the conference of the student and the parents/guardians with the Student Services Committee, the principal will advise the student and the parents/guardians that he will recommend to the superintendent that the student be expelled for the remainder of the school year.

IV. PROCEDURES FOR HANDLING VIOLATIONS AND PENALTIES

- A. In the event that the Principal has reasonable cause to believe that a student is violating or has violated the discipline policy:
1. The Principal or her/his designee may search such student's locker, desk, personal belongings such as book bag, clothing, pocketbook, etc.
 2. In the event that a search discloses the existence of contraband, the Principal or her/his designee will retain such contraband for delivery to police authorities for appropriate disposition and will notify the superintendent. Such contraband should be seized in the presence of witnesses and marked for future identification. The principal should deliver to the owner of the contraband, if known, a receipt with the names of the witnesses and their

signatures. The Principal should also obtain a receipt from the police officer who takes possession of such contraband. The principal will maintain a record of the seizure, which will include the date and time of any seizure, the name of the person from whom the contraband was received, the date and time of the disposition of the contraband, the name of the person to whom the contraband was delivered, and description of the contraband. Any person having seized or received contraband will be prepared to testify as to its purpose and the times and dates of this possession.

- B. In the event that it is determined that the student has violated Sections I, II, or III of this policy, the procedures will be as follows:
1. The Principal shall immediately notify by telephone the student's parents/guardians and the school superintendent. In all instances in which any contraband is seized, the principal or her/his designee will observe the procedure described in Paragraph A.2. of this section.
 2. The Principal or her/his designee will confer with the student, his/her parents or guardians, police officials, and school superintendent or her/his designee to discuss the incident and determine a proper course of action consistent with the policy set forth herein.

V. PREVENTION

- The Principal and her/his staff shall maintain a general knowledge of Controlled Substances and be able to recognize significant changes in appearance and behavior in students.
- The Principal and her/his staff shall monitor each substance abuse case to ensure that an appropriate intervention and follow-up response has been made.
- The Principal or her/his designee will promptly investigate any report or rumor of the presence or possession of any contraband or materials that may cause or result in arson.

USE OF DRUG DETECTING CANINES

The Huntingdon Area School District has authorized the use of drug detecting canines in the school district. All persons need to be aware that searches will be periodic and unannounced and will include all lockers, backpacks, and all vehicles on school grounds.

HALL LOCKERS, PHYSICAL EDUCATION LOCKERS, AND BACKPACKS may be searched by authorized school personnel with reasonable cause without prior warning. Students should not have an expectation of privacy at school for these items.

DISCIPLINARY ACTIONS

The Middle School administration and teachers retain the right to assign such discipline for infractions that are not specifically listed within this statement. Students will be disciplined taking into consideration the past disciplinary record of the student and any other extenuating circumstances.

REPRIMAND AND WARNING

For some infractions, first offenses, and minor behavior problems, teachers and/or administrators may reprimand a student or students. A warning may be issued that further, more serious, or repeated problems will result in increased consequences.

STUDENT PROBATION

Probation means that the student is not permitted to attend any after-school activities sponsored by the Huntingdon Area School District. If the student does, he/she may be charged with trespassing. Students needing to come to school for any reason must receive prior permission from a school administrator. Additionally, probation means that the student's attendance at school, academic effort, academic achievement, behavior, and attitude will be closely monitored. Probation may be assigned as a separate consequence for violation of school rules.

DETENTION HALL

Detention is held Tuesday and Thursday from 2:45 until 3:45 p.m. Students will be given a 24-hour notice of assigned detention hall, and parents are responsible for transportation for their child. Students' assigned detention cannot participate in extra-curricular activities until after the assignment has been completed. In addition, failure to report to detention will result in an additional detention hall assignment or suspension.

Detentions may eliminate activity nights, assemblies, clubs, activities, and athletics. Extra-curricular activities cannot be an excuse for missing detention hall. An administrator must approve excused absences from detention hall prior to the absence.

Detentions and subsequent consequences are cumulative in most instances. However, the level or step of consequences may change at the discretion of the administration depending on circumstances or severity of the infraction.

TEACHER-ASSIGNED DETENTION

Teachers may assign students detention. The teacher assigning the detention will notify parents. Parents are responsible for transportation for their child. Any student assigned detention by teachers cannot participate in extra-curricular activities until the assignment has been completed.

SUSPENSION

Students who have major rule infractions (e.g., Assault, Insubordination, Vandalism) will receive either In-School Suspension (ISS) or Out-of-School Suspension (OSS). In-School Suspension is held every day at the High School from 1st period through 7th period. Students who are assigned ISS must report to the Middle School office with all books (and outerwear) immediately following homeroom. Assignments will be given to the student before leaving the Middle School. In order for her/him to receive credit for these assignments, s/he must complete and return the assignments to the appropriate teacher immediately upon return to class. Students who are assigned ISS or OSS may not participate in any extracurricular activity (ex. sports, activity night) until 8:00 a.m. of the next school day following completion of the suspension.

DISCIPLINE LEVELS

The Discipline Level will be reduced a level every 45 days as long as the student does not have another Level offense within this time frame. Discipline levels will continue to be reduced every 45 days. If however, a student has an additional Level offense, that student will move up Discipline levels without any opportunity to have those levels reduced during that school year.

Four Levels of Discipline

Level I:

- *A letter is sent home.*
- *Parents must make an appointment to meet with the Assistant Principal.*
- *If the parents fail to attend the re-entry meeting, the student will be placed in ISS or OSS.*

Level II:

- *A letter is sent home.*
- *Parents must make an appointment to meet with the Assistant Principal.*
- *If parents fail to attend the re-entry meeting, the student will be placed in ISS or OSS.*
- *Additionally, the student is placed on probation a period of 15 school days.*
- *The Assistant Principal will monitor the student's behavior while on school probation. A checklist will be filled out by the student's teacher for attendance, preparation, behavior and grades. It is the responsibility of the student to secure this form from the administration, have it completed by teachers, and bring it to the office by the end of each week.*

Level III:

- *A letter is sent home.*
- *Parents must make an appointment to meet with the Assistant Principal and the principal.*
- *If parents fail to attend the re-entry meeting, the student will be placed in ISS or OSS.*
- *Additionally, the student is placed on probation for a period of 45 school days.*
- *The Assistant Principal will monitor the student's behavior while on school probation. A checklist will be filled out by the student's teacher for attendance, preparation, behavior and grades. It is the responsibility of the student to secure this form from the administration, have it completed by teachers, and bring it to the office by the end of each week.*

Level IV:

- *A letter is sent home.*
- *A hearing will be scheduled with the Middle School administration and the school board for possible further disciplinary action.*
- *Possible placement into Alternative School or expulsion.*

ALTERNATIVE EDUCATION

Alternative Education placement of a student may result from a series of incidents from any of the previous mentioned reasons/examples, wherein the student does not respond in a positive and forthright manner to in/or out-of-school suspension. Students who are placed in the Alternative School cannot attend regular school or participate in any extra-curricular activity. The Alternative School is held Monday through Friday.

EXPULSION

The process of expulsion is the prerogative of the Huntingdon Area School Board. As such, it is the board's responsibility to act upon any request that is brought before it by the district's administrative staff.

EXPULSION – The School Board or an appropriately appointed committee may, after a proper hearing, permanently expel a student. Reasons for expulsion may be, but are not limited to:

1. Repeated discipline offenses
2. Violation of the Substance Abuse, Weapon, Arson and Explosive Policy
3. Any violation that affects the safety or well-being of the students or disrupts the educational environment.

EXPULSION HEARING - The student who is being recommended by the Middle School administration for expulsion from school will have two (2) hearings. The first hearing, an informal hearing, is held before a committee that may be composed of Middle School Principal, Assistant Principal, Guidance Counselor, Coordinator of Student Services, Learning Support Teacher, and School Psychologist. The second hearing, a formal hearing, is held before the school board or a committee authorized by the school board.

***** All of the above are guidelines.**

The final decision will be made by Administration. ***

TRANSPORTATION

STUDENT CONDUCT ON BUS

Good bus riding conduct is essential to the safety of all who ride the bus. The bus driver's first concern is for the safety of the pupils. If for some reason unruly students disrupt his/her concentration, the welfare and safety of all is in danger. The school bus is an extension of the classroom. The driver of any school bus shall be held responsible for the orderly conduct and safety of the pupils transported.

All misconduct on the bus will be treated the same as misconduct in the school building; therefore, drivers are directed to report to the principal any misconduct by students which is deemed serious enough for further action.

Each driver will establish and post the rules of his/her bus. Riders must obey these rules. The bus driver will assign all students a seat.

No unauthorized person is to enter a school bus without permission from the bus driver. The only authorized personnel are school officials, students, and bus drivers/contractors.

The school district provides all eligible students with an opportunity to be transported by school bus to and from school. The riding of a school bus by students is a privilege and not a right. Disorderly conduct or refusal to respect the authority of the school bus driver shall be sufficient reason for a student to be denied transportation to and from school in accordance with regulations of the HASD. Misconduct on the school bus can result in the following:

- First Offense – One (1) day removal from bus
- Second Offense – Three (3) days removal from bus
- Third Offense – Five (5) days removal from bus
- Fourth Offense – Ten (10) days removal from bus
- Fifth or More Offenses – Removal from bus for the remainder of the year.

While bus rules are posted in each bus, we feel that it is important for parents to review these rules with their children. They are:

1. Observe the same conduct as in the school.
2. Be courteous. Use no profane language.
3. Keep the bus clean.
4. Cooperate with the bus driver.
5. Tobacco products are prohibited.
6. Do not be destructive.
7. Students must stay in their seats.
8. Keep head, hands, and feet inside the bus.
9. The bus driver is authorized to assign seats.
10. Students should not bring radios/CD/tape players.
11. Students are not permitted to sell food, etc. on the bus.

TRAFFIC PATTERNS

Additionally, for safety reasons, we are asking parents to park their cars outside the Middle School parking lot (along the road, by the church, etc.) at the end of the day. With approximately 600 students and a fleet of buses moving inside our lot, additional cars present a real danger to our students. This policy does not apply to parents who need to pick up their children before 2:20 p.m. Please note: Cassady Avenue will not be open to private vehicles between 2:30 P.M. and the time when the last school bus exits the intersection of Cassady Avenue and 25th Street (approx. 3:00 P.M.)

ALTERNATE BUS ASSIGNMENT

Acceptable reasons for a change in bus assignment are:

- Changes in child care arrangements
- Emergencies

Alternate bus assignments will not be granted for social reasons. Students must present written requests to the office at the beginning of the school day. Bus drivers will only accept notes which have been properly signed by school officials.

MIDDLE SCHOOL STAFF

6 Bears

Mrs. Susan Sellers – Rm 17
 Mr. Brock Anders – Rm 16
 Ms. Phyllis Brown – Rm 15
 Mr. Toby Mitchell – Rm 18

Mrs. Kathy Rotruck – Rm 40

7 Bears

Mrs. Kristi Watkins – Rm 2
 Mr. Nick Payne – Rm 1
 Mrs. Kelly Thomas – Rm 29
 Mr. Patrick Smith – Rm 35
 Mrs. Nancy Shelow – Rm 14

Mrs. Kathy Rotruck – Rm 40

8 Bears

Mr. Ken Sowers – Rm 3
 Mr. Phil Mazurowski – Rm 4
 Mr. Todd Quinter – Rm 28
 XXXXXXXXXX – Rm 10
 Mrs. Melissa Decker – Rm 7

Mrs. Kathy Rotruck – Rm 40

UNIFIED ARTS

Mrs. Erin Shaffer – Art – 6th, 7th, 8th
 Mr. Matt Rakar – Technology Ed – 7th
 Mrs. Staci Shuck – FCS – 8th

SPECIAL EDUCATION

Mrs. Wendy Gibbs – Rm 6
 Mr. Alan Secrest – ES - Rm 26A – 6th, 7th, 8th
 Mrs. Karolee Coffman – Rm 21 – 6th, 7th, 8th

COMPUTER LITERACY

Mrs. MaryAnn Buckley – Rm 42 – 6th, 7th, 8th

ADMINISTRATION

Mrs. Patricia Wargo, Principal
 Mrs. Sommer Garman, Assistant Principal
 Mrs. Linda Miller, Counselor 6th – 8th
 Mrs. Kristina Launtz, Secretary
 Mrs. Lisa Wykoff, Secretary
 Mr. Gene Garber, Custodian

CAFETERIA STAFF

Mrs. Margaret B. McNitt – Food Service Director
 Mrs. Debbie Stapleton - Food Service Secretary
 Ms. Patricia Stever
 Mrs. Penny Thompson
 Mrs. Karen Estep
 Mrs. Marcie Dysard
 Miss Tracey Powell
 Mrs. Michelle Bilger

SUBJECT

Language Arts
 Math
 Science
 Reading
 Special Ed.
 Gifted

SUBJECT

Language Arts
 Math
 Science
 Social Studies
 Reading
 Special Ed.
 Gifted

SUBJECT

Language Arts
 Math
 Science
 Social Studies
 Reading
 Special Ed.
 Gifted

IMC

Mrs. Susan Grainey

ELL

Melissa Perez

6 Cats

Miss Kristen Cook – Rm 22
 Mrs. Lori Dickson – Rm 24
 Ms. Suzanne Mitchell – Rm 25
 Mrs. Amy Mykut – Rm 21
 Mrs. Becky Robb – LS – Rm 19

7 Cats

Miss Elisa Phillips – Rm 13
 Mr. Tyler Constable – Rm 14
 Mr. Travis Martin – Rm 27
 Ms. Allyson Strittmatter – Rm 34
 Mrs. Nancy Shelow – Rm 14
 Mrs. Marti Mazurowski – LS – Rm 36

8 Cats

Miss Kellyn Miller – Rm 11
 Mr. Matt Orenshaw – Rm 12
 Ms. Alison Goodman – Rm 30
 XXXXXXXXXX – Rm 10
 Mrs. Melissa Decker – Rm 7
 Mr. Tim Snare – Rm 8

PHYS. EDUCATION

Mr. Mike Hudy
 Mrs. Vickie Schneider

BAND/CHORUS

Mrs. Emily Canner – 6th, 7th, 8th

SPEECH

Mrs. Staci Young

NURSE

Mrs. Denise Felton

LPN/Student Service Support

Ms. Marcia Hurley

PARAPROFESSIONALS

Mrs. Apryl Hawn – C. Lab – Rm. 9
 Mrs. Hope Brindle
 Mrs. Cindy Fortney – Rm 6
 Mrs. Suzanne Long
 Mrs. Carolyn Shope – Rm 6
 Mrs. Pam Lesniewski

Name _____

LA Period _____

Reading Level			
1 st marking period _____	2 nd marking period _____	3 rd marking period _____	4 th marking period _____
Teacher Use Only			

1st Marking Period								
	Date	Book Title	Author	Pages	Genre	Book Level	AR Score	Adult Signature
1								
2								
3								
4								
5								
6								
7								
2nd Marking Period								
	Date	Book Title	Author	Pages	Genre	Book Level	AR Score	Adult Signature
8								
9								
10								
11								
12								
13								

3rd Marking Period								
	Date	Book Title	Author	Pages	Genre	Book Level	AR Score	Adult Signature
14								
15								
16								
17								
18								
19								
4 th Marking Period								
	Date	Book Title	Author	Pages	Genre	Book Level	AR Score	Adult Signature
20								
21								
22								
23								
24								
25								

1st Marking Period Hall Pass

1 st period			
2 nd period			
3 rd period			
4 th period			
5 th period			
6 th period			
7 th period			
Guided Study			

Emergency			
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2nd Marking Period Hall Pass

1 st period			
2 nd period			
3 rd period			
4 th period			
5 th period			
6 th period			
7 th period			
Guided Study			

Emergency			
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3rd Marking Period Hall Pass

1 st period			
2 nd period			
3 rd period			
4 th period			
5 th period			
6 th period			
7 th period			
Guided Study			

Emergency			
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4th Marking Period Hall Pass

1 st period			
2 nd period			
3 rd period			
4 th period			
5 th period			
6 th period			
7 th period			
Guided Study			

Emergency			
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