

STUDENT-PARENT HANDBOOK

2023-2024



Grades 9-12

South Fayette High School
3640 Old Oakdale Road, McDonald, Pennsylvania 15057
Phone 412-221-4542/Fax 724-693-9843
Dr. Patricia Smith, Interim Principal
Mr. Robert L. Butts, Assistant Principal

HIGH SCHOOL FACULTY AND STAFF

Table 1: High School Principal

NAME AND PHONE EXTENSION	TITLE
Dr. Patricia Smith (242)	Interim High School Principal
Mr. Robert Butts (265)	High School Assistant Principal

Table 2: High School Administrative Offices

NAME AND PHONE EXTENSION	TITLE
Mrs. Kathy Demnyan (240)	Assistant for Athletics and Student Activities
Mrs. Jodi Holley (221)	Assistant to the Principal
Mrs. Kelly DiSciullo (241)	Assistant to the Assistant Principal
TBD (222)	Assistant for Attendance and Student Center
Mrs. Trina Howells (223)	Nurse
Mr. Joe Silhanek (235)	Dean of Students
Sergeant Jeff Sgro (732)	Security Resource Officer

Table 3: High School Counseling Office

NAME AND PHONE EXTENSION	TITLE
Mr. David Houseman (252)	School Counselor (A thru G)
Ms. Anjelica Lutzo (317)	School Counselor (H thru O)
Mrs. Julia Martin (251)	School Counselor (P thru Z)
Mrs. Emily Sharro (254)	College and Career Counselor
Mr. Tanner Jones (425)	Social Worker
Mrs. Dana Bloom (250)	Assistant for Counseling Office

Table 4: High School Teachers

NAME	DEPARTMENT
Mrs. Barth	<i>Business Technology</i>
Mrs. Carranza	<i>Instrumental Music</i>
Ms. Cerchiaro	<i>Social Studies</i>
Ms. Chagnon	<i>Health/Physical Education</i>
Mrs. Chaves	<i>World Language - Spanish</i>
Mrs. Clonan	<i>World Language - Spanish/Department Chair</i>
Mrs. Contis	<i>Art</i>
Mrs. Crapis-Breth	<i>Science</i>
Mr. Del Re	<i>Social Studies</i>
Mrs. Dennison	<i>Early Childhood Development</i>
Mrs. Dorsey	<i>Mathematics</i>
Mrs. Ebersole	<i>Mathematics</i>
Mr. Eldridge	<i>Physical Education and Health/Department Chair</i>
Mrs. Elek	<i>Vocal Music/Department Chair</i>
Mrs. Endy	<i>World Language – French</i>
Ms. Everhart	<i>Science</i>
Mr. Flannery	<i>Business Technology/Department Chair</i>
Mr. Franjoine	<i>Mathematics</i>
Mr. Fraser	<i>English</i>
Mr. Gagich	<i>Business Technology</i>
Mr. Gregg	<i>Social Studies</i>

Mrs. Habib	<i>Science</i>
Mrs. Hackworth	<i>Social Studies</i>
Ms. Hall	<i>Orchestra</i>
Ms. Hallett	<i>Special Education</i>
Mr. Hausman	<i>English</i>
Mrs. Highberger	<i>English</i>
Mr. Hobbs	<i>Mathematics</i>
Mrs. Hodak (Capelli)	<i>Special Education</i>
Mr. Houseman	<i>School Counselor (A thru G)</i>
Mrs. Howells	<i>Nurse</i>
Mrs. Hulings	<i>Science</i>
Mr. Jones	<i>School Counselor/Social Worker</i>
Mr. Joyce	<i>Social Studies</i>
Mrs. Karger	<i>English</i>
Mrs. Kay	<i>Physical Education</i>
Mrs. Lockette	<i>English</i>
Mrs. Lortz	<i>Computer Science</i>
Ms. Lutz	<i>School Counselor (H thru O)</i>
Mrs. Marchinsky	<i>English</i>
Mr. Marinzel	<i>Business Technology</i>
Mrs. Martin	<i>School Counselor (P thru Z)</i>
Mrs. Matz	<i>English</i>
Mr. McArdle	<i>Social Studies</i>
Mrs. McCafferty	<i>Special Education</i>
Mrs. McCullough	<i>Computer Science</i>
Mr. McGowan	<i>Science</i>
Mrs. Merchant	<i>English</i>
Mr. Mikan	<i>Social Studies</i>
Dr. Mital	<i>Science</i>
Mrs. Okel	<i>Science/Department Chair</i>
Mrs. Palmer	<i>Mathematics</i>
Mrs. Pantloni	<i>Art</i>
Mrs. Pappas	<i>Special Education</i>
Mrs. Popeck (Grinko)	<i>Science</i>
Mrs. Quirk	<i>Enrichment Coordinator</i>
Mrs. Rabi	<i>English and Theatre Arts</i>
Mr. Reasey	<i>Mathematics</i>
Mrs. Rekasie	<i>Librarian</i>
Mrs. Rogowicz	<i>Special Education</i>
Mrs. Roth	<i>Mathematics</i>
Mrs. Rudy	<i>Special Education</i>
Mr. Salvucci	<i>Social Studies</i>
Mrs. Schreffler	<i>Special Education</i>
Mr. Schutz	<i>Technology Education</i>
Mrs. Scott	<i>English</i>
Mr. Sekelik	<i>Social Studies</i>
Mr. Seybert	<i>Science</i>
Mrs. Sharro	<i>College and Career Counselor</i>
Ms. Shirey	<i>Science</i>
Mrs. Shrewsbury	<i>English</i>
Mr. Silhanek	<i>Social Studies/Department Chair/Dean of Students</i>
Mr. G. Smith	<i>English/Department Chair</i>

Mr. T. Smith	<i>Social Studies</i>
Mrs. Smyczek	<i>Special Education/Department Chair</i>
Ms. Springer	<i>Special Education/ESL</i>
Mr. Stewart	<i>Mathematics</i>
Mrs. Surloff	<i>World Language – Spanish</i>
Mrs. Tupper	<i>String Orchestra</i>
Mrs. Ullom	<i>Mathematics</i>
Mr. Warner	<i>Business Technology</i>
Mrs. Wiernik	<i>World Language - German</i>
Mr. Winans	<i>Science</i>
Dr. Yeager	<i>Business Technology</i>
Dr. Yerace	<i>Social Studies</i>

SOUTH FAYETTE HIGH SCHOOL

SCHOOL BOARD, ADMINISTRATION AND STAFF

Table 5: School District Board Members

NAME AND PHONE EXTENSION
Mr. Leonard Fornella, President (433)
Mr. Thomas Iagnemma, Vice President (445)
Mr. Paul Brinsky (432)
Ms. Teresa Burroughs (443)
Mrs. Lena Hannah (438)
Ms. Prajakta Patankar (435)
Mr. Joseph Welch (437)
Dr. Jennifer Iriti (436)

Table 6: Listing of District Administration

NAME AND PHONE EXTENSION	TITLE
Dr. Michelle Miller (413)	Superintendent
Dr. Kristin Deichler (236)	Assistant Superintendent
Mrs. Cristine Wagner-Deitch (430)	Curriculum Director
Mr. Brian Tony (406)	Director of Finance/HR
TBD (421)	Assistant Director of Finance
Dr. Patricia Smith (242)	Interim High School Principal
Mr. Robert Butts (265)	Assistant High School Principal
Dr. Erin Crimone (427)	Middle School Principal
Dr. Kevin Maurer (224)	Associate Middle School Principal, Safety and Security Co-Coordinator
Mr. Tom Kaminski (336)	Intermediate School Principal (3-5)
Ms. Kristen Johnson (328)	Assistant Intermediate School Principal (3-5)
Mr. Tyler Geist (337)	Elementary School Principal (K-2), Safety and Security Co-Coordinator
Mrs. Pharlan Ives (346)	Assistant Elementary School Principal (K-2)
Dr. Rachel Andler (429)	Director of Student Support Services
Mrs. Gretchen Tucci (415)	School Psychologist/Assistant Director of Student Support Services
Dr. Conchetta Bell (404)	School Psychologist/Assistant Director of Student Support Services
Mr. Mark Keener (225)	Director of Athletics
Dr. Matthew Callison (424)	Director of Innovation and Strategic Partnerships
Dr. Charles Herring (572)	Director of Diversity, Equity and Inclusion
Mr. Rob Warfield (245)	Director of Technology
Mrs. Lee Ann Jubas (662)	Application Support Specialist
Mrs. Sophia Freeman (725)	Help Desk Manager
Mr. Brandon Soubie (452)	Director of Transportation
Ms. Tanya Amon (417)	Assistant Director of Transportation and Facilities
Mrs. Tricia Wood (279)	Director of Food Service
Mr. Steve Timmins (129)	Director of Facilities
Mr. Athanasios Tsourekis (217)	Maintenance Manager

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STUDENT RIGHTS AND RESPONSIBILITIES

The South Fayette Township School District Board of Education will abide by the Regulations and Responsibilities as adopted by the State Board of Education.

I. Free Education and Attendance

- A. All persons residing in this Commonwealth between the ages of 6 and 18 years are entitled to a free and full education in the Commonwealth's public schools.
- B. Parents or guardians of all children between the ages of 6 and 18 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 18 years of age if they are fulfilling their responsibilities as students. A student may not be excluded from the public schools or from extracurricular activities because:
 - 1. The student is married.
 - 2. The student is pregnant.
 - 3. The student has a disability as identified by Chapter 15 (relating to protected handicapped students).
 - 4. The student is an eligible student identified under Chapter 14 (relating to special education services and programs).

II. Student Responsibilities

- A. Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformance to school rules and regulations. Most of all, students are responsible to share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
- B. No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of teachers, administrators and all others who are involved in the educational process.
- C. Students should express their ideas and opinions in a respectful manner.
- D. It is the responsibility of the students to conform to the following:
 - 1. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
 - 2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
 - 3. Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.

4. Assist the school staff in operating a safe school for all students enrolled therein.
5. Comply with Commonwealth and local laws.
6. Exercise proper care when using public facilities and equipment.
7. Attend school daily and be on time at all classes and other school functions.
8. Make up work when absent from school.
9. Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities.
10. Report accurately in student media.
11. Not use obscene language in student media or on school premises.

III. School Rules

- A. The governing board has the authority to make reasonable and necessary rules governing the conduct of students in school. The rulemaking power, however, is not unlimited; it must operate within statutory and constitutional restraints. A governing board has only those powers that are enumerated in the statutes of this Commonwealth, or that may reasonably be implied or necessary for the orderly operation of the school.
- B. Governing boards may not make rules that are arbitrary, capricious, discriminatory or outside their grant of authority from the General Assembly. A rule is generally considered reasonable if it uses a rational means of accomplishing some legitimate school purpose.
- C. Each governing board shall adopt a code of student conduct that shall include policies governing student discipline and a listing of students' rights and responsibilities as outlined in this chapter. This conduct code shall be published and distributed to students and parents or guardians. Copies of the code shall also be available in each school library.

IV. Discrimination

Consistent with the Pennsylvania Human Relations Act (43 P.S. 951-963), no student shall be denied access to a free and full public education, nor shall a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin or disability.

V. Corporal Punishment

- A. Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited.
- B. Teachers and school authorities may use force under the following circumstances:
 1. To quell a disturbance.
 2. To obtain possession of weapons or other dangerous objects.
 3. For the purpose of self-defense.
 4. For the protection of persons or property.

VI. Exclusions from School

- A. The governing board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain students with disabilities shall be governed by Section 14.143 (relating to disciplinary placements) and 34 CFR 300.519 – 300.529 (relating to discipline procedures).
- B. Exclusion from school may take the form of suspension or expulsion.
 - 1. Suspension is exclusion from school for a period of from one (1) to ten (10) consecutive school days.
 - a. Suspensions may be given by the Principal or person in charge of the public school.
 - b. A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
 - c. The parents or guardians and the superintendent of the district shall be notified immediately in writing when the student is suspended.
 - d. When the suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in Section 8C (relating to informal hearings).
 - e. Suspensions may not be made to run consecutively beyond the ten (10) school day period.
 - f. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.
 - 2. Expulsion is exclusion from school by the governing board for a period exceeding ten (10) school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing under Section 8 (relating to hearings).
- C. During the period prior to the hearing and decision of the governing board in an expulsion case, the student shall be placed in his/her normal classes except as set forth in subsection (D).
- D. If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than ten (10) days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

- E. Students who are under 18 years of age are still subject to the compulsory school attendance law even though expelled and they must be provided an education.
 - 1. The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent.
 - 2. Within 30 days of action by the governing board, the parents or guardians shall submit to the school district written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within ten (10) days of receipt of the notification, make provision for the student's education. A student with a disability must be provided educational services as required by the Individuals with Disabilities Education Act (20 U.S.C. Sections 1400–1482).
 - 3. If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa. C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See Section 12.1(b) (relating to free education and attendance).

VII. Exclusion from Classes - In-School Suspension

- A. No student may receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- B. Communication to the parents or guardian shall follow the suspension action taken by the school.
- C. When the in-school suspension exceeds ten (10) consecutive school days, an informal hearing with the Principal shall be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in 8C related to hearings.
- D. The student's school entity has the responsibility to make provision for the student's education during the period of the in-school suspension.

VIII. Hearings

- A. *General.* Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
- B. *Formal hearing.* A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or a duly authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student.

The following due process requirements shall be observed with regard to the formal hearing:

1. Notification of the charges shall be sent to the student's parents or guardians by certified mail.
 2. At least three (3) days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
 3. The hearing shall be held in private unless the student or parent requests a public hearing.
 4. The student may be represented by counsel, at the parents or guardians' expense, and to have his/her parent or guardian attend the hearing.
 5. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 6. The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.
 7. The student has the right to testify and present witnesses on his/her own behalf.
 8. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
 9. The proceeding must be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. However, a hearing may be delayed for any of the following reasons, in which case the hearing shall be held with as soon as reasonably possible:
 - a. Laboratory reports are needed from law enforcement agencies.
 - b. Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the Individuals with Disabilities Education Act (20 U.S.C. Sections 1400 – 1482).
 - c. In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary do to the condition or best interests of the victim.
 10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- C. *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

1. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
2. The following due process requirements are to be observed in regard to the informal hearing:
 - a. Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
 - b. Sufficient notice of the time and place of the informal hearing shall be given.
 - c. A student has the right to question any witnesses present at the hearing.
 - d. A student has the right to speak and produce witnesses on his/her own behalf.
 - e. The school entity shall offer to hold the informal hearing within the first five (5) days of the suspension.

ATTENDANCE

Regular attendance is vitally linked to success in school. When a student is absent from school it disrupts the continuity of the learning process. While we recognize that absence is sometimes unavoidable, we stress the importance of having students make up any work missed on a timely basis as directed by their classroom teachers.

Students who arrive to school **after 9:50 A.M.** or who leave school **before 11:30 A.M.** will be considered half (½) day absent for attendance purposes.

Students who arrive to school **after 11:30 A.M.** or who leave school **before 9:50 A.M.** will be considered a full day absent for attendance purposes.

If a student arrives tardy to school, it must be prior to 9:30 A.M. (Grades 9-12) and must be excused tardy per District Attendance Policy. A student who must leave school early for excused reasons may not leave prior to 1:00 P.M. (Grades 9-12) and must follow procedures as per District Attendance Policy. Exceptions to this rule may only be determined by the Athletic Director and/or School Principal.

All attendance related questions, requests and correspondence (e.g. request for early dismissals, submission of excuses, student pickup) should go directly to the Student Center by email at attendance@southfayette.org or please call at 412-221-4542, Ext. 222.

CLASSROOM TEACHER RESPONSIBILITY

1. Keep accurate daily attendance records on each assigned student, categorizing absences as excused or unexcused. Note which excused absences are school-sanctioned absences and which absences are suspensions.
2. Report to the designated persons as outlined in the attendance regulations the student's absence from class.

3. Provide make-up work for all students who have excused absences from class, including excuses for approved school activities and assure that there is no academic penalty if work is completed.

STUDENT ATTENDANCE RESPONSIBILITY

1. A student must not be absent from any year-long class for 20 days or more to be eligible for academic credit. For a semester class, a student must not be absent for ten (10) days or more to be eligible for academic credit.
2. All student absences are either excused or unexcused.
3. It is the responsibility of the student to request make-up work from the teacher and to submit the work according to pre-established school and classroom guidelines.

PARENT RESPONSIBILITY

1. The Commonwealth of Pennsylvania requires all children between the ages of 6 and 18 to attend school unless legally excused. Parents are responsible for their child's attendance at school. As part of their responsibility, parents are expected to provide the school with a written excuse for their child's absence on the day the student returns but no later than the following day.
2. The parent should contact the school if extenuating circumstances regarding a child's absence exists.

TYPES OF ABSENCES

It is important that all students attend school every day as consistent attendance helps students to excel academically. We will make every effort to assist your child in the attainment of a quality education, but attendance is the responsibility of the parent or guardian. The parent/guardian should contact the school if extenuating circumstances regarding a child's absence exist.

Families are able to view and track their child's attendance records within the PowerSchool parent portal.

If a student does need to miss school, the parent/guardian must provide a written or emailed excuse within five school days of the absence. All emailed excuses should be submitted to the Student Center Administrative Assistant at (attendance@southfayette.org).

Written/emailed excuses should include the following information:

- Student's first and last name
- Grade
- Date of absence(s)
- Reason for absence(s)
- Signature of parent/guardian
- Signature from medical provider (when applicable)
- Return to school date as recommended by a medical provider (when applicable)

Parents/guardians will receive a phone call via our automated notification system in regard to their child's absence from school. Please note that all students who are absent will receive an automated call even if the parent notifies the school.

All absences will then be recorded as one of the following attendance codes:

Type of Absence:	Attendance Code:	Absence due to:	Limit:
Parent Excused	PAR	-student physical/emotional/mental health (without a medical note) -parent/guardian request as approved by building administrator	10 per school year Each absence beyond the ten cumulative days will require an excuse from a physician or will be marked as unexcused.
Excused	EXC	-student illness/injury (verification from healthcare provider required) -doctor/dentist appointment (verification from healthcare provider required) -religious holiday -bereavement -court appearance (verification required) -circumstances relative to homelessness and/or foster care -suspension (SUS) -urgent reason as approved by school administration	
School Excused	SCA	-Approved School Activity	
College Visit Excused	CLV	-Approved College Visit (See Page 19)	
Educational Trip/Tour	EDT	<i>Please see additional information below.</i> Educational Tours & Trips	10 per school year Pre-approval from a building administrator is required. Not permitted within the last two weeks of school A student must be withdrawn from the school system if an Educational Trip/Tour exceeds 10 consecutive days.
Unexcused	UNX	-any reason for which a written/emailed excuse is not submitted within five school days of the absence -reasons not deemed permissible (i.e. shopping, cosmetic appointments, oversleeping, car failure, and other reasons other than those listed above under excused)	

Half Days:

A student who arrives after 9:50 a.m. will be marked a half day absent. A student who arrives after 11:30 a.m. will be marked absent for the full day. A student who leaves before 9:50 a.m. will be marked absent for the full day. A student who leaves between 9:50 a.m. and 11:30 a.m. will be marked absent for a half day. Half days are indicated by the code (H) in PowerSchool.

Attendance Notification Procedures:

In order to partner with families to achieve consistent school attendance, the following steps will be taken after a certain number of **cumulative** absences are accrued:

Number of Absences	3rd UNX	4th UNX	6th UNX	10th PAR/UNX absence	15th PAR/UNX absence	20th PAR/UNX absence	10 <u>consecutive</u> absences
Action Steps	Certified letter Loss of driving privileges for high school students	Certified letter School Attendance Improvement Conference (scheduled via phone)	Community Based Attendance Program or Children and Youth Agency (CYF) referral Charges filed with the District Magistrate	Letter from building principal Doctor's note required for every subsequent absence (lack of documentation will result in a UNX attendance code)	Charges filed with the District Magistrate	Attendance Hearing to consider retention in current grade level	Automatic withdrawal from District

Homework for Absent Students

If your child is absent for more than one day and you would like his/her homework, please email your child's teacher. **Please do not request homework if your child is only absent one day.** Due to their professional responsibilities, teachers are unable to collect and organize student work in one work day.

A student whose absence is excused will have the opportunity to make up work assigned and tests administered during the period of his/her absence. Arrangements, for all make up work, should be made with your child's teacher. Students are expected to complete homework, tests, and other assigned school work within three days of returning to school after being absent.

EARLY DISMISSALS

Early dismissals from school are considered absence from school and **will follow the same guidelines for classification of excused/unexcused.** Students are responsible for making up all work missed in a timely fashion while being dismissed from school for **excused** reasons.

Students, especially those involved in extracurricular activities, are not to sign out of school and return before dismissal, except in cases of family emergency or medical/dental appointments.

If a student wishes to be dismissed early from school, he/she is **required** to submit to the Student Center a written statement, signed by a parent or guardian that contains the following: **(Request forms may be obtained in the Student Center.)**

- a. Student's name (first/last)
- b. Grade level
- c. Day and date for dismissal
- d. Reason for early dismissal; if medical appointment, name of doctor and time of appointment must be included
- e. Signature of parent or guardian
- f. Phone number where parent/guardian may be contacted during the day. **No early dismissal will be granted without a parent/guardian available unless verification via phone has been given along with the written notification.**

Procedures for early dismissals:

1. Requests must be presented to the attendance secretary in the Student Center for approval. At that time, the student will receive a pass to leave class and report to the Student Center at the time of their dismissal.
2. All students leaving for early dismissals must be signed out at the time of dismissal by a parent/guardian or designated school official.
3. Students returning from an early dismissal are to report to the Student Center and sign in. If returning from a doctor's appointment, verification must be submitted at that time. A pass to class will be issued by the Student Center.
4. A student who becomes ill or injured during school must report to the school nurse. A parent will be contacted, and the pupil will be dismissed if necessary. Students signed out without being seen by the school nurse will be considered unexcused for the remainder of the school day and will receive zero credit for the missed classes.
5. No student is permitted to leave the school building for any reason without the knowledge and permission of the appropriate school officials.
6. Any student who has ten (10) early dismissals (excused or unexcused) without proper medical documentation will be required to submit a doctor's note for subsequent early dismissals.

TARDY POLICY

Students are expected to be in class/homeroom by the posted start of the school day. If a student arrives after that time, they must report to the Student Center/Main Office. A written excuse from the parent/guardian or a doctor explaining the reason for the tardiness is required to be submitted. Reasons for excused tardies and protocols for submitting excuses are consistent with the attendance policies. Oversleeping, missing the bus, car trouble and like excuses are not considered acceptable reasons for tardiness and will be considered unexcused.

1. Students who are tardy to school will have three (3) school days to present an excuse to the Student Center/Main Office.

- a. At the Elementary and Intermediate School, students **must** be escorted by a parent and signed into school. This will constitute the parent excuse.
 - b. At the Middle and High School, students **may** be escorted in by a parent and signed into school. This will constitute the parent excuse. If the parent does not escort the student into school, a written excuse must be presented within three school days.
2. Failure to turn in a note within the allotted time frame will result in the tardiness being considered **unexcused**.
 3. After the fourth unexcused tardy, the student will receive a written warning from the Student Center/Main Office.
 4. After the fifth unexcused tardy, a certified letter will be sent home and a detention will be assigned.
 5. Further unexcused tardies will result in additional consequences and loss of privileges and possible referral to the Magistrate.

Any student who is tardy (excused or unexcused) ten (10) days without proper medical documentation will be required to submit a doctor's note for subsequent excused tardies.

Excessive Tardy

Parents will be notified throughout the year as students approach the maximum number of tardies throughout the school year.

Table 1: Chart for Maximum Number of Tardies

<u>9 Week</u>	<u>Maximum Cumulative Tardies</u>	<u>Consequence for Exceeding Maximum Tardies</u>
1 st	10	<i>Charges filed with the local district magistrate</i>
2 nd	15	
3 rd	20	
4 th	24	

STUDENT DRIVERS TARDY TO SCHOOL

1. Student drivers who are tardy to school four (4) times will have their parking permit suspended for a period of ten (10) school days.
2. Student drivers who are tardy to school five (5) times will have their parking permit suspended for a period of 45 school days.
3. Student drivers who are tardy to school more than five (5) times will have their parking permit revoked for the remainder of the school year with no refund of the parking permit fee.
4. Students found to be driving while their permit has been suspended will lose their driving privilege for the remainder of the school year.
5. Valid medical and parent excuses for student tardiness does not count toward the suspension of driving privileges.

6. Parental notes WILL count towards the 10-day allowable total of parental excuses. Any tardies or absences beyond ten (10) days WILL require a valid medical note or other formal documentation.
7. Oversleeping IS NOT a valid reason for tardiness.
8. If there are known medical diagnoses, please contact the school to discuss these matters on an individual basis.

ATTENDANCE REQUIREMENTS FOR PARTICIPATION

To participate in extracurricular activities, students must be present in school by no later than **9:30 A.M.**, and any early dismissal may not take place before **1:00 P.M.** If a student arrives tardy to school, it must be prior to 9:30 A.M. (Grades 9-12) and must be excused tardy per District Attendance Policy. A student who must leave school early for excused reasons may not leave prior to 1:00 P.M. (Grades 9-12) and must follow procedures as per District Attendance Policy. Exceptions to this rule may only be determined by the Athletic Director and/or School Principal.

EDUCATIONAL TOURS & TRIPS

Upon receipt of an approved "Educational Trip/Tour Request" form from the parent/guardian of the student involved, a student may be excused from school attendance to participate in an educational tour or trip during the school term at the expense of the parent/guardian. When such a tour or trip is so determined by the District Superintendent or his/her designee to serve an educational purpose and student participants therein are subject to direction and supervision by an adult acceptable to the District Superintendent/designee, and to the parents of the student concerned, the trip will be subject to the following conditions:

1. Educational tours or trips will be considered for approval if the District Superintendent or designee determines that such a tour or trip will be of educational significance to the student. In order for the District Superintendent or designee to make such a determination, the parent shall provide a written request for excusal, which shall indicate the days to be missed, the destination of the tour or trip, and the reason why the tour or trip could not be taken on days when school is not in session. **THE TOUR/TRIP MAY NOT EXCEED TEN (10) SCHOOL DAYS. Any days beyond the 10-day limit will be marked as an unexcused absence. Additionally, students will be withdrawn from school if the educational trip exceeds ten consecutive days.**
2. Unless some emergency arises, such requests shall be made at least two (2) weeks prior to the date of the tour or trip.
3. The District makes every attempt to provide families with the school calendar at least a year in advance. As a result, we request that families **do not** take Educational Trips/Tours within the two last weeks of the school year. Such a tour or trip request **will not be approved.**
4. For educational tours or trips taken prior to the last two weeks of the school year but within the last quarter, only the permissible days (up to ten) will be approved and students must return to school prior to the end of the quarter. If this does not occur, the attendance procedures will be strictly followed which may include, but are not be limited to, a student's withdrawal from the district and/or a citation filed with the magistrate.
5. Tours or trips shall not be approved during testing windows including AP exams and state standardized tests.

- a. High school students who are absent (excused) during final exams will have the opportunity to take their finals upon their return.
6. If more than one (1) child in a family will be taking the tour or trip, the requests for the children shall be made to the principal of the school of each involved child so that their absences may be cleared with the appropriate principal.
7. All school work missed during the approved tour or trip shall be made up on the "initiative of the student and at the reasonable convenience of the teacher." Students may not be excused for more than ten (10) days per year for educational tours. Tours sponsored by the school district are to be included in the 10-day limitation.
8. School-sponsored trips, which are one (1) day or more in length, are included in the 10-day trip/tour limitation. Students and their parents must exercise caution in arranging educational trips or in granting permission for student participation in school-sponsored trips or club-sponsored off-campus activities. The purpose of the limitation is to align the policies of the South Fayette Township School District with the 10-day trip/tour limitation prescribed by the Pennsylvania State Department of Education. Students may find it necessary to choose which tours/trips they are able to attend. Students participating in school-sponsored tours/trips must travel with the school group unless specific permission to do otherwise is granted, both by the activity sponsor and principal.
9. Educational trips will not be approved for students over 15 days absent from school or who are failing two (2) or more courses at the time of the request.

***Note:** Trips to schools of higher education are not included in this limitation. A separate 3-day allowance is provided for this purpose.

OVERNIGHT TRIPS

Students attending any overnight field trips are bound by all school policies and rules as well as any additional guidelines established by the sponsoring teacher/class/organization. Students attending overnight field trips are also subject to eligibility requirements. Student grades will be monitored by the trip sponsor and will be reported on a weekly basis. Students who do not meet eligibility requirements and/or have 15 or more days absent one (1) week prior to the date of the trip will be ineligible to attend.

In order to attend an overnight trip, students must be present the day prior to the trip unless medically excused or the absence is excused per the Pennsylvania School Code (See Item #1 on Page 12). Students that are suspended from school the day before or during a school trip are not eligible to attend.

FOOD DELIVERY

Outside food deliveries including but not limited to Door Dash or Uber Eats are not permitted and will be confiscated.

CLASS ATTENDANCE

1. Students are expected to attend all of their classes as they appear on their schedule.
2. **No student is permitted to be excused from a class unless the scheduled classroom teacher has received prior notice and given approval.** Students who fail to follow this procedure will be issued a class cut and will receive no credit for work for that period.

3. School counseling visitations are not permitted without prior written clearance through the school counselor and the scheduled classroom teacher involved.
4. Students who are attending scheduled school activities must check with the classroom teacher prior to the activity in order to receive all assignments and work.
5. Students who are unexcused from class for three (3) occasions may be withdrawn from the course. No credit for the course will be awarded if the student is withdrawn.
6. Excusal from study/resource time must follow the same above procedures. The resource teacher must have a written request from a staff member prior to the student being granted permission to leave. Failure to do so will be considered a class cut. The resource/study teacher at his/her discretion may also issue passes to the technology/computer lab, school nurse or restroom.

MORE THAN TWENTY (20) DAYS OF CLASS ABSENCE

South Fayette Senior High School has established procedures for attendance, which stress the strong relationship that exists between good school attendance and academic achievement. Learning experiences that occur in the classroom are meaningful and essential components of the instructional process. Student absences disrupt educational continuity and decrease direct teacher-student interaction, as well as impose limitations on opportunities for interaction and participation with other students. Therefore, for a student to receive credit for a course, he/she must meet both academic and attendance standards. **Any student who is absent for more than twenty (20) days for a full-year class OR ten (10) days for a semester class will receive "NC" (no credit) in that course(s), regardless of the academic grade earned, for exceeding the number of days permissible per the attendance policy, unless deemed otherwise by the outcome of an attendance hearing at the end of the semester or the end of the year.**

In the event of excessive absence or tardiness, the Principal may request notification and a hearing before the Magistrate.

GRADE RESULTS RELATED TO ACADEMIC ACHIEVEMENT AND ATTENDANCE

1. If a student fails to meet the academic requirements of a course ("D" or better), the student's attendance record becomes irrelevant. The student will receive an "F" for academic failure and has no right of appeal before the Appeals Committee.
2. If in the opinion of the Attendance Appeals Committee, after a hearing, a student has not met the attendance requirements, the student will receive an "NC" signifying no credit for the course. A "0" quality point average will be assigned, and the grade will not be included in the determination of quality point average.

ATTENDANCE APPEALS COMMITTEE

1. The Appeals Committee will consist of the Senior High School Principal or the Principal's designee; the school nurse and three (3) to five (5) additional members of the school staff.
2. Present at the Attendance Appeals Committee hearing could be the student, parent/ guardian, members of the Appeals Committee and any other person the Principal believes necessary to ensure a fair hearing.

3. The Attendance Appeals Committee meeting for student hearings will take place during the last two (2) weeks of each semester.

REVIEW PROCEDURE

To initiate the review procedure, the student must:

1. Currently be earning a passing grade in the course on the twentieth day of absence.
2. Follow the procedures required to file an appeal.

PROCEDURES TO FILE AN APPEAL

The purpose of an appeal hearing before the Attendance Appeals Committee is to grant the student the opportunity to show cause why the student should receive academic credit for course(s) in which the student has not met the attendance requirements. If a hearing is granted by the Attendance Appeals Committee, parents will be notified of the hearing date and time and notified to attend. The burden of proof falls upon the student and the parents.

1. After the twentieth absence, the student will receive an "NC" grade. A certified letter will be mailed to the parents by the Principal and will include a Student Request for an Attendance Related Hearing form.
2. The student must complete the form for the Request for an Attendance Related Hearing and submit it to the Student Center.
3. The attendance secretary will notify the student's teachers to forward an attendance report to the attendance secretary. This information will be reviewed by the Attendance Appeals Committee.
4. The Attendance Appeals Committee will meet and notify the student, parent and teacher as to whether the hearing is granted or denied, and if granted, the date, time and place for the hearing.
5. The Attendance Appeals Committee will formally notify the student, parent and teacher of the action taken by the committee.

ATTENDANCE OFFICE/STUDENT CENTER CONTACT INFORMATION

All attendance related questions, requests and correspondence (e.g. request for early dismissals, submission of excuses, student pickup) should go directly the Student Center by email at attendance@southfayette.org or please call at 412-221-4542, Ext. 222.

GENERAL INFORMATION

1:1 PROGRAM/DELL LAPTOP

South Fayette High School will continue the 1:1 Initiative for the 2023-2024 school year. The 1:1 Initiative will further assist our students with collaboration, exploration, and critical thinking skills. Each student in grades 9-12 will receive a Dell laptop computer, which will be used in the classrooms for instructional purposes. After initial distribution, parent(s)/guardian(s) will need to pay \$25.00 for the yearly Accidental Damage Protection Service fee. The device remains the property of South Fayette High School and is for

educational purposes only. The District's acceptable use policies, procedures, rules, and guidelines as well as local, state, and federal statutes apply.

Required Forms and Fees

Dell Laptop Repair Form: Parents complete this form when/if something happens accidentally at home. The first period teacher will then take this information and enter a Help Desk ticket to resolve the issue.

Lost Form: This form is completed when a student loses his/her laptop. The Accidental Damage Protection Service (ADPS) does not cover a device when it is lost or stolen. Parents are responsible for repayment.

Accidental Damage Protective Service: Cost of ADPS is \$25.00. This is a yearly fee. Check or money order should be made payable to "South Fayette Township School District." Please write your child's first and last name on the memo line of the check. If the fee is not paid, the student is NOT permitted to take the laptop home. The \$25.00 fee does not cover a lost or stolen laptop. If the laptop is lost or stolen, the school should be notified and you will need to complete a police report as well. ADPS covers all damage to the device and power cord, and enables the students to have their devices fixed or replaced due to accidental damage or breakage.

Loan Agreement: The Loan Agreement is for one Dell laptop, one charger, and one protective case. The laptop remains the property of South Fayette School District and is for educational purposes only. The District's acceptable use policies, procedures, rules, and guidelines as well as local, state, and federal statutes apply.

Technology Record Form: Once this form is completed, two copies will be made. One copy will be kept at the school and one should remain at home. This form verifies that the student has a laptop specific serial number.

Digital Citizenship: Students and parents should regularly discuss the responsibility associated with having a laptop, as well as internet safety regularly with their student. Parents are encouraged to monitor for age-appropriate content. The District is teaching digital citizenship, starting in the Elementary School. District filters are in place while on campus and connected to the District network limiting access to materials that may be considered harmful to children.

Students will be issued a laptop in good working order. When using the school issued laptop, student and parents are bound by the Loan Agreement and the Responsible Use Guidelines. To ensure an optimal learning environment for all students, in the event of damage to or failure of the device, the following process will be used:

- First Occurrence – computer is serviced and returned as soon as possible
- Second Occurrence – computer is serviced and returned as soon as possible; the student will also meet to discuss the matter with the building principals, and parent contact will follow
- Third Occurrence – computer is serviced and returned as soon as possible, pending receipt of additional \$25.00 fee from parent/guardian
- Fourth and Subsequent Occurrences – building principals will determine consequences, including but not limited to additional service fees and/or loss of device privileges

ANNOUNCEMENTS

Announcements are made each day via the Public Address System and/or classroom television monitors. Any announcement, which is to be made, must be approved by the sponsoring faculty member and the

Principal. All announcements must be in the Main Office with the necessary signatures by 7:00 A.M. on the morning they are to be announced.

Announcements for bulletin boards in individual classrooms must be approved by the classroom teacher. Students who desire to post any announcements or signs in the hallways must have prior authorization by the Principal. Signs should be removed by the student/group within three (3) days following the conclusion of the event.

ASSEMBLY PROGRAMS

Throughout the year, assembly programs will be presented for the benefit and enjoyment of the student body. Programs will be presented by fellow classmates as well as by outside groups. Some programs may be attended by the entire student body while others may be attended by a specific class only. The following procedures are to be observed for assembly programs at South Fayette Senior High School:

1. Enter the assembly area and sit in assigned seats. If it is a class assembly only, seating will be in the rear of the auditorium, middle section. Attendance will be taken and students who are not in their assigned seats will be considered to be cutting class. **If students are authorized to be elsewhere, a written note must be presented to the classroom teacher prior to the assembly.**
2. Courtesy is expected at all times throughout assembly programs. Whistling, booing, etc., will not be tolerated.
3. Upon dismissal from the assembly program, students are to leave in an orderly fashion, as quickly and quietly as possible.
4. Students who have failed to attend Wednesday or Saturday detentions or who have lost their privileges are denied permission to attend all assemblies.

ATHLETICS

The following sports are offered to students in grades 9-12. Please see the **Athletic Handbook** for the complete listing of information related to Athletics at South Fayette High School.

Fall Season: Varsity and Junior Varsity Football
Varsity and Junior Varsity Cross-Country
Boys Varsity and Junior Varsity Soccer
Girls Varsity and Junior Varsity Soccer
Boys Varsity and Junior Varsity Golf
Girls Varsity and Junior Varsity Golf
Girls Varsity and Junior Varsity Volleyball
Girls Varsity and Junior Varsity Tennis
Varsity and Junior Varsity Cheerleading

Winter Season: Boys Varsity and Junior Varsity Basketball
Girls Varsity and Junior Varsity Basketball
Boys/Girls Varsity Swimming
Varsity and Junior High Wrestling
Varsity and Junior Varsity Cheerleading
Hockey (Club Sport)
Track (Indoor)

Spring Season: 9th Grade Baseball
Boys Varsity and Junior Varsity Baseball
Girls Varsity & Junior Varsity Softball
Boys Varsity and Junior Varsity Lacrosse
Girls Varsity and Junior Varsity Lacrosse
Boys Varsity and Junior Varsity Tennis
Varsity and Junior Varsity Track
Boys Varsity and Junior Varsity Volleyball

CAFETERIA/COMMONS

South Fayette High School will serve lunch daily in The Lion's Den, our Cafeteria/Food Court located in the Commons on the lower level. During the lunch period students should enjoy the social atmosphere of the Commons while eating a nutritious meal.

The following procedures are to be observed during lunch:

1. Students are to report to the Commons and remain seated during the entire lunch period unless given permission otherwise. Restrooms are provided for use in the Commons. Students found in other areas will be considered to be cutting class.
2. Students who desire to leave the Commons must present written permission, which was obtained prior to the lunch period.
3. The use of appropriate etiquette is expected while eating.
4. Students are expected to keep cafeteria lines orderly; no line cutting of any kind is permitted (cutting in front of others already in line, holding a space(s) for others, etc.)
5. Students should talk in a normal voice in the cafeteria. No shouting or loud voices are permitted.
6. Food and beverages are permitted in the Commons only. **Students are not permitted to carry bottles or containers of food or beverage outside the Commons at any time during the school day unless medical need dictates and arrangements have been made through the school nurse.**
7. After eating, trays and debris are to be taken to the designated area and disposed of properly.
8. Chairs should be placed under the tables before leaving the Commons.
9. No food or drink is permitted to be ordered from OUTSIDE VENDORS.
10. Any students involved in throwing of food items or questionable objects during the lunch periods will be issued appropriate discipline. Students who behave in an unacceptable manner may be required to eat lunch in isolation.
11. For specific lunch and payment information, please see the section labeled "Lunch Program."
12. Students may not stay after school in the Commons without a note from a club or organization sponsor verifying their need to be there until a bus arrives.
13. Water bottles are permitted to be carried.

COLLEGE VISITATIONS

Students are permitted to take a maximum of three (3) school days throughout the school year for college visitations. The absences will be considered excused provided that the proper procedures are taken. Forms are available in the Student Center and must be completed by the student, parent and college/university officials in order that an excused absence may be granted. *College visitation days are **not** included in the ten (10) day education tour limitation.

COMMUNICATION WITH PARENTS/GUARDIANS

One of our goals is to communicate with parents/guardians on a regular basis. Once parents/guardians complete the enrollment process, their email address will be added to the list to receive our informational announcements; however, it is the responsibility of the parents/guardians to keep an updated email address on file with the school. The school web page is updated on a weekly basis and we encourage parents to use this service to keep updated on school news as well. When parents have a question, we encourage them to check the high school website by visiting www.southfayette.org and selecting high school on the drop-down menu. The current announcements link is on the button on the right-hand side of the page.

CONFLICT RESOLUTION

(Adopted from Conflict Resolution, Learning to Get Along, a publication of the American Association of School Administrators, 1995)

Growing up, most of us receive contradictory messages about conflict from parents, teachers, friends or peers. Most of are taught that conflict is bad and to avoid it as long as possible, yet we also are told to defend ourselves -- that only pushovers or weaklings let others bully them.

It is no wonder that many people, especially young adults, know too little about resolving conflict. True disagreements are a normal part of life, and not all conflicts are bad, but students, parents, educators -- in fact, everyone -- needs to understand ways to work toward peaceful resolutions when harassment, threats, physical violence and other dangerous behaviors disrupt school life.

A Natural Part of Life

Conflict doesn't just happen. Words or actions -- whether real or imagined -- cause misunderstandings as well as verbal and physical fights. By the same token, resolution doesn't just happen either. Solving conflicts peacefully takes work and a willingness to be open-minded.

Conflict is a natural part of life. No one agrees or is agreeable all the time. Conflict resolution techniques will help you diffuse situations as they arise and learn to manage your anger or violent feelings and behavior. Remember only you can make them work for you. It is up to you to empower yourself to use the skills that help you the most. It is important to remember that conflict is not inevitable, you do have options when angry feelings, either coming from you or someone else are causing a situation to turn hostile or violent.

The Seeds of Conflict

Quite often the behaviors listed below are the seeds from which full-scale conflict grows:

1. Gossip and rumors
2. Dirty looks
3. Harassment

4. Jealousy
5. Invasion of privacy or turf
6. Arguments and disagreements
7. Diversity
8. Violence

Obviously conflicts usually arise from a combination of causes. Many of these seeds are similar to one another and difficult to identify easily when they are occurring. For example, no clear lines exist between jealousy and disputes over turf and possessions -- jealousy may cause these disputes. Throughout all is a thread of whether or not individuals feel they are being shown the proper respect. Violence is more a culmination of conflict rather than a cause; however, this list is given as a foundation on which to build various conflict resolution skills you may need. The following sections describe each "seed" in more detail and suggest ways for peacefully dealing with these types of conflict.

Gossip and Rumors

"Bad mouthing" someone behind his/her back, or just lying about an individual, are two (2) examples of gossip. At the least, gossip is annoying and impolite. At worst, gossip can be so offensive and embarrassing that it actually destroys a person's welfare or livelihood.

Unfortunately, for the victim, gossip is usually based on hearsay, not on easily verifiable facts or information. Occasionally, gossip contains a kernel of truth, but when rumors get spread to many people, each person typically adds to the story and distorts the original facts.

If you are the victim of gossip, you may become angry enough to fight. However, allowing yourself to be drawn into a verbal or physical conflict over gossip would only be stooping to the level of the "rumor spreaders." Remember, the important issue is that you know the truth.

What do I do?

- *Talk it out.* If someone you know fairly well is spreading gossip about you, confront him or her. Nothing is wrong with confrontation as long as it is done civilly without threats or accusations. Ask the person or individuals why they are spreading damaging or false rumors about you. However, do not be surprised if you end up with little explanations. When confronting someone, use "I" statements to express how the gossip made you feel instead of making the conflict worse by using insults to make your point. For example, you might say something like, "I get angry and embarrassed when you tell people I said things that just aren't true," instead of, "Spreading rumors about me is really low. You're a jerk."
- *Explain or refrain.* If the gossip being spread about you is untrue, you might choose to set the record straight by telling the facts. In some cases, however, if the rumor spreaders will not listen to you or a neutral third party you would be better off to try and ignore, not only the rumor, but also the people spreading it.
- *Take the higher ground.* If gossip pertains to someone else, do not encourage the rumor by saying "I heard so and so is..." to anybody else. Doing so only makes you part of the problem.
- *Defend your honor.* If the rumor involves you academically - someone is accusing, you of cheating on exams or having someone else write your papers - go to your teacher. This is a case where ignoring the situation may harm your school career. Tell your teacher what you have heard and explain how important it is to you that he or she not believe the rumors.
- *Enlist the help of a counselor.* Schedule an appointment with the school counselor to discuss your problems and assist you in finding solutions.

Dirty Looks

As harsh as it sounds, you must realize that not everyone in life is going to like you -- and some of these people will not have a valid reason for disliking you. When someone stares or looks at you in an unusual way, however, it's not always a sign he/she doesn't like you nor is it necessarily meant to be annoying. The person staring may be thinking about something else and not even realize he/she is doing anything out of the ordinary. Even if someone is intentionally tossing dirty looks your way, keep in mind you may be misinterpreting his/her signals. For example:

- The person is having a bad day and is taking it out on other students.
- A harmless habit of yours such as twirling your hair or clearing your throat during class drives someone else crazy.
- The other person is holding a grudge against you for something you inadvertently did such as taking his/her seat on the bus or cutting in the cafeteria line.

What do I do?

- First, "check yourself!" Are you the reason dirty looks and other negative behavior are being directed at you? Maybe your part of a clique or carry yourself in a manner that is considered "snobbish." Do you unintentionally send out unfriendly signals to others such as maintaining a harsh facial expression or standing with your arms tightly crossed against your chest? Realize dirty looks cannot hurt you -- they never have and never will!
- Throw the person giving you the dirty looks off guard by simply smiling back.
- Be open with the person, perhaps by saying something like "I have the feeling you're upset about something. Is it something I did?" This might trigger a conversation to help you both change the situation from negative to positive. On the other hand, that same person might insist he or she does not know what you are talking about, perhaps realizing the reason is silly or petty.

Harassment

Harassment includes insults, threats, giving someone an unfriendly gesture, picking on another person, sexual harassment and name-calling.

People who harass others, often referred to as "bullies," often started displaying this behavior at an early age. Perhaps pestering or intimidating others was the only way they found to get attention. Bullies are basically non-listeners, with a history of past conflicts and few problem-solving skills. They come in all shapes and sizes. Some of them are bigger and stronger and use violence (or the threat of it) to get their way. Others play "mind games" to intimidate by taking advantage of feelings or sensitivities.

To some extent, bullies should be taken seriously. While in years past, bullies typically worked alone and used their own "might" to harass, today's bullies could potentially have a gang behind them to back up their threats or be carrying a weapon. This is not to say that victims have no rights.

What do I do?

- Understand you have a right to live without fear and harassment. If you are being harassed, there are people who can help. Report the incident to a teacher, parent, school counselor or other adult.
- If threatened, let the person know you are not afraid to tell an adult or other authority if he/she tries to harm you. However, you might feel telling an adult will make you more open to harm. In

that case, suggests a group of high school students from Newport News, Virginia, a victim of threats might want to respond with one of these statements and then walk away:

"I don't plan to get suspended over someone like you -- so just leave me alone."

"This is so stupid! I've got better things to do than stand in this hall and fight you!"

"All we're going to do is end up hurting each other, and I don't have time for that."

Jealousy

Sometimes people act hateful because they are simply envious of you. You might have better grades or a steady boyfriend or girlfriend. Someone else might see you as cuter, more popular or better athlete, or think that you have nicer clothes or other material possessions. Jealous people say unkind things to hurt your feelings, making school life very unpleasant.

While jealousy has been given numerous names such as "the green-eyed monster," jealousy can cause serious conflicts. People who are jealous are usually insecure and have very little self-esteem. If you find people are constantly jealous of you, ask yourself whether or not you could be partly to blame. Maybe you have been bragging, ignoring people, or acting as if you are "too good" for them. If so, alter your behavior and see if the situation improves.

In the long run, however, no matter how hard you try to be friends with jealous people, they will only resent you because they do not feel good about themselves. Try to ignore them and their nasty remarks.

What do I do?

- Realize that jealousy is the result of a personal "hang-up" someone else has -- and not the result of something wrong with you.
- Try to ignore the unpleasant words or incidents caused by jealous people. Even though other people's jealousy is not your problem, you may have to deal with its consequences. Responding to or encouraging jealousy will only intensify the conflict and possibly lead to fights or violence. Of course, if you feel someone's jealousy is jeopardizing your personal safety, you should consider telling a parent, school counselor or other adult.

Invasion of Privacy or Turf

When someone invades our privacy, even unintentionally, we feel violated, and when invasion of privacy is intentional, it bothers us even more. Almost everyone has personal things we do not want others, especially people we're not well acquainted with, to know. For example, suppose a good friend gave out your unlisted telephone number without your permission. Reading someone's personal mail, taking an unauthorized "peek" at a student's exam score, going into a classmate's book bag without permission, or telling a secret that someone asked you not to share are other privacy invasions. With peer groups forming stronger and stronger bonds today, invasion of turf is another conflict breeding activity. Whether gangs invade the territory claimed by another gang or an individual takes over the personal property of another, young people feel very strongly about this.

What do I do?

- Respect other people's privacy and space as if they were your own.
- Unless the secret told to you is something immoral or could possibly cause harm, KEEP THE SECRET!
- If someone invades your privacy and it makes you angry, try to think of the reasons behind it. If

you are completely trustworthy, confront the person calmly and use "I" statements to express how it made you feel.

- If you are possessive of an area of turf, consider whether others might not have a right to the space as well. Do you really own it? Is it worth getting hurt or hurting others over? Think of the serious consequences of your actions. One day you will be out of school and that particular area won't mean anything to you. Is it worth the possible harm to yourself or others?

Arguments and Disagreements

Arguments or verbal exchanges between two (2) or more people that stem from a number of reasons, misunderstandings, personality clashes, jealousy, turf, rude behavior, and not respecting others are some typical causes. Arguments frequently start over something minor or silly (someone takes the last piece of pizza in the cafeteria or looks at someone else's boyfriend), but they still lead to "name-calling," fighting and violence. Arch Lustberg, an expert in public speaking, says people are "too quick to fire off the mouth, before taking aim with the mind." Remember, while it is all right to disagree with someone, a mature person understands how to disagree without being threatening. All differences cannot be settled, since we all have our own feelings, opinions, and experiences. A rational person is able to say, "I was wrong," "I misunderstood you," "That's just the way I feel," or the all-important "I'm sorry." And when a mature person is proven right, he/she does not need to say, "I told you so..."

What do I do?

- Understand that it is not necessary to win every argument. If you feel an argument is going nowhere, give in, tell the other person you want to end the discussion on this particular subject or walk away.
- If the argument is escalating or getting more threatening, walk away and cool down. Try counting backwards from ten. The more you argue, the angrier you become -- and you cannot make smart decisions when you are angry. Chances are you will not change each other's minds by continuing to argue. Stop and ask yourself, "Is this issue really worth arguing about?"
- If you think the argument is worth it, at least try to see the other person's side. Listen to the other arguments and put yourself in your opponent's position. Are there special circumstances that make him/her feel this strongly? For example, an insensitive remark about overweight people may hit a nerve with someone who is struggling to lose weight.
- Talk to the school counselor, a teacher or an administrator. Learn to be an active listener.

When you are arguing with someone, try this active listening technique. Repeat back to them what you thought they said and respond to their feelings. For example, if someone said to you "Hey, you stepped on my foot!" Try, "I know you're mad because you think I stepped on your foot on purpose, but I didn't. It was an accident." By repeating what they said, you are letting them know that while you may not agree, you at least respect them enough to listen to what they have to say. Another part of active listening is to ask questions to clarify what the other person means. Active listening is important because:

- It gives you a better understanding of the problem.
- It makes people feel you want to resolve the issue.
- It gives you an opportunity to listen for possible areas of agreement.
- It cuts down on further conflicts.

Diversity

Just as immigration, technology, and communications advances have made the world "smaller" and more global, today's classrooms have become more diverse. While diversity (e.g. ethnic or religious) can build understanding between people, inevitably it causes tension as people struggle to understand each other's different outlooks. While high school students tend to be quite open-minded and unbiased, most students feel caught in a bind between wanting to be fair and responding to prejudices within society.

Then again, diversity is a complex subject and sometimes it is not clear how one should behave toward others who are different in some ways. For example, some people think it is wrong to bring up cultural differences between people of different nationalities, while others think it is only natural to talk about one's cultural background and wrong to believe everyone is exactly the same. Sometimes you have to decide for yourself given the situation, tone of voice and personalities involved.

What do I do?

- When thinking about diversity, consider this: Just as some people seem to be different to you (skin color, religion, culture, etc.) you are just as "different" to them. Imagine yourself as the only one of your "kind" in a group and think how you may feel.
- Next, think of how many things you actually have in common with others.
- Look around the cafeteria or campus and see if groups are clustered together. Try sitting with a group other than the one you normally sit with (without appearing threatening or nosy). Get to know and be friendly with everyone.

Violence

But what if jealousy, dirty looks, invasion of privacy and other infringements lead to violence? Almost everyone has heard, read about, or experienced the increasing violence in our society today. Fighting, compounded by a lack of skill in resolving conflicts, and the presence of weapons, is a constant concern especially in schools where students and staff are trying to teach and learn. Fighting is not a socially accepted way of having conflict, it does not prove anything, and also can cause serious harm to the individuals involved. Unfortunately, some kids grow up thinking that fighting is the best way to settle differences. The root of this belief could be their environment or peer pressure. Regardless of the reason, these young people must come to grips with the fact that fighting will never solve a problem or change anybody's mind.

People who like to fight often think it will get them respect. Movies depict violent "heroes" and "villains" that are glamorized by actors admired by young people. In the real world, violent people cause nothing but harm and sorrow. People might fear their actions, but they certainly do not respect them. After all, it takes no brainpower to hit someone. But figuring out how to settle disputes peacefully takes a lot of "smarts."

What do I do?

- The moment you are threatened, consider telling someone: a teacher, school counselor or the Principal.
- Never let yourself get "bullied" or drawn into a physical fight. You have nothing to gain and everything to lose.

In South Fayette, as in most schools, if a student, even after being hit, strikes back, both students are suspended. Of course, being hit and not striking back is not an easy thing to do...but it is the smart thing to do.

- If you are involved in a fight, be prepared to explain the facts honestly and completely to school authorities.

Conclusion

Because conflict is a part of life, knowing how to resolve conflicts peacefully is a skill that is always useful. When practiced throughout a school, conflict resolution can break the bully/victim cycle, help children see other alternatives to violence and gang activity, and foster better understanding overall. The best conflict resolution programs help individuals help themselves. Anger management, active listening, empathy, self-discipline, impulse control, understanding of consequences, creative problem solving, nonviolent expression of feelings, behaviors and appreciation of diversity of cultures, beliefs and races are qualities that start with an open and willing mind. With practice, those who learn these skills can use them for a lifetime of better relationships.

DANCES

School sponsored dances will be held throughout the school year. The following information is in effect for all South Fayette dances:

1. Only those students for whom the dance is intended may attend. (Many of our dances do not permit guests from other schools.) Students in Grade 8 or lower are not permitted to attend high school dances. All students and their belongings are subject to be searched upon entering the event.
2. All rules and responsibilities and disciplinary actions that apply to students of South Fayette are in effect at all school functions.
3. Once a dance has started, no student may leave the dance early unless a parent discusses the circumstances **in person** with the chaperone.
4. No students will be permitted to re-enter the dance after leaving.
5. Students suspected to be under the influence will be handled according to the Board Policy for Drug and Alcohol Abuse.
6. Possession or use of tobacco products is not permitted.
7. Students must be in attendance on the day of the event in order to attend.
8. Students who are suspended, who have failed to attend detentions, or who are academically ineligible (nine (9) weeks) or ineligible because of attendance may not attend or participate in any school-sponsored activities during that period.
9. Students will not be permitted to wear hats or sunglasses during the dance, nor will they be allowed to bring canes/walking sticks of any kind to a school dance. Additionally, students must wear their shirts at all times during a dance.
10. Any inappropriate behavior by students during the dance may result in their immediate removal from the event without prior notice, and without a refund of their ticket price.

11. **Students who have been disciplined for three (3) or more Level III or IV behaviors may not attend dances.**

DISMISSAL

Students are dismissed from school at 1:58 P.M. Students who are not bus riders must remain in the building until the second dismissal bell at 2:05 P.M. All students who are not staying for an approved reason such as clubs, activities, athletics, tutoring, make up exams, etc., must leave at dismissal. Students remaining after school must be under the supervision of a faculty member and arrange transportation home or wait in the Commons for the Activity Bus at 4:30 P.M.

DRESS

Students of the South Fayette Senior High School are expected to take pride in their appearance. Students are to be properly groomed and dressed neatly and cleanly. An individual's dress, appearance, and cleanliness, like behavior, should reflect sensitivity to and a respect for others. Parents and guardians along with students should make responsible decisions in the attire that is selected for school.

Any form of dress and/or personal grooming that distracts or disrupts the educational environment or tends to diminish instructional effectiveness or the disciplinary control of the teacher, or is considered a safety concern will not be permitted. Symbols of hate including but not limited to the Confederate Flag and the swastika are not permitted. Specifically, girls' tops which expose the midriff, tube tops, tank tops with spaghetti straps or tops that reveal undergarments, halter tops, shorts and skirts (less than finger-tip length), and see-through items, including see-through shirts with tube tops or tank tops underneath and boys tank tops are not permitted. Additionally, cut-off shirts, non-religious headscarves, bandannas, headbands, visors, sunglasses, pajamas, slippers and hats are not permitted. Pants must be an appropriate length, secured properly at the waist and cannot expose boxers or underwear. Coats and outerwear are not permitted to be worn in the school building during regular school hours (7:20 A.M. to dismissal). Outerwear includes such things as winter jackets, parkas, trench coats, varsity jackets, windbreakers, and other items not typically worn inside a home or office. Hooded sweatshirts, short denim jackets, and blazers are examples of items not considered outerwear. If an extenuating circumstance should occur within the school building regarding extremely cold temperatures, the Principal or his/her designee will make exceptions to this procedure as appropriate. Any articles displaying indecent writing, allusions to drugs or alcohol, including tobacco, gangs, indecent pictures or slogans, and violent acts are inappropriate and will not be considered acceptable dress. Due to health and safety requirements footwear must be worn at all time.

If a student fails to comply with these guidelines, he/she will be directed to the Student Center. If this is a first offense, parents will be notified and may either (a) bring more appropriate clothing to the school for their child or (b) indicate that they are unable to bring more appropriate clothing, in which case students will be issued clean, appropriate clothing which they will be required to wear for the remainder of the day. If issuing such clothing would not rectify the dress code violation, a parent may be asked to pick up their child and take them home. All students will be required to sign an acknowledgement that they understand the dress code upon their first offense.

If this is a repeat offense, parents will be notified, appropriate clothing will be issued, and the matter will be treated as a Level II offense, as outlined in the Code of Conduct.

DRIVING POLICY

South Fayette encourages all students to use the transportation provided by the school district. Limitations will be placed on the number of parking permits issued to students:

NO STUDENTS ARE PERMITTED TO DRIVE TO SCHOOL AND PARK THEIR VEHICLES ON SCHOOL GROUNDS WITHOUT PROPER AUTHORIZATION FROM A SCHOOL OFFICIAL AND A VALID PARKING PERMIT. FAILURE TO COMPLY WILL RESULT IN THE ISSUANCE OF A PARKING CITATION.

PARKING PERMITS – APPLICATION PROCESS

During the 2023-2024 school year, the parking permit application process, which is for Juniors and Seniors only, will be submitted in two steps: 1. Parents/guardians must submit the electronic application by August 13, 2023, and the student must come in person starting August 14 (Seniors only) and August 15 and 16 (Juniors and Seniors). Submission of a parking permit application does not guarantee a parking permit. The student must then come in-person on August 14, 15, or 16, 2023. Please note that parking permits will be issued on a first-come, first-served basis and the paperwork portion is simply being moved online to help expedite and streamline the process.

Applications MUST be completed online using the google form that will be sent via parent email. Each parent/guardian must submit the **completed** application electronically by August 13, 2023, and must enter their valid email address. The form should NOT be completed by the student. Cash or check (payable to *South Fayette High School*) must be submitted during the in-person dates and times specified above, to the Student/Visitor Center located in the High School. **All students will need to bring his/her current license, insurance information and vehicle registration, and payment to be copied in order to receive a permit.** This procedure also applies to Parkway West students. Please be sure that your child has all required documentation at the time of registration, as spaces cannot be reserved for those who do not have all the documentation in hand at the time of application.

PARKING PERMITS – JUNIORS AND SENIORS ONLY

1. Student parking at the High School is in the **front parking lot (second row), Fine Arts lot (first four rows)** and **Stadium lot**. Students may only park in these locations. Student parking is on a first come/first served basis. Once these designated spaces have been sold, there will be no additional spots available.
2. Student drivers will receive a parking tag for their vehicle, which must be displayed on the rearview mirror at all times while on campus. Student driving privileges are extended to junior and senior drivers **only**.
3. The cost of the driving permit is **\$50.00** for a full year and **\$25.00** for a semester. All pertinent information MUST be submitted through the electronic link by August 13, 2023, and full payment must be received in order to obtain a parking permit. This fee will cover the cost of the parking tags with any remaining monies to be used to support student activities at the High School. Student parking passes must be obtained in person at the **Student/Visitor Center**.

TEMPORARY PERMITS

Daily permits may be issued to a student who finds it necessary to drive to school for a specific reason. In this case the student must:

1. Present to High School Main Office a written note signed by the parent indicating:
 - a. Student's Name
 - b. Day/Date
 - c. Reason for Driving

2. Receive permission to park on school grounds for a particular day(s).
3. Park in the area designated for temporary permits.
4. Place the daily permit on the dashboard of the car where it is clearly visible.

Failure to follow the above procedures will result in all parking privileges being revoked for the remainder of the semester.

DRIVING REGULATIONS

Driving to school is a privilege and will be treated as such. **Students may only drive licensed cars, trucks, or SUV's to school. The following vehicles are not permitted to be driven to school: off-road vehicles including but not limited to quads, ATVs, dirt bikes, etc. Additionally, students may not drive motorcycles, tractors, or any other non-standard vehicles to school. If you have questions about your vehicle, please speak to an administrator prior to driving to school. In the event of a building or campus evacuation, all student drivers must evacuate with the entire student body and will not be released to their vehicles.**

1. Sophomore students are not permitted to drive.
2. Students must park in their assigned spaces and in designated student parking lots during school hours. Students who do not park in their assigned space and/or do not park in a student lot will be subject to disciplinary consequences.
3. Students must have their parking permit visible and hanging from the rearview mirror at all times.
4. Traffic may only flow in one direction around the campus for the safety of all. Please observe all directional signs carefully and obey all posted speed limits.
5. Any student who is truant and has a parking permit will lose that permit for forty-five (45) consecutive days. If a student is truant a second time, his/her permit is lost for the remainder of the year. (No warning issued)
6. Students are not permitted to share or give a parking pass to any other student. Students in violation of this will lose their permit for forty-five (45) consecutive days.
7. A student whose parking privileges have been revoked must turn in their parking permit immediately to the Student Center. The permit will be returned to the student when the parking privileges have been reinstated.
8. Students may not go to their cars during the school day without the permission of and accompaniment by the Dean of Students, the Principal, or their designee. Students may not leave the school grounds at any time without prior parental consent and written permission from the High School Main Office.
9. All cars parked in the parking lot must be locked.
10. All school district policies including those that prohibit the possession or use of drugs, alcohol or tobacco apply to student drivers. (No warning issued) **Any vehicle parked on school property is subject to search for reasonable suspicion related to the health, safety, or well-being of students.**

11. **Drivers may not exit their last period class until all busses have departed and the announcement is made to dismiss drivers, walkers, and students participating in after-school activities.**
12. Students must have a valid Pennsylvania driver's license at the time of registration for a parking permit. Parking passes will not be reserved for those with learners' permits or those who have not yet passed the test. Students with a current learners' permit may purchase a parking pass once they have obtained a valid Pennsylvania driver's license.

UNLESS OTHERWISE NOTED ABOVE, VIOLATION OF DRIVING/ PARKING REGULATIONS WILL RESULT IN THE FOLLOWING:

- **First Offense - Loss of driving privileges for ten (10) school days**
- **Second Offense - Loss of driving privileges for 45 school days and citation**
- **Third and Subsequent Offenses - Loss of driving privileges for 90 school days and citation**

NO EXCEPTIONS WILL BE MADE. STUDENTS WHO DRIVE TO SCHOOL AFTER THEIR PARKING PERMIT HAS BEEN REVOKED WILL BE ASSIGNED LEVEL II DISCIPLINARY CONSEQUENCES AND A CITATION.

ELECTRONIC DEVICES

Personal electronic devices are permitted to be used throughout the school and at teachers' discretion in their classrooms and study halls. Upon request of any staff member or teacher, students must immediately show their device screen without turning the device over, off, locking it, or activating a screen saver.

The consequences for using an electronic device without teacher permission, taking pictures/videos of staff and students, or the device ringing or vibrating during the school day, are as follows:

- **First Offense** - Saturday Detention – Level II
- **Second Offense** - Two (2) Saturday Detentions – Level III
- **Third Offense** - One (1) Day Suspension – Level III
- **Additional Offenses** - Multiple day suspensions and meeting with the high school administrators – Level III

At no time is the use of electronic devices in the locker rooms or restrooms permitted.

Any infractions committed with the use of an electronic device will follow the student handbook. Examples of what would be considered unauthorized use of personal electronic devices and policies may include but are not limited to: inappropriate websites, cheating, plagiarism, harassment/bullying/cyber bullying, threats towards others, inappropriate language, etc.

ELECTRONIC DEVICES - RESPONSIBLE USE OF TECHNOLOGY GUIDELINES AT SOUTH FAYETTE HIGH SCHOOL

One of the basic tenets of South Fayette Township School District is to provide opportunities for our students to experience responsibility, freedom, and choices in their decision-making.

- **Golden Rule of Transparency:** When a staff member asks to see your screen, you **MUST** show it, untouched, at all times. Failure to do so is considered Level III defiance and results in the loss of the device in that classroom, lunch period, study hall, or hallway.

- Device functionality, service, and technical issues will be the responsibility of the student, and all technical support for functionality, apps, and usage will not be provided by the district.
- The district will make available Wi-Fi access, but does not guarantee availability in all areas.

Violation of the following rules will be considered a Level II or Level III offense:

- Students must adhere to the Acceptable Use of the Internet and Bullying/Cyberbullying policies, found in the student handbook, whether accessing the Internet through the school’s Wi-Fi or a cellular provider.
- Devices must be above desk level, screen facing up at all times.
- Taking pictures or video of individuals for any reason without the permission of a faculty or staff member is expressly prohibited.
- Anything that is considered inappropriate offline is considered inappropriate online.
- Students are prohibited to take photos of tests, text other students’ answers, or compromise academic integrity in any way. This is considered a violation of the cheating policy, and will also result in the loss of that device in that classroom, lunch period, study hall, or hallway.
- The use of devices of any type is not permitted in locker rooms, bathrooms, and swimming pool areas.
- Devices are prohibited during assemblies and detention.
- Devices are prohibited during drills that could compromise safety (fire drill, severe weather drill, etc.)
- Phones must be silenced (not on vibrate) during the school day.
- Guidelines for responsible use are as follows:
 - Classroom- Teacher discretion
 - Study Halls- Teacher discretion
 - Lunch- Responsible use permitted
 - Hallways- Responsible use permitted
 - Students are not permitted to talk on devices during the school day.

EMERGENCY AND FIRE DRILLS AND SEVERE WEATHER

Regular fire drills and periodic emergency evaluation drills will be held throughout the year. Classroom teachers will issue specific instructions, which must be followed exactly. For active intruder drills, the Alice Training protocol is utilized.

EXTRACURRICULAR STUDENT ACTIVITIES

The following list represents extracurricular activities available at South Fayette High School.

Table 2: Listing of Extracurricular Activities

Athletics:

- Baseball – Varsity & J.V.
- Basketball, Boys/Girls – Varsity & J.V.
- Cheerleading – Varsity & J.V.
- Cross Country – Varsity & J.V.
- Football – Varsity & J.V.
- Golf, Boys/Girls –Varsity & J.V. (Girls Varsity Only)

Sing and Dance:

- Band - Concert & Marching
- Chamber Strings
- Chorus - High School
- Dance Team
- Drama Club
- Fall Showcase Talent Show

Lacrosse, Boys/Girls
Ice Hockey – Club Sport
Soccer, Boys/Girls – Varsity & J.V.
Softball – Varsity and J.V.
Swimming, Boys/Girls – Varsity (Cooperative)
Tennis, Boys/Girls – Varsity (Cooperative)
Track – Varsity & J.V.
Volleyball, Boys/Girls – Varsity & J.V.
Wrestling – Varsity & Junior High

Have a Voice:

Media Club
Mock Trial
Prom Committee
Students Against Destructive Decisions (SADD)
Speech & Debate
Student Class Council
Student Diversity Leadership Committee
Student Government

Discover the World:

French Club
German Club
Spanish Club

Jazz Ensemble
Spring Musical Production
Stage Crew

Supporting Others:

Best Buddies
Gender and Sexuality Alliance (GSA)
Library Club
Mini-THON
SF Mane Store
Social Handprints Overcoming Unjust Treatment (SHOUT)
SF Interacts – Volunteer Club
Stand Together

Explore Your Interests:

Art Club
Cash Club
Comic Book Club
Early Childhood Development Club
Future Business Leaders of America (FBLA)
Future Educators Association (FEA)
Girls STEAM Team
Health Careers Club (HOSA)
Model United Nations Club
National Honor Society (NHS)
Powder Puff Team
Quiz Bowl Team
Science Bowl Team
STEAM Team
SF Reads
SF Ultimate Frisbee
Ski and Board Club
Technology Student Association (TSA)
Underwater Robotics

Please see page 54 for information on eligibility requirements for extracurricular activities as well as the Code of Ethics and information on Substance Use/Abuse and its effect on a student's ability to participate in extracurricular activities.

NATIONAL HONOR SOCIETY

Students are invited on an individual basis to join the National Honor Society. After Q2 of sophomore year, any student with a cumulative GPA of 3.75 or higher (who also does not have any level 3 or 4 discipline infractions or instances of plagiarism) will receive an application that involves writing an essay and producing proof of community service during high school. Another invitation is sent after Q2 of junior year for those who meet the standards but are not currently members (current members do not need to reapply).

In order to retain membership in NHS, students must maintain a 3.75 cumulative grade point average. Failure to do so one time will result in their being placed on probation; failure to do so a second time

could result in a revocation of their membership. Additionally, all National Honor Society members must abide by the Code of Conduct outlined in the Student Handbook regarding academic integrity. Any incidents of cheating, plagiarism, or behavior that is inconsistent with the Code of Conduct could result in revocation of their membership. Each year, they must complete at least 10 hours of community service with at least two different organizations and complete at least one hour of service toward our Chapter's service project.

FIELD TRIPS

Throughout the year, field trips may be offered in individual classrooms or as a class activity. It must be understood that participation in a field trip is a privilege and not a right. **Students who have three (3) or more Level III disciplinary offenses during the school year will not be able to participate in field trips outside of the school district.** Students will also be denied the opportunity to participate in field trips if they have not fulfilled their obligations for Saturday detention, as described in the Code of Conduct. Additionally, students must understand that all school policies and procedures are in effect for all school related activities including field trips. To participate in school field trips, the student must have written permission from the parent/guardian prior to the field trip. The sponsoring faculty member will issue the field trip forms to the student(s).

FLAG SALUTE AND PLEDGE OF ALLEGIANCE

It is the responsibility of every citizen to show proper respect for his/her country and its flag. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate. Students who wish to refrain from such participation shall remain respectfully silent through the flag salute and the Pledge of Allegiance. Students whose manners or actions are disruptive during the Pledge of Allegiance or the flag salute shall face disciplinary action deemed appropriate by the school authorities (Level II consequence).

HALL PASSES

Students are not to leave their assigned area for any reason without an OFFICIAL HALL PASS. Students who will be leaving a class and not returning must secure a "Special Pass" for that purpose. The following should be noted:

1. If a student desires to leave a class or a resource area for any reason to go to another destination (ex. make-up test, special help, guidance, etc.) the student must present a pass to the teacher at the beginning of the period. The teacher may or may not grant permission for that student to leave dependent upon the circumstances.
2. Students who desire to visit the Counseling Office must follow the procedures described above. No student may visit the Counseling Office without prior approval of the classroom teacher and the school counselor. Students who are in the Counseling Office must sign in and out as directed.

*Students who do not follow the procedures described above will be considered as cutting class and will receive no makeup privileges for any work missed. Appropriate disciplinary action as outlined in the code of conduct will be issued.

HOMEWORK FOR ABSENT STUDENTS

1. Calls should be into the Counseling Office between 7:00 and 7:45 A.M. for homework to be available at the end of that day.

2. For calls received after 7:45 A.M., the homework **may not** be available until the following day.
3. Calls should not be placed for homework unless the student is absent **two (2) or more days**.

LATE START FOR SCHOOL DAY - MONTHLY

As part of their collective bargaining agreement with the school district, South Fayette teachers come in early on designated dates for purposes of Staff Development that include learning new technology, training in curricular areas, and utilizing other tools that will enhance education for South Fayette students. For 2023-2024, the late-start days will occur on September 18, October 16, November 1, December 4, January 22, February 12, March 11, April 22, and May 13. The high school day will begin at 9:20 A.M. for students and class periods will be adjusted accordingly.

LOCKERS

School lockers are the property of South Fayette School District and are provided to students for storing school related items and clothing. School lockers are **not** the property of students, and lockers may be searched by school officials.

1. Each student is assigned a locker and must use the locker assigned to him/her. Students are not permitted to share lockers or use a locker not assigned to them.
2. Student lockers must be kept clean and orderly. Students will be issued a new locker every year. All lockers contain built-in combination locks, and students should guard the privacy of their locker combinations to prevent theft of personal and school items.
3. School personnel may make periodic inspections of school lockers.
4. The school will not be responsible for any articles left in lockers following the last day of school.
5. Belongings found in unassigned lockers will be periodically removed by the custodial staff.
6. Students are not permitted to affix stickers or other adhesive items to the lockers.

LUNCH PROGRAM

Our lunch program is based on the guidelines set forth by the National School Lunch Program, the Department of Education and the U.S. Department of Health to assure food safety and a nutritious well-balanced meal offered each day for your child.

According to our Wellness Policy:

1. No food may be brought in or offered to the students during lunch that might interfere with the National School Lunch Programs. (This does not apply to students bringing in bagged lunches brought from home for individual use.)
2. Staff/Faculty/Parents may not offer parties (i.e. Pizza) or snacks in place of the daily scheduled lunch that will interfere with the NSLP.
3. All food/details/kitchen arrangements for camps such as band camp or football camp must be coordinated and pre-approved through the Supervisor of Food Services.

4. Hoagies, donuts, candy and snacks used as fundraisers, may not be sold or distributed near the cafeteria during lunch.
5. All banquets, special events, coffee service and needed snacks should be arranged through the Food Services/Catering Department
6. Snacks for birthday parties or celebrations can be provided a half hour after the end of the school day. These snacks must be pre-approved by the Supervisor of Food Services.

Charging Policies

Parents/Guardians are required to keep a positive balance in their child's account at all times. For added convenience, we urge parents to visit www.myschoolbucks.com to set up an online account that will enable them to view their child's balance, purchasing history, and payment history.

The MySchoolBucks system is an online credit card payment solution that makes it easy for students and parents to securely pay for school meals. As of July 1, 2015, South Fayette Township Food Services in partnership with Heartland Processing, upgraded to a more efficient percentage-based parent paid model. There will be a percentage-based usage fee of 3.95% that will cover the cost of the transaction.

The fee is collected by Heartland at the time of the service. Heartland is able to eliminate the third-party secure processor and initiate their own direct processing capabilities to save parents time and additional fees.

Parents will notice a savings when depositing money into their student's cafeteria account. Parents can view their child's participation at **no cost**. Parents can send in monies via check or cash with their student and still have the opportunity to view their child's participation online using the MySchoolBucks system.

How Do I Make A Payment?

1. Send in a check, cash or money orders with student (only 1 check needed per family).
2. Drop the payment off at "ANY" of the schools' Main Office
3. Mail in payment via US Postal Service. You may mail the payment to:

***South Fayette School Cafeteria
3640 Old Oakdale Road
McDonald, PA 15057
Attn: Cafeteria – Mrs. Aimee Dernosek***

4. Parents have the option of utilizing MySchoolBucks (on-line) credit card payment (Preferred)
5. Middle and High School students can pay at the register for themselves AND Siblings.

Make check payable to: *South Fayette Cafeteria*. If sending a payment for more than one (1) child, we only need to receive one (1) check per household. Write students name and amount to be deposited into their account in the "memo" section of the check.

*****IMPORTANT*****

2023-2024 Free & Reduced Meal Information

Who is eligible for Free or Reduced-Price Meals?

- All children in households receiving Supplemental Nutrition assistance Program (SNAP) or Temporary assistance for Needy Families (TANF) benefits
- Foster children who are under the legal responsibility of a foster care agency or court
- Children who meet the definition of homeless, runaway, or migrant
- Children participating in Head Start programs
- If your household income is within the limits on the Federal Income Eligibility Guideline
- Families qualifying for “Reduced Meals” will receive free *breakfast and lunch* for the 2023-2024 School year.

INCOME ELIGIBILITY REDUCED PRICE GUIDELINES JULY 1, 2023-JUNE 30, 2024					
Family Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$26,973	\$2,248	\$1,124	\$1,038	\$519
2	\$36,482	\$3,041	\$1,521	\$1,404	\$702
3	\$45,991	\$3,833	\$1,917	\$1,769	\$885
4	\$55,500	\$4,625	\$2,313	\$2,135	\$1,068
5	\$65,009	\$5,418	\$2,709	\$2,501	\$1,251
6	\$74,518	\$6,210	\$3,105	\$2,867	\$1,434
7	\$84,027	\$7,003	\$3,502	\$3,232	\$1,616
8	\$93,536	\$7,795	\$3,898	\$3,598	\$1,799
Each additional family member add:	+\$9,509	+\$793	+\$397	+\$366	+\$183

How do I apply?

The preferred method for applying for Free and Reduced meals is through a School Café link at www.schoolcafe.com . Applying using the School Café link is the quickest and most efficient way to apply.

Paper applications can be submitted and are available under the Food Services tab on the school district website. www.southfayette.org Completed applications should then be returned to your child’s main office addressed to “Tricia Wood – Food Services” in a sealed envelope. You can also scan a copy to pawood@southfayette.org. (Paper applications can be submitted throughout the year.)

Lunch Account Balances

Parents/Students are required to keep a **positive cash balance in their accounts at all times** and are reminded daily of their balance. Student’s will be allowed to charge a meal if they forget their lunch monies or lunch. The student’s account will freeze when the charged amount has reached negative cash balance of \$7.00.

The balance will need to be paid in order to re-activate the account. Parents are asked to set up an account on www.myschoolbucks.com to view the participation and balance of their child’s account. You will need to have your student’s ID number to set up this account. Your student can provide this number to your or you may call the High School 412-221-4542, Ext. 277 or email foodservice@southfayette.org

For ALL Students: If delinquent balances become excessive, parents/guardians will be requested to meet with the Food Services Director, Principal and Business Finance Director.

Bounced Checks:

A fee of \$30.00 will be added on to all returned checks. The amount of the bounced check and the \$30.00 fee will be added on to the student's cafeteria account. A letter will be sent home to inform the family and to request reimbursement. All accounts should be kept current throughout the school year, especially prior to reports cards.

We provide an access tool called "MySchoolBucks" that is offered to all parents so that they may view their child's balance and purchasing habits.

Who Do I Call When I Have A Question About My Child's Cafeteria Account?

High School - Kitchen Leader: Aimee Dernosek 412-221-4542. Ext. 277

Can I See What My Child Is Eating Each Day or What My Child's Balance Is?

Yes, simply visit www.myschoolbucks.com and enroll by setting up an account with your child's ID number. (This ID number is supplied on your child's schedule or report card or you may also phone your child's building and ask for their ID number or phone the numbers above.) Feel free to view your child's balance and participation throughout the school year. If you decide to pay online, you can continue to pay throughout the year or you **may also send** payment directly to the school.

What Do I Do If My Child Has An Allergy?

See our Website under the Food Service tab for Physician Information and Allergy Information. If your child has a life-threatening allergy – Please contact Dr. Rachel Andler in the Pupil Personnel Department for more information. To set up special arrangements for Gluten Free meals please phone 724-693-3019 (Tricia Wood, Director of Food Services)

Can I Be Notified About My Child's Balance?

We do send out "courtesy reminders" via emails to parents to notify them that their child needs to replenish their account. We encourage all parents to keep their most updated email address on file with your child's records. We do advise parents/guardians to visit www.myschoolbucks.com and register for an account so that they can personally check their child's balance, participation history or make a payment from the comfort of their own home. Parents are responsible to keep their child's account current.

Please provide an updated "email" address to your child's main office or phone 412-221-4542, Ext. 277, Aimee Dernosek – or email foodservice@southfayette.org to provide your email address.

How Will I Know What My Child's Balance Is?

We encourage the parents to set up a student account with www.myschoolbucks.com so that you can view your child's participation and balance.

How Much Does A Lunch Cost for the 2023-2024 School Year?

Because of the new "Equity in School Lunch Pricing" bill passed effect July 1, 2011, Sec. 205 of the Healthy, Hunger Free Kids Act of 2010 (Public Law 111-296), this provision requires SFA's to increase lunch

pricing by using their calculations to ensure that schools are providing the same level of support for lunches served to qualify free/reduced and regular paying students.

As of 2023-2024 school year, the prices are as follows:

Lunch: A Regular Meal is \$2.80 with milk. Reduced Lunch is FREE throughout the 23-24 school year for students who qualify. Premium Meals are also offered at premium meal pricing of \$3.25 Visit our Web Site (www.southfayette.org) under the “Food Services” tab for diagram of the food court layout and pricing.

Breakfast: Breakfast is at \$1.85. Reduced breakfast is FREE throughout the 23-24 school year for students who qualify. Breakfast “Specialty Bars” are open daily and on early dismissal days

Guidelines: The National School Lunch Program guidelines state that when student chooses a free meal, they must choose at least **one fruit or one vegetable** portion to count as a free reimbursable meal. If students **do not** choose at least **one fruit or one vegetable**, it does not qualify for a free meal and must be charged ala carte pricing. Free Breakfast is served at the Middle School and High School and at least one fruit must be chosen. Breakfast and lunches include one meal per day per student. Second lunches are not included and will be charged accordingly. Ala carte is not included in the free meal pricing and all ala carte items will be charged accordingly. A meal is defined as: Main Entrée (grain), one fruit, up to two vegetable portions, and Milk. All meals are come with a milk or Lactaid. Water is not included with the meal.

To check your child’s balance or deposit funds, visit <https://www.myschoolbucks.com>. If you have any questions, please contact Tricia Wood, Director of Nutritional Services at 724-693-3019. *Please take the time to view all Charging Policies.*

What If I Have Money Left Over at The End of The School Year?

Funds left over can be held on the account to be used for the next school year or you may submit a letter requesting a refund during the last week prior to leaving for summer vacation. Requests should be made directly to: Tricia Wood, Director of Food Services, South Fayette High School 3640 Old Oakdale Road, McDonald, PA 15057 or email pawood@southfayette.org. Monies can also be requested to be transferred to a sibling.

Note: **All accounts** (including staff/support staff) must be paid in full each nine (9) weeks (prior to report cards being released) and also **MUST** be paid in full by the last school day of that school year.

Any other questions please phone Tricia Wood, Director of Food Services at 724-693-3019. Thank you for participating in the National Lunch and Breakfast Program.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) E-mail: program.intake@usda.gov

This institution is an equal opportunity provider.

MEDICAL EXCUSES

All students are required by state law to participate in physical education classes unless they provide a medical excuse from their doctor for exemption. The following procedures should be followed:

1. The medical excuse (including dates and specific limitations) must be presented to the school nurse.
2. The original will be kept on file in the School Nurse's Office and a copy will be forwarded to the physical education teacher.
3. If the exemption is for an extended period, the student will be rescheduled through the Counseling Office and given alternative assignments and/or an Adaptive Physical Education Program so that he/she may earn credit towards graduation.

NOTE: A medical excuse only exempts a student from the requirements of regular physical education. A student with a medical excuse must still meet the state requirements for physical education in an alternative manner (i.e., in an adaptive program, by completing a writing or research project, etc.), as agreed upon by the physical education teacher, the school nurse, the counseling department, the Principal and the student's parents.

MEDICAL NEEDS - ILLNESS, ACCIDENTS, IMMUNIZATIONS, NURSING SERVICES AND COVID 19 HEALTH INFORMATION

All accidents or illness should promptly be reported to the High School Main Office or school nurse, Trina Howells, at 412-221-4542, Ext. 223 or by email at tdhowells@southfayette.org . The appropriate care will be administered by school personnel. Parents will be notified as the case warrants.

The School Nurse's Office is open daily from 7:10 A.M. to 2:40 P.M. and is to be used for any injury or sudden illness occurring during the school day. Pupils must secure a note from their classroom teacher and then report to the School Nurse's Office. If a student is ill at the close of a period, he/she should report to the next class to secure a pass to the school nurse. The student will be assessed, treated, and permitted to stay in the Health Office as deemed necessary by the school nurse. If the illness is prolonged, the student will be sent home after permission has been granted by a parent or guardian. No student may leave the building or go home because of illness unless excused by the doctor, nurse, or office.

The following mandated examinations are conducted by the school physician or school nurse unless a parent wishes to have a family physician or dentist conduct the exams and submit documentation to the school nurse:

- **Vision, Height, Weight** - Grades 9-12
- **Hearing** - Grade 11
- **Physicals** - Grade 10 or 11

BMI (Body Mass Index) Screenings

Section 1402 of the Public-School Code requires each child of school age be measured for height and weight by the school nurse. This growth screening enables school nurses to:

1. Monitor growth and development patterns of students
2. Identify students who may be undernourished or overweight
3. Notify parents of screening results with a recommendation to share findings with the student's health care provider for further evaluation and intervention, if necessary

We will be using a computer program to record and monitor each student's growth pattern. A letter will be mailed home yearly with each child's BMI. The letter will indicate whether the child is underweight, normal, or overweight. Follow-up with the child's health care provider will be recommended when appropriate.

Immunizations

The following immunizations are required as a condition of attendance at school for the entrance of all beginners or initial enrollments in school:

Children in ALL grades (K-12):

- 4 doses of tetanus, diphtheria, and acellular pertussis* (1 dose on or after 4th birthday) - properly spaced
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given). 3 doses are acceptable if 3rd dose is after the fourth birthday and at least 6 months after previous dose.
- 2 doses of measles, mumps, and rubella** - properly spaced
- 3 doses of hepatitis B-properly spaced
- 2 doses of varicella (chicken pox) properly spaced or evidence of immunity

Children in grades 7th-12 Grades need additional immunization requirements for attendance:

- 2 doses of MCV - first dose is given 11-15 years of age; a second dose is required at age 16 or entry into 12th grade. If the dose was given at age 16 years of age or older, only one dose is required.
- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) is required on or after the 11th birthday.

* Usually given as DTap, DTP,

** Usually given as MMR

MEDICATION

Under no circumstances will school personnel diagnose, provide or prescribe any medicine for a student. Medication shall include all pills, drugs and medicines prescribed by a physician and any over-the-counter medicines. No herbal remedies will be given during the school day.

The school physician authorizes a very limited amount of medication to be given to students and staff by our district nurses. Please refer to the district website to view our school district's current standing medication orders, signed by our school physician. Parents should notify the school nurse, Trina Howells, at 412-221-4542, Ext. 223 or by email at tdhowells@southfayette.org if they have any questions or concerns regarding the school district's standing orders for medication. Health office information can be found on the district website under the section, District Services, then under Nursing Services.

The South Fayette Township School District requests that medicine be given at home during non-school hours. However, it recognizes that sometimes it is essential for medication to be administered at school. Any medication to be administered during school hours must be accompanied by a written request signed by both a physician and parent /guardian.

Prescription Medication

- A. A written request must be submitted by the parent/guardian requesting the school nurse administer medication as prescribed by a physician.
 - B. Physician's signed request (physician's note or school-issued medication form) authorizing the administration of the prescribed medication.
 - C. Prescription medication must be in a pharmacy labeled bottle containing:
 - 1. Name and telephone number of the pharmacy
 - 2. Pupil's name
 - 3. Name of the physician
 - 4. Name of the drug
 - 5. Prescribed dose and times of administration
 - 6. Rx number
- I. Non-Prescription (over-the-counter) Medication
- A. A written request must be submitted by the parent/guardian requesting the school nurse administer over-the-counter medication as prescribed by a physician.
 - B. A Physician's signed request (note or medication form) authorizing the administration of all over-the-counter medication.
 - C. Over-the Counter Medication must be in the *original manufacturer's package* and imprinted with the dosage instructions that are typically found on labeled bottles, blister packs, tubes or cans.

II. Storage of Medication

Medication shall be kept in a secured appropriate storage area in the Health Office.

III. Transportation of Medication to School

All medication shall be brought to school by the parent and kept in the Health Office. If this is not possible, the pharmacy-labeled container or original manufacturer's package must be sent to school in a sealed envelope with a note signed by the parent/guardian stating the number of tablets being sent to school. The school nurse will verify this information with a phone call to the parent/guardian.

IV. Request for Administration of Medication During School Hours Form

This form is available in the Health Office, on the School Nurse's web page under Health Services, or a sample is included in the student handbook. The form is not essential to use as long as all the requested information is included in a written note.

V. Medication Administration

All medications shall be administered by the school nurse or self-administered by the student upon written request. Only in an emergency shall a school employee other than the school nurse administer medication to a student. A parent or legal guardian may come to school to administer medication to their child.

VI. Emergency Medications

Under emergency medical situations such as anaphylactic shock, the school physician has ordered certain medications, such as epinephrine to be administered.

Section 1414.2(g) of the Public-School Code allows parents/guardians to request an exemption to the administration of an epinephrine auto-injector for their student. In order to request this exemption, contact the School Nurse to make an appointment to discuss this decision, review, and sign the opt-out form.

VII. Self-Administration of Inhalers/Epinephrine Auto-Injectors

Students in the South Fayette Township School District will be allowed to carry and self-administer their metered dose inhaler (MDI) medication in school as needed for asthma and other respiratory conditions as well as epinephrine auto-injectors per Board policy 210.1. The inhaler may be used to alleviate and/or prevent the onset of asthmatic symptoms. This procedure includes dosages required at school, on school-sponsored transportation, or at any activity, event, or program sponsored by or in which the pupil's school is participating.

To ensure your child's health and safety, you and your child's physician will need to complete a medication order and authorization form, and return it to the school nurse. This authorization shall provide the name of the drug, the dose, the times when the medication is to be taken, and the diagnosis or reason the medicine is needed. It shall also include any serious reaction that may occur in conjunction with use of the medication. In addition, this authorization relieves the school of responsibility for the benefits or consequences of the medication. It also acknowledges that the school bears no responsibility for ensuring that the medication is taken.

The school nurse will review proper MDI administration technique with your child and evaluate that self-administration is safe and appropriate. You and your child must then sign the self-administration assessment and contract form.

All children in grades K - 12 must notify the school nurse immediately following each use of an inhaler, and sign off such self-administration on the medication record.

The student will be held responsible to keep their inhaler in a safe place that is not accessible to other students. If any irresponsible behavior is observed in the use of the inhaler, such as sharing medication with another student, the inhaler will immediately be confiscated and parent notified of the loss of the privilege to self-administer.

It is highly recommended that you keep an additional inhaler in the Health Office should your child forget his/her inhaler.

MILITARY RECRUITERS/RELEASE OF STUDENT INFORMATION

Military recruiters and college admissions officers often request access to student names and addresses.

Recognizing the challenges faced by military recruiters, the No Child Left Behind Law requires high schools to provide to military recruiters, upon request, access to names, addresses, and phone numbers of high school juniors and seniors. The law also requires high schools to release information to colleges or other higher learning institutions, upon request.

If you do NOT want South Fayette High School to disclose this information without your prior written consent, please copy the section below, fill in required information and return to the Counseling Office by Friday, September 15, 2023. If we do not receive the form back by this date, we will release student information to military or college recruiters upon request. If your child is over 18, he or she must sign the form below personally.

A list of the guidelines on military recruiter and college access to information can be found at the following website: www.ed.gov/policy/gen/guid/fpco/hottopics/ht-10-09-02a.html. If you have any questions, please do not hesitate to call building principal.

PARENT OPT-OUT FORM

Do not disclose my child's name, address, or telephone number to the following without my prior written consent (check one or both):

- United States Military Recruiters**
 Colleges and Other Higher Education Institution Recruiters

Parent's Signature _____

Student's Signature _____
(If student is over 18, student rather than parent MUST sign.)

Date _____

This form must be received by September 15, 2023 for the 2023-2024 school year.

NAVIANCE

The South Fayette High School Counseling Department recently implemented Naviance, which is a college and career readiness software system that helps connect academic achievement to post-secondary goals. This comprehensive college and career readiness solution empowers students and families to connect

learning and life and provides schools and districts with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles, explore college, and career options based on their results. Additionally, college application materials, such as transcripts and letters of recommendation, are managed and processed via the Naviance portal. In the beginning of the school year, the counselors meet with all seniors to educate them on the application process and Naviance usage. Students and parents can contact their respective counselor for questions regarding Naviance.

OUTSIDE COUNSELORS

In the event of a tragic event impacting the South Fayette Township or school, the South Fayette Township School District may enlist the assistance of outside counseling agencies and resources to help students and faculty cope with such events as they unfold. Outside counseling will be provided by professional counseling agencies that have experience in helping school adjust to tragic events. The names of these agencies will also be available for outside consultation for those who so desire. If you do not wish for your child to have access to such resources in times such as these, copy the section below, fill in required information and to Mrs. Dana Bloom in the High School Counseling Office. All information will be kept confidential.

PARENT OPT-OUT FORM

I, _____ (Parent's Name), parent/guardian of _____ (Student's Name) would hereby like to inform South Fayette High School that I do not grant my child permission to meet with outside counselors or counseling agencies in the instance of a serious or tragic event impacting the South Fayette Township or school. Furthermore, I realize that should I desire to arrange outside counseling to assist my child in dealing with such an event, I can obtain the phone numbers or addresses for such agencies by contacting the school Counseling Department at 412-221-4542, Ext. 250.

Parent's Signature _____ Date _____

PARENT PORTAL FOR GRADES, ATTENDANCE, ETC.

South Fayette parents have the opportunity to access individual grades that have been assigned to the student by the classroom teachers and have been entered into the grade book electronically. This service will be available through our PowerSchool software. If you have any questions concerning PowerSchool accounts, please contact Mr. Rob Warfield, Network Systems Administrator at 412-221-4542, Ext. 245 or email warfield@southfayette.org.

PARENT-TEACHER CONFERENCES

Parent/Teacher Conferences will be held each school year. Please check the school district calendar or contact the High School Main Office for the dates and times.

Parents are encouraged to contact teachers to arrange conferences throughout the school year on an as needed basis. This can be done through contacting the teacher directly by voicemail or e-mail or by calling the High School Main Office.

Safe2Say Something

Safe2Say something is an anonymous tip reporting prevention program run by the Pennsylvania Office of Attorney General that teaches youth how to recognize warning signs and signals. 1-844-723-2729
www.safe2saypa.org

STUDENT SALES

Students are not permitted to sell any articles or tickets of any type in school unless approval has been given by the Principal. No pop, candy or food items are permitted to be sold during the school day.

STUDENT ACTIVITY FUND

All money collected for fundraising projects must be submitted to the Activities Account, which is maintained by the Athletic/Activities Assistant. No separate bank accounts are permitted.

STUDENT ID'S

Student ID's will serve as identification for security purposes and will also be used to check books out of the school library and purchase lunch and other food items at the Food Court in the Commons. The Student ID's will also be used for discounted admission to sporting events and may be used for other purposes as the year progresses.

STUDENT SERVICES

Additional services available to students may include social work services and the AHN Chill Project.

STUDENT RECORDS

There are up to four (4) separate student records files for each child in the high school. This information on the various files and locations is only shared on a "need-to-know" basis due to FERPA and HIPAA regulations. The "medical records file" is housed with the school nurse in the building where the child attends. The school nurse lets the teachers of the student know any medical information only when necessary. Secondly, there is a "permanent records file" for each child. These files are housed in the Counseling Office and contain information relative to grades, standardized testing, attendance, etc. Third, there may be a "discipline file" as necessary for students with disciplinary offenses. These files are housed in the Student Center and are expunged each year, except for those offenses, which are mandated to be kept on file (weapons, drugs, violence, etc.). Lastly, there may be a "special education file" for students with IEPs, GIEPs, or 504 Service Plans. These files are housed in the Student Support Services offices and information on special needs of students is shared with teachers on a "need to know" basis.

TELEPHONES

Students are permitted to use the telephones in the High School Main Office in case of emergency. Students will not be called to the phone unless an emergency exists. In case of emergency, messages will be delivered to the student by the office staff.

TEXTBOOKS AND EDUCATIONAL MATERIALS

Textbooks, calculators, some musical instruments, etc. are issued to students for use during the school year. Library materials may be checked out from the Resource and Media Center. Each student is responsible for returning the specific textbooks and calculators (indicated by a number) that were issued. Students who have damaged books or books that are lost or stolen are responsible and must pay the replacement cost of the book. Library books must be returned on time or fines will be assessed.

A student who has outstanding debts will not receive his/her diploma without meeting all obligations owed to the district.

THREAT ASSESSMENT

A Threat Assessment is a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others. The high school has a team that includes individuals with expertise in school health, counseling, psychology, social work, special education, administration, safety, and law enforcement representatives which may make recommendations, as appropriate, for resources and training for families, students and staff.

VALUABLES

Students are cautioned not to bring large amounts of money, radios, cameras, jewelry or valuables to school. If any item must be brought to school, it should be taken to the High School Main Office. Students are responsible for their personal property. The school cannot be held responsible for losses when these recommendations are not followed.

It is the responsibility of students to obtain a lock for their lockers (regular and gym lockers), and it is recommended that they give the office staff a copy of the key or the combination number.

VISITORS AND VOLUNTEERS

All visitors to South Fayette High School must report to the High School Student Center and will be required to produce photo ID which will be scanned using visitor management software. Additionally, permission of the classroom teacher and the Principal must be obtained in advance before a visitor may be present in the classroom.

Students from other schools will not be granted Visitor Passes unless a special educational activity sanctioned by the administrators from both districts exists.

Visitors will be issued a photographic visitor ID badge which must be clearly displayed for the duration of their visit.

A parent/guardian, adult resident, educator, official or other individual who is not a school employee or independent contractor, and who visits a school or attends or participates in an event or activity at a school, but whose role is less substantial than would be sufficient to meet the definition of volunteer for purposes of this policy. Typically, a visitor would be visiting the school one time or for less than three hours total.

WEATHER-RELATED DELAYS AND CANCELLATIONS

School cancelations and delays will be posted on the South Fayette website, communicated on school messenger, and broadcast via local media.

WELLNESS

The Child Nutrition and WIC reauthorization Act of 2004 (Public law 108-265) requires all public-school districts to develop local wellness polices that address nutrition, physical activity and health education. Nutrition guidelines must be developed for all foods available on each school campus during the school day with the objectives of promoting student health and reducing childhood obesity.

To develop a policy and initiate action plans, a committee of students, parents, school board, administration, Food Services Department and public was formed to review current practices and develop guidelines for the future. Some procedures will be implemented district wide while others will be unique to the individual building. Particular attention was given to the many food allergies that students may have, thus leading to limitations on food selections that must be considered both in the district Food Services Department as well as in the individual classrooms.

Minimal changes will occur within the Food Services Department as South Fayette met or exceeded most of the guidelines provided by the Pennsylvania Department of Education. The following district wide “actions” will be implemented:

- No soda (carbonated soft drinks) will be served to students at any time, in any building, during the school day.
- Vending machines that are located on the campus will only contain, water, juice and sports drinks.
- Food (candy, gum, etc.) will not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message i.e. guest chef, field trip to a farm, etc.
- Each building will form a committee of parents, staff, students and administrators to review nutrition standards and develop a plan for classroom parties, celebrations, snacks, etc.
- All groups associated with the school district will be encouraged to promote wellness that leads to good choices being made relative to nutrition, physical activity and health.

Important Information related to Student Wellness in the High School:

Lunch - A nutritious lunch that meets the guidelines of the student wellness policy is available for purchase each day. If you choose to have your child bring a lunch from home, you are encouraged that the lunch be nutritious and not include any soda (pop).

WORK PERMITS

Working Permits for minors (persons under 18 years of age and have not graduated from high school) are issued at South Fayette High School between the hours of 8:00 A.M. and 3:00 P.M. daily. A parent/guardian must come to the High School Main Office to sign the application for the work permit. Parent/guardian must have proof of minor’s age - birth certificate, driver’s license, passport or baptismal certificate. Further information is available from the staff of the High School Main Office.

ACADEMICS

GRADING SYSTEM

The evaluation of pupil progress and achievement is the responsibility of each member of the professional staff of South Fayette Senior High School. Grades will reflect a student's progress as to the quality of performance and the educational growth of the student.

Grading will be by percentage points and based upon points earned for course requirements such as tests, projects, reports and class participation. Grades will be reported as percentages.

The grading scale is as follows:

Table 10: Grading for All Regular Academic Courses

<u>GRADE</u>	<u>PERCENTAGE</u>	<u>QUALITY POINTS</u>
A+	100-98%	4.25
A	97-93%	4.00
A-	92-90%	3.75
B+	89-88%	3.25
B	87-83%	3.00
B-	82-80%	2.75
C+	79-78%	2.25
C	77-73%	2.00
C-	72-70%	1.75
D	69-65%	1.00
F	64-Below	
I	Incomplete*	

All Academic/Regular Courses:

*Indicates that the student has not completed all course requirements. Course work must be completed within ten (10) school days or the student will receive an "F" for any work not completed.

WP - Indicates the student withdrew from the course within the required time limit. No penalty accompanies this grade.

WF - Indicates course withdrawal after the established limit. The student receives a failure grade in the course. This does affect the QPA of a student.

NC - Credit denied due to attendance.

Midterm exams and final exams and/or culminating projects are at the discretion of the teacher.

HONOR ROLL

Honor Roll will be determined by grades earned during each of the four (4) nine-week periods.

Highest Honor - Students who achieve a **4.00** Quality Point Average and above will be placed on the Highest Honor Roll.

High Honor - Students who achieve a **3.75** Quality Point Average and above will be placed on the High Honor Roll.

Honor - Students who achieve a **3.25** Quality Point Average and above will be placed on the Honor

Roll.

Any student who has an incomplete grade or "I" on their report card is not eligible for Honor Roll. Upon completion of outstanding assignments and the removal of the "I" grade, the student's honor roll eligibility will be recalculated.

DETERMINATION OF Q.P.A. (QUALITY POINT AVERAGE)

To obtain the QPA, divide the total number of quality points to date by the total number of credits to date.

CLASS RANK

Class rank will not be listed on transcripts and will not be disclosed by the District. Class rank will be maintained internally and provided to the parent/guardian/student upon request.

WEIGHTED QUALITY POINTS

Students who enroll in Honors and Advanced Placement classes and receive a letter grade of "C-" or above will earn quality points based on the following scales:

Table 11: Grading for Honors Courses

<u>GRADE</u>	<u>PERCENTAGE</u>	<u>QUALITY POINTS</u>
A+	100-98%	4.75
A	97-93%	4.50
A-	92-90%	4.25
B+	89-88%	3.75
B	87-83%	3.50
B-	82-80%	3.25
C+	79-78%	2.75
C	77-73%	2.50
C-	72-70%	2.25
D	69-65%	1.00
F	64-Below	
I	Incomplete*	

Table 12: Grading for Advanced Placement Courses

<u>GRADE</u>	<u>PERCENTAGE</u>	<u>QUALITY POINTS</u>
A+	100-98%	5.25
A	97-93%	5.00
A-	92-90%	4.75
B+	89-88%	4.25
B	87-83%	4.00
B-	82-80%	3.75
C+	79-78%	3.25
C	77-73%	3.00
C-	72-70%	2.75
D	69-65%	1.00
F	64-Below	
I	Incomplete*	

The following courses are identified as Honors and Advanced Placement courses for the 2023-2024 school year. This selection was based on the content of the curriculum and/or the consideration that the course was above the requirements for graduation as outlined in the Student Handbook and Program of Studies.

Table 13: Listing of Honors and Advanced Placement Courses

<u>HONORS COURSES</u>	<u>ADVANCED PLACEMENT COURSES</u>
<i>CMU 15-112: High School Honors Python</i> <i>Honors English 9</i> <i>Honors English 10</i> <i>Honors English 11</i> <i>Honors English 12</i> <i>Honors Geometry</i> <i>Honors Algebra II</i> <i>Honors Linear Algebra (CHS)</i> <i>Honors Precalculus</i> <i>Honors Calculus (CHS)</i> <i>Honors Business Calculus (CHS)</i> <i>Honors Statistics and Probability (CHS)</i> <i>Honors Advanced Python III</i> <i>Honors Human Anatomy and Physiology</i> <i>Honors Biology</i> <i>Honors Chemistry</i> <i>Honors Organic Chemistry</i> <i>Honors Physics</i> <i>Honors Management and Marketing Applications (CHS)</i> <i>Honors Civics 9</i> <i>Honors American Cultures 11 (CHS)</i> <i>Honors World Cultures 10</i> <i>Honors Argument – CHS</i> <i>Honors Economics/Political Science 12</i> <i>Honors Spanish IV (CHS)</i> <i>Honors French IV (CHS)</i> <i>Honors German IV (CHS)</i> <i>Honors German V (CHS)</i> <i>Honors Healthcare Concepts and Medical Terminology (CHS)</i> <i>Honors Video Production 3 (CHS)</i>	<i>A.P. English 11: Language and Composition</i> <i>A.P. English 12: Literature and Composition</i> <i>A.P. Calculus AB (CHS)</i> <i>A.P. Calculus BC (CHS)</i> <i>A.P. Biology</i> <i>A.P. Chemistry</i> <i>A.P. Physics</i> <i>A.P. Studio Art</i> <i>A.P. U.S. History</i> <i>A.P. Economics</i> <i>A.P. U.S. & Comparative Government & Politics (CHS)</i> <i>A.P. European History (CHS)</i> <i>A.P. Computer Science</i> <i>A.P. Computer Science Principles</i> <i>A.P. Music Theory</i> <i>A.P. Psychology</i> <i>A.P. French</i> <i>A.P. Spanish</i> <i>On-Line A.P. Courses as Approved</i> <i>CHS - College in High School Program Option</i> <i>*Additional CHS course – Leadership Studies II</i> <i>CHS Argument</i> <i>Honors CHS Film</i>

Prerequisites for admission to Honors and Advanced Placement courses for the 2023-2024 school year and beyond will be as follows:

1. To stay on the same level of course (Honors to Honors, AP to AP), a percentage grade of 80% or above is needed in the previous course in that departmental area
2. To move UP ONE (1) level (Regular to Honors, Honors to AP), a percentage grade of 85% or above is needed in the previous course in that departmental area
3. To move UP TWO (2) levels (Regular to AP), a percentage grade of 93% or above is needed in the

previous course in that departmental area, plus completion of a "skills packet" developed by the teacher to "bridge" any gaps that would be missing between a regular course and the highly significant rigor in an AP college-level course, as well as strong teacher recommendation

4. Overall QPA of 3.0 or better
5. Teacher recommendation (per Program of Studies)

Students who do not meet the overall QPA of 3.0 or better criteria, but DO meet the other two (2) criteria, may file an appeal through the Counseling Department to have the case reviewed.

Starting with the Class of 2027, the following Honors Courses will include the requirement for a 90% homework completion rate: Honors English 9, Honors Civics, Honors Biology, Honors Geometry, and Honors Algebra II.

PASS/FAIL COURSES

*A grade of "P" in a pass/fail course will not impact a student's QPA; however, a grade of "F" or "NP" will result in the loss of credit for the course and thus reduce the student's overall QPA.

ON-LINE COURSES

On-line elective course offerings are available for highly motivated, self-disciplined students who want to further their learning or pursue an area of interest that is not currently available at South Fayette High School. Students must apply to take an on-line course and obtain approval prior to scheduling. Classes may be taken as elective credits only and students will pursue their coursework independently, following the guidelines prescribed by the universities offering the online high school programs.

Please note the following restrictions accompany on line courses: Students may only take one (1) on-line course per semester and students who fail an online course are prohibited from taking any further online courses.

Please refer to the Program of Studies book and the Counseling Department for full information regarding online courses.

MAKE-UP WORK

The following guidelines have been established for make-up work in the senior high school.

1. If a student is absent from class for one (1) day, he/she upon return to school is required to submit all work due that was assigned prior to the day of absence and take test(s) assigned prior to the day of absence provided no new material on the test was taught that day.
2. If a student is absent from class for more than one (1) day, the student has make-up days equivalent to the number of days absent from the day he/she returns to school to make-up all work (tests, quizzes, assignments, etc.). It is the **responsibility of the student** to meet with the teacher before or after class to make proper arrangements and secure the information needed regarding the tests, etc., that needs to be completed.
3. In extenuating circumstances, when a student has been absent due to illness, accident, etc. for more than seven (7) consecutive days, provisions may be made to extend the timeline for make-up work.

4. Students who fail to fulfill their responsibilities for make-up work will receive a "0" for the work, tests, etc. not completed.

*Students who are absent from class for excused reasons, including approved school activities, must be given the opportunity to make up all work and will not be penalized academically for not being present in class, provided they complete all make-up work according to the above guidelines.

Students who participate in an approved school activity or *School Sponsored* Educational Trip must check with their teachers to receive information concerning classroom work and to schedule any missed assessments previous to participating in the activity. Any extenuating or special circumstances (i.e. later than scheduled return from the trip) should be discussed with the classroom teacher upon returning school.

Approved school activities include those listed on the daily bulletin, field trips, school programs, athletic events, etc. Visits to the Counseling Office, other teacher's areas, technology/computer lab, etc., are **not** legitimate reasons to be absent from a scheduled class unless previously approved by the scheduled classroom teacher.

EXTRA CREDIT

Each classroom teacher is expected to provide students with a clear understanding of the assessment practices related to their individual course. Grades assigned should reflect the achievement based upon the specific criteria expected in the course and outlined by the teacher. Individual extra credit assignments will not be given by teachers so that a student may improve his/her letter grade. Teachers may at their discretion assign projects, presentations, problems, etc. that result in bonuses. In this case, however, all students share equal opportunities to participate.

***Note:** The purpose of "extra credit" is **not** to allow students to gain enough points to significantly alter a final or quarter grade. Extra credit allows a teacher to make an improved judgment of a student's academic capability.

RETURN OF TESTS

The assessment practice of testing provides the student and teacher information regarding the level of achievement. Testing provides the feedback to the teacher that is needed to revise teaching style, to reteach material and to develop guidelines for pacing instruction. The student is able to view areas of proficiency and deficiency and adjust appropriately.

All tests will be returned to and discussed with the students within one (1) week of the administering of the test. It is the sole responsibility of the student to share the test results with the parent and also the sole responsibility of the student to seek assistance in the event that he/she believes that a grade assigned was inaccurate. Common assessments and major projects will not be sent home with students, but will be available for review by parents/guardians within the school building.

POWERSCHOOL

South Fayette High School utilizes PowerSchool to record student's grades and attendance. Students and parents are expected to monitor their grades throughout the academic year. Concerns regarding grades should be directed to the classroom teacher first and then to the student's school counselor. In the event a student is failing a class at the end of a quarter, semester or year, teachers will contact parents to discuss the student's progress in that particular course.

It is recommended that parents contact the teacher or make an appointment to meet with them if their child is failing. In this way, the parent/guardian will know specific causes of the deficiency and may be given suggestions for helping their child improve.

STATE-MANDATED ASSESSMENTS

To graduate from South Fayette High School, the following is required:

- (a) Successful completion of all course work required by the School District.
- (b) Successful completion of a culminating Senior Exit Interview.
- (c) Demonstrated “Proficiency” on all state-mandated assessments.

Students may demonstrate Proficiency by:

- (a) Attaining a designation of “proficient” or above on all state-mandated assessment.
- (b) Attaining a designation of “proficient” or above on any re-take test in each area where they were not formerly proficient.
- (c) Completing the alternative pathway to proficiency as determined by the PA Department of Education (Class of 2017-Class of 2023) which are correlated to standards at an equivalent designation of Proficient or above.

For students in the Class of 2017-2023 who do not meet “Proficiency” on state-mandated assessments by Grade 12, students must complete a portfolio demonstrating evidence of proficiency in that subject and must participate in tutoring as offered by the School District. Notification will be received in the form of a letter for students who need to complete this requirement.

Students who have not demonstrated Proficiency in any of the ways indicated above will not be eligible to receive a high school diploma at graduation. Consistent with our current procedure for graduation, students who are one (1) or two (2) credits (or requirements) short of meeting graduation eligibility may participate in the Commencement Ceremony but will not receive a diploma until such time that the requirements are met.

- Students who are not Proficient in Math will be considered to be one (1) requirement short for graduation.
- Students who are not Proficient in English will be considered to be one (1) requirement short for graduation.
- Students who are not Proficient in Science will be considered to be one (1) requirement short for graduation.
- Students who are not Proficient in three (3) requirements, as indicated above, may not participate in the Commencement Ceremony, even if they are eligible in all other areas.

In order to earn their diploma, the School District will offer in the summer, at parents’ expense, programs in each subject area so that students may be provided the opportunity to obtain proficiency.

Students are required to take each Keystone End of Course exam twice in an attempt to meet proficiency. Keystone Exam subject areas include Algebra 1, Biology, and Literature (English 10). **Starting with the Class of 2023 and after two attempts below proficiency, students will be required to complete the alternate state approved graduation pathways contained in Pathways 3-5 under Graduation Requirements.**

HOMWORK POLICY

Each student has the responsibility to develop good work and study habits. The student in preparing the assignment should:

1. Make sure he/she understands the assignment -- its purpose, when it is due, how it should be done.
2. Ask for further explanation if original directions are not completely understood.
3. Arrange to make up missed assignments as required by the teacher.
4. Budget time for homework. Anticipate 90-120 minutes of cumulative homework daily. When study time is provided during the school day, the student should take advantage of it. Long-term assignments should be planned so they do not have to be done all at once. Honors or advance placement courses may require additional time for assignments.
5. Analyze study habits and take advantage of available study helps.
6. Write homework in a neat and legible manner on appropriate paper.

Starting with the Class of 2027, the following Honors Courses will include the requirement for a 90% homework completion rate: Honors English 9, Honors Civics, Honors Biology, Honors Geometry, and Honors Algebra II.

EXTRACURRICULAR ELIGIBILITY

South Fayette Township School District encourages all students to participate in extracurricular activities. The only activities in which ineligible students may participate are those that are written into and considered part of the regular course curriculum. It is the responsibility of each individual coach or sponsor to prohibit students who are ineligible from participating (this includes practice). Each coach or sponsor will be provided with a list of all students who are ineligible. All students will be treated equitably. Students who are suspended from school may not participate (play or practice) in any extracurricular activities. The following classifications of Eligibility are in effect at South Fayette Senior High School:

Weekly Eligibility

****Grades of Students who participate in Athletics, and major activities, including Spring/Fall Drama Productions, Marching Band, Choir, Select Choir, Spring Musical and other activities requiring multiple days absent from school (i.e, DC Trip, Band/Chorus Trip).***

1. Teachers will be provided weekly with a list of students who are registered as a participant in each athletic/club activity as defined above. On Friday morning (7:45 A.M.) of each week, teachers will be required to indicate any students who are in danger of failing ("D" average) or failing their course for the current 9-week period. Students must receive one (1) warning during each grading period prior to being designated as failing a course.
2. The lists will be compiled by the Assistant to Activities/Athletics. Any student who is failing two (2) or more courses will be considered ineligible for the following week (Monday through Saturday). The student will be notified by the coach or sponsor. That student is not permitted to practice or participate during that time. Athletic Policy recommends that athletes ineligible for this reason attend the Wednesday after school tutorial program (2:10-4:30 P.M.). This may be required by other activity sponsors at their discretion.

3. As indicated by the ineligibility lists, students who are carrying a "D" average in one or more subjects for two (2) successive weeks will be recommended by the Athletic Policy and the coach or sponsor to attend the Wednesday after school tutorial program (2:10-4:30 P.M.). This student is not ineligible; however, the district is making every attempt to promote support for the student who is encountering academic difficulty. If deemed necessary, the coach or sponsor may waive this section at his/her discretion.

Nine Week Academic Eligibility (Grades of all students in Grades 9- 12 are reviewed)

At the end of each nine (9) week period, (at the end of the year, final average will be used) report cards for all students will be reviewed.

To be eligible for attendance at school functions and/or participation in extracurricular events, a student must pursue a curriculum approved by the Principal and must not be failing two (2) or more courses. Evaluation or subject credits shall conform with the standards established by the Pennsylvania Department of Education. A student ineligible for this reason will be denied participation in all extracurricular activities, school dances and non-curricular events for a period of 20 school days. Parents/guardians will be notified by mail of this ineligibility.

Year to Year Eligibility

Students are ineligible to participate in interscholastic athletics and extracurricular activities if they fail two (2) or more courses in the previous academic year. Students may participate if they complete the necessary remedial course work over the summer. Seventh through twelfth grade students are governed by these rules except in the case of the failure of two 6-week or 9-week courses. Students who fail two (2) of these courses may participate in the following academic year. Seventh through twelfth grade students who fail two (2) or more full year courses are ineligible to participate in interscholastic athletics and/or extracurricular activities.

***Note:** Students' eligibility will be reviewed after 20 school days. Students may be declared eligible after this period.

Attendance Eligibility (Attendance reports for all students, Grades 9 - 12 are reviewed)

A student who is absent from school during a semester for a total of twenty or more school days shall not be eligible for attendance at school functions and/or participation in extracurricular activities until he/she has been in attendance for a total of sixty days following his/her twentieth day of absence, except that where there is a consecutive absence of five (5) or more school days, due to confining injury, death in the immediate family, court subpoena, quarantine, or to attend a religious activity/function which the church requires its members to attend, or an absence of five (5) or more school days due to the same confining illness, such absence may be waived from the application of this rule by the District Attendance Committee. Parents/guardians of students in this category will be notified by mail of this ineligibility.

Substance Use/Abuse

Any activity participant known by his/her sponsor to use alcoholic beverages or stimulant-depressive drugs during the course of his/her membership in that activity may be issued consequences that impact participation in the activity and may lead to dismissal from that activity. Any decision relative to participation in future activities will be left to the discretion of individual sponsors and the Administrative Staff. The consequences of the Drug and Alcohol Policy as set forth by the Board of School Directors of

the South Fayette Township School District will be adhered to for this offense in addition to those described above if the occurrence was at school, on school grounds, or at a school function.

Code of Ethics

It is the duty of all concerned with school activities:

1. To emphasize the proper ideals of sportsmanship, respect, and ethical conduct.
2. To stress the values derived from good citizenship.
3. To show cordial courtesy to fellow students, visitors, and others.
4. To establish a positive relationship among participants.
5. To encourage leadership, use of initiative, and good judgment among participants.

STUDENTS WHO VIOLATE THE CODE OF CONDUCT OF THE SOUTH FAYETTE TOWNSHIP SCHOOL DISTRICT WILL BE DISCIPLINED ACCORDING TO ITS POLICY.

ANY STUDENT WHO IS SUSPENDED FROM SCHOOL WILL NOT BE PERMITTED TO PARTICIPATE IN ANY EXTRACURRICULAR ACTIVITY DURING THE TIME OF SUSPENSION OR OTHER DISCIPLINARY CONSEQUENCE (I.E., DETENTION, ETC.).

NCAA ELIGIBILITY REQUIREMENTS

As per the NCAA Eligibility Center, college-bound student-athletes will need to meet the following academic requirement to be considered a "Full Qualifier" and to practice, receive athletic scholarship, and/or compete during their first year.

6. Graduate from high school
7. Successfully complete a core course curriculum of at least 16 academic courses. Please refer to the outline of core courses for each Division below.
8. Attain a grade-point average of at least 2.3 (Division I) or 2.2 (Division II) and a combined score on the SAT or a composite score on the ACT based on the included sliding scales.

Please be advised that students who do not complete all coursework at South Fayette High School may be in jeopardy of not meeting the NCAA Eligibility Center core course requirements. This includes students attending Parkway CTC, transfer students, etc. These students must notify their counselor of their desire to participate in intercollegiate sports so that proper coursework can be planned.

NCAA Division I Eligibility

16 Core Courses:

- 4 years of English
- 3 years of Math (Algebra I or higher)
- 2 years of Natural/Physical Science (1 year must be a lab science)
- 1 year of additional Math or Science
- 2 years of Social Science
- 4 years of additional English, Math, Natural/Physical Science, Social Science, Foreign Language, Comparative Religion, or Philosophy

Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.

NCAA Division II Eligibility

16 Core Courses:

- 3 years of English
- 2 years of Math (Algebra I or higher)
- 2 years of Natural/Physical Science (including one year of a lab science)
- 2 years of Social Science
- 3 years of additional Math, English, or Natural/Physical Science
- 4 years of additional English, Math, Natural/Physical Science, Social Science, Foreign Language, Comparative Religion, or Philosophy

PLEASE CONTACT THE HIGH SCHOOL COUNSELING DEPARTMENT FOR A COMPLETE DESCRIPTION AND GUIDELINES FOR NCAA ELIGIBILITY. Also visit websites www.eligibilitycenter.org and www.ncaa.org for more information.

SFHS CORE COURSE REQUIREMENT

16 CORE COURSES:

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year must be a lab science)
- 1 year of additional English, math or science
- 2 years of social science
- 4 years of additional core courses (from any area listed above, or from world language, non-doctrinal religion or philosophy)

Students who do not complete all course work at South Fayette High School may be in jeopardy of not having enough core courses to meet NCAA Clearinghouse requirements. This includes students attending Parkway AVTS, transfer students, etc. These students must notify the Counseling Department of their desire to participate in intercollegiate sports so that proper course work can be planned.

GRADUATION REQUIREMENTS

The requirements for graduation shall be the successful completion of all coursework and studies that demonstrates expected levels of proficiency consistent with curricular objectives in grades nine through twelve.

The Board requires that each candidate for graduation shall have earned a minimum of:

- **Twenty-five (25) credits**

The following courses are required:

- 4.0 credits in English/Language Arts
- 4.0 credits in Social Studies
- 3.0 credits in Science (including lab science)
- 3.0 credits in Mathematics (including Algebra I, Geometry, and Algebra II or their equivalency)
- 1.0-2.0 credits of World Language (students must successfully complete Level II)
- 1.0 credits of Technology Literacy (Students must demonstrate proficiency in Excel and Presentation Applications)

- .25 credits – Writing and Public Speaking
- .50 credits – College and Career Planning
- .75 credits of Senior High Health/Physical Education
- 5 to 9 credits of Electives
- 1.0 credit for successful completion of the Senior Exit Interview

*Students attending Parkway West Career and Technology Center will be required to have a total of 25 credits and World Language, College and Career Planning and World Cultures will be waived.

ACT 136 of 2020 Graduation Requirements:

Students graduating in 2023 and beyond, the following five options exist to meet the statewide graduation requirement:

In accordance with Pennsylvania’s Act 136 of 2020, beginning with the graduating class of 2023, students must meet statewide graduation requirements in one of five ways.

Pathways 1 and 2 - Keystone Pathways:

Successful completion of the three Pennsylvania Keystone Exams is an acceptable pathway for graduation

- **Option 1 - Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.
- **Option 2 - Keystone Composite Pathway:** Earning a composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two).

Pathway 3 - Alternate Assessment Pathway:

Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB);
 - Scholastic Aptitude Test (SAT): score of 1010
 - PSAT: score of 970
 - ACT: score of 21
 - Armed Services Vocational Aptitude Battery exam: the minimum score to gain admittance to a branch of the armed services in the year the student graduates
- Attainment of an established score on an Advanced Placement Program in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score;
- Successful completion of a college-in-high school (CHS) course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score;
- Successful completion of a pre-apprenticeship program (ex. German American Chamber of Commerce); or
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

Advanced Placement (AP) Exam - Score of 3 on an AP exam related to one of the following courses:

Algebra Equivalent	Literature Equivalent	Biology Equivalent
AP Calculus AP	AP English Language and Composition	AP Biology
Calculus BC	AP English Literature and Composition	AP Environmental Science
AP Computer Science A		AP Chemistry
AP Computer Science Principles		AP Physics 1: Algebra-Based
AP Statistics		AP Physics 2: Algebra-Based
AP Physics 1: Algebra Based		AP Physics C: Electricity and Magnetism
AP Physics 2: Algebra Based		AP Physics C: Mechanics
AP Physics C: Electricity and Magnetism		
AP Physics C: Mechanics		
AP Chemistry		

Pathway 4 - Evidence Based Pathway: Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including one of the following:

- Attainment of an established score a SAT subject test, an Advanced Placement Program Exam:
 - SAT Subject Test: score of 630
 - AP program exam: score of 3
 - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
 - Attainment of an [industry-recognized credential](#); or
 - Successful completion of a concurrent enrollment or postsecondary course; and
 - Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

Pathway 5 - CTE Pathway: For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

For further explanation of the CTE Pathway, please see PDE's [Act 6 guidance](#).

For all students who do not meet “Proficiency” on state-mandated assessments by Grade 12, students must complete a portfolio demonstrating evidence of proficiency in that subject and must participate in tutoring as offered by the School District. Notification will be received in the form of a letter for students who need to complete this requirement.

Students who have not demonstrated Proficiency in any of the ways indicated above will not be eligible to receive a high school diploma at graduation. Consistent with our current procedure for graduation, students who are one (1) or two (2) credits (or requirements) short of meeting graduation eligibility may participate in the Commencement Ceremony but will not receive a diploma until such time that the requirements are met.

- Students who are not Proficient in Algebra 1 will be considered to be one (1) requirement short for graduation.
- Students who are not Proficient in Literature will be considered to be one (1) requirement short for
- Students who are not Proficient in Biology will be considered to be one (1) requirement short for graduation.
- Students who are not Proficient in three (3) requirements, as indicated above, may not participate in the Commencement Ceremony, even if they are eligible in all other areas.

Students are required to take each Keystone End of Course exam twice in an attempt to meet proficiency. Keystone Exam subject areas include Algebra 1, Biology, and Literature (English 10). Starting with the Class of 2023 and after two attempts below proficiency, students will be required to complete the alternate state approved graduation pathways contained in Pathways 3-5.

POWERSCHOOL SCHEDULING

PowerSchool Scheduling for the following school year will be done each spring. All students will have access to the Program of Studies for the South Fayette Township School District. Discussions of this curriculum guide will be conducted for all classes by the School Counselors and Principal. A parent/guardian scheduling information night will be offered so that parents/guardians interested in general explanations of courses of study may hear them.

Schedule Changes

1. Students will be permitted to make any adjustments in their course selections according to the timetable that accompanies the scheduling information. Changes in Honors or AP classes should also follow the timetable.
2. All course selections will take place by completing a schedule change request form and/or requesting the counselor to schedule an appointment to discuss options. Once schedules are made, if a student desires an elective change, the student may select an elective offered the same period as the class being dropped, provided that class is not full.

Lunch periods will not be changed and scheduling will not be completed according to teacher preference.

AFTER THE DEADLINE, CHANGES WILL ONLY BE MADE FOR THE FOLLOWING REASONS:

- (a) A computer scheduling error occurred.

- (b) You failed a course, need to repeat it and the change did not occur. (Usually this change will automatically occur).
- (c) You desire to add an additional elective course in place of a resource/study period. (This will only be considered if the course you desire to schedule is not full.)

If a student believes that he/she has a unique situation that warrants a schedule change, the student may schedule a conference through the counselor that must include the student's parent/ guardian, counselor, principal and teacher. The information related to the request should be presented and a final decision will be made. Absolutely no changes will be considered without this conference being held.

DROP/ADD POLICY

Students will receive their schedule for the upcoming school year at the beginning of July. Once school begins, students may drop/add courses within the first five (5) days of school only if:

- (a) there is an error in the schedule that affects graduation requirements or
- (b) students would like to drop a study hall and take an elective class offered during that same period, providing the elective class is not closed due to enrollment capacity.

If a student drops a course after the first five (5) days of a semester, he/she will receive a "WF" indicating withdrawal failing for the final grade. This grade will be included in calculating QPA and class rank.

Changes will only be made for the following reasons:

1. In Honors and AP courses changes will only be made based upon the following criteria:
 - (a) Student has completed ALL summer work and turned it in on time.
 - (b) Student has completed ALL activities, assignments, tests and quizzes.
 - (c) Student has shown consistent, determined effort, and the teacher believes the student is misplaced.
 - (d) Student has consistently sought assistance and tutoring from the teacher.
2. A computer error.
3. The student failed a course, needs to repeat it and the change did not occur.
4. The student earned a qualifying grade and a teacher recommends student for an honors, CHS, or AP course for which they did not previously qualify.
5. The student desires to add an additional or different elective course in place of a resource/study period. (This will only be considered if the course desired is not full and does not require any other change to the schedule).

A student may not drop a course if he/she is unable to select another course that maintains his/her enrollment in a minimum of 6.5 credits (juniors and seniors) or 7.0 credits (freshmen and sophomores).

MATH TUTORIAL PROGRAMS

Each Wednesday after school, for 3.25 hours, math tutorial services are offered to students in grades 9-12. Bus transportation is provided, if necessary. Students must remain in the tutorial session the entire time unless signed out by a parent/guardian.

SENIOR EXIT INTERVIEW/INDIVIDUAL CAREER PORTFOLIO

The faculty and administration at South Fayette Township School District believe that an Individual Career Portfolio/Senior Exit Interview will challenge our students to go beyond the high school curriculum and reflect upon their expanded knowledge, skills, dispositions, and experiences gained at South Fayette. The Individual Career Portfolio/Senior Exit Interview is a learning process for students to better understand their career interests, strengths, and abilities. The culminating Exit Interview will take place in the Spring of their Senior year. Career Portfolios and Senior Exit Interviews provide an avenue for creativity and the demonstration of individual experiences, talents, and abilities. It is our goal to provide opportunities for students to explore future possibilities related to their career interests, become lifelong learners and productive citizens.

The project is in compliance with the requirements of the Pennsylvania Department of Education's Chapter 339 Plan, which requires high school students to accumulate eight (8) career-related portfolio artifacts in their Individual Career Portfolio. Students will receive instruction, guidance, and class time to complete required artifacts. Although students will be afforded time during the school day for these activities, ultimately the responsibility for completion lies with the student.

The Individual Career Portfolio/Senior Exit Interview will demonstrate student competencies in oral communication, written communication, technology utilization, and professionalism. All Senior Exit Interviews will be evaluated by faculty review panels that will assess if the student is able to apply, analyze, synthesize, evaluate, and communicate information with significant knowledge and understanding.

It is our hope that each student will derive a sense of pride and accomplishment by completing an Individual Career Portfolio/Senior Exit Interview that reflects his/her interests and abilities. The opportunity to explain one's knowledge, explore possible career paths, and apply learning to real-life situations will continue to help our students grow and promote their skills long after they leave South Fayette Township School District.

Parents are strongly encouraged to work with the school and their child. We can work together and can jointly assist your child in becoming a confident, ethical, empathetic, and responsible global citizen.

MCKINNEY-VENTO ACT

In compliance with the federal McKinney-Vento Homeless Assistance Act, South Fayette Township School District makes every attempt to identify all children within the District that may be experiencing homelessness. Under McKinney-Vento all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources needed to ensure academic success. **You may qualify for certain rights and protections under the federal McKinney-Vento Act.**

Children who are experiencing homelessness may qualify for assistance with free school lunch, school supplies/materials, tutoring, and transportation so that they can remain in their school of origin throughout the duration of their homeless episode. **Additionally, the district partners with local community agencies**

such as the Bridgeville Community Food Bank, Salvation Army (Chartiers Valley Service Center), Goodwill (Heidelberg Outlet), and South Hills Interfaith Ministry (SHIM).

Who is considered homeless? Children or youth living in a shelter, transitional housing, hotel/motel, vehicle, campground, on the street or doubled up with friends or family due to a lack of alternate resources are considered homeless. An unaccompanied homeless youth is a child or youth that is not in the care of their parent or legal guardian and meets the definition of homeless under McKinney-Vento.

Where can students experiencing homelessness attend school? The law indicates that homeless students have the right to remain in their school origin (the school they attended at the time of the homeless episode or last school attended) through the end of the school year in which they find permanent housing, provided it is in the child/youth's best interest.

If through consultation between the school and the family and/or unaccompanied youth it is determined that remaining in the school of origin is not in the student's best interest, then the student has the right to immediately enroll in the school that non-homeless students living in the attendance area in which the child/youth is actually living are eligible to attend, even if they do not have all of the required documentation. Additionally, unaccompanied homeless youth have the right to immediately enroll in school, even if they do not have a legal guardian present.

What supports can school districts provide to homeless students? Homeless students are eligible for support and services to remove barriers to educational success. This may include transportation to the school of origin, free meals, referrals to physical/mental health providers, clothing to meet school requirements, access to school supplies and resources, assistance with credit recovery, tutoring supports, expedited evaluations and assistance to participate in school activities including parent engagement opportunities, sports, club, etc.

If you believe you know of families or individual students that may qualify for this service, please contact Dr. Rachel Andler, Director of Student Support Services at raandler@southfayette.org or 412.221.4542 x429.

SERVICES FOR SPECIAL NEEDS STUDENTS

ESL (ENGLISH AS A SECOND LANGUAGE)

South Fayette Township School District offers a K-12 English as a Second Language (ESL) Program through the Allegheny Intermediate Unit. The ESL program is designed to provide non-native English-speaking students with the language skills they need to participate successfully in content area classes. To meet this goal, ESL instruction addresses the ESL and Pennsylvania Academic Standards in Reading, Writing, Speaking, and Listening to enable full participation. The emphasis placed on achieving benchmarks is adjusted to the needs of the individual student. An underlying objective is to provide a source of support as the student seeks to understand and adapt to his or her new cultural and academic setting. ESL teachers work to develop an appreciation of their students' strengths within the school setting and to ensure full access to the range of educational opportunities available at South Fayette Township School District. If you have any questions regarding English as a Second Language, please call Amy Brooks at 412-221-4542, Ext. 428.

SERVICES FOR DISABLED PRESCHOOL AGE CHILDREN

Services for special need children, below school age, who reside in suburban Allegheny County, are provided through two different systems linked by a transition process. Birth through age two programming is provided through the Pennsylvania Department of Welfare funding and is coordinated by the Alliance for Infants and Toddlers, Inc. Students who are three years old to entry age are serviced through the Pennsylvania Department of Education funding. This preschool program is presently coordinated by the Allegheny Intermediate Unit's Early Childhood and Family Support Services program, DART.

For more information, please contact the Alliance for Infants and Toddlers, Inc. at 412-431-1905 or the Allegheny Intermediate Unit/DART Program at 412-394-5736.

SERVICES FOR SCHOOL AGE EXCEPTIONAL STUDENTS

The school district provides a free, appropriate public education to exceptional students according to state and federal mandates. To be eligible, the child must be of school-age, need specially designed instruction, and meet eligibility criteria for mentally gifted and/or one or more of the following physical or mental disabilities as set forth in the Individual with Disabilities Education Act which was re-authorized in 1997 (IDEA –97):

- Autism/Pervasive Developmental Disorder
- Blindness/Visual Impairment
- Deaf Blindness
- Deafness/Hearing Impairment
- Physical Disability
- Emotional Disturbance
- Specific Learning Disability
- Speech and Language Impairment
- Intellectual Disabilities
- Multiple Disabilities
- Orthopedic Impairment
- Traumatic Brain Injury
- Other Health Impairment

Identified students are provided with a continuum of services designed to meet the individual needs of eligible students. These services may include supportive intervention in the regular class, supplemental intervention in the regular class or in a special education resource program, placement, in a part-time or full-time special education class in a regular school or placement in a full-time special education class outside of the regular school. The extent of special education services and the location for the delivery of such services are determined by the parents and staff at the IEP team meeting and are based on the student's identified needs and abilities, chronological age, and the intensity of the specified intervention. The school district also provides related services, such as transportation, physical therapy, and occupational therapy that are required to enable the student to derive educational benefits.

Parents of public-school students who suspect that their child is exceptional and in need of special education may request a multidisciplinary team evaluation of their child through a written request to the district Director of Student Support Services.

SCREENING AND EVALUATION

South Fayette Township School District has a three-part screening process in place that identifies any student who may need special education.

Level 1 - Review of Group-Based Data

The building-level school counselors review report cards, health records and group-based testing such as the Pennsylvania State Assessment results. For incoming kindergarten students, results from the Early Screening Profile are examined. Data gathered through a thorough review of these records may prompt a referral for screening a child for special education.

Level 2 - Review of Hearing, Vision, Motor, Speech and Language

The District routinely conducts screenings of a child's hearing acuity each year in kindergarten, first, second, third, seventh, and eleventh grade, vision acuity each year, kindergarten through Grade 12, and speech and language mid-year in kindergarten. Gross motor and fine motor skills are assessed by the classroom teacher on an on-going basis. Specified needs from all of these screening sources are noted within the child's official file.

Level 3 - Instructional Support

The Instructional Support Team (IST) is an innovative program whose goals are to maximize individual student success in the regular classroom, while at the same time serving as a screening process for students who may need special education services. IST is a positive, success-oriented program which uses specific assessment and intervention techniques to help remove educational, behavioral or affective stumbling blocks for all students in the regular classroom. At South Fayette, the IST program runs from kindergarten until Grade 8. Referrals for IST intervention may be initiated by the parent or classroom teacher.

The Instructional Support Team includes your child's classroom teacher, the school principal, the instructional support teacher, the school counselor, a *Title I* teacher, a learning support teacher and a grade level teacher. Parents are encouraged to participate as active partners in the process. The school psychologist, speech therapist, school nurse, and representatives from community agencies also serve on the IST, depending on the needs of the students.

The IST process involves three steps:

- (1) Identifying a student's need for academic and behavior support
- (2) Determining strategies needed for assisting the student
- (3) Implementing intervention strategies through a continuum of services

After an initial assessment of the student's academic, behavioral, and/or coping skills, the IST recommends strategies to be implemented to help the student achieve success in the regular classroom. The team determines what support is needed for the student to maintain a level of success in the classroom. These strategies are implemented, monitored and then evaluated by the team after 30 days, based on goals set for the student. If the student's teachers report a positive change, the strategies are continued. If there is not progress, the student may be referred for a multidisciplinary evaluation (MDE).

THE MULTIDISCIPLINARY EVALUATION (MDE)

The MDE is a process to gather information that will be used to find out if children really do need special education and if so, the types of services needed.

Prior to an MDE, the District must obtain permission via the Permission to Evaluate form. Before an evaluation can occur, the form must be signed by the parent or legal guardian.

Evaluations are conducted by a certified school psychologist. Additional information is provided by the parents, classroom teacher, Instructional Support Teacher, and other pertinent individuals that work with the student. All of this information is compiled into an Evaluation Report (ER). This report will recommend whether a child has one or more disabilities or mental giftedness. It also recommends whether or not the child requires special education, and the type of program and services that the child needs. The ER may recommend that a child is not exceptional and therefore does not need special education services. If this is recommended, the report will list changes that may be made in the regular classroom to make the child more successful. All members of the MDT, including the parents, are entitled to review the ER.

Reevaluations for students who are eligible for special education services, are compiled every two years, or when requested by one or more members of the IEP team (please see information on Individualized Education Plan).

INDIVIDUALIZED EDUCATION PLAN

Children who are regarded to be exceptional by the MDT team are entitled to receive special education services. The document that specifically addresses these services is called an Individual Education Plan (IEP). Required members of the IEP team include:

- The child's parents
- At least one of your child's regular education teachers
- At least one special education teacher
- A representative from the school district who:
 - (1) Is qualified to provide or supervise special education programs
 - (2) Knows about the general curriculum
 - (3) Knows what resources the Local Education Agency (LEA) can offer
- Someone who can interpret the evaluation results, who may already be a member of the team
- At your request or that of the school, other people who know your child well or who have worked with your child
- Your child (at age 16 when planning will be done for life after graduation or any time before that age when you want your child to be present)
- A representative from a vocational-technical school if a vocational-technical school is being considered for your child

The IEP will review all of the evaluation material and will determine how your child is performing in school now. The IEP team will write annual goals and short-term learning objectives that can be measured and which meet the needs of your child.

IEPs for eligible students are developed on an annual basis, or sooner, if requested by one or more members of the IEP team.

NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT

Once the IEP has been developed with the IEP team, you will receive a Notice of Recommended Educational Placement (NOREP). The NOREP explains the placement or class recommended for your child and explains your rights. You must approve the NOREP in writing for your child's first special education placement if you want it to go into effect.

South Fayette Township School District offers a continuum of educational services designed to meet the needs of eligible students including varying degrees of gifted, learning, and speech and language support. In addition, related services such as transportation, occupational therapy, physical therapy, vision support, and deaf and hearing support are available to those students that qualify.

Detailed information regarding special education procedures may be obtained by calling the Special Education Department at South Fayette Schools, 412-221-4542, Extensions 428, 415 or 429.

SERVICES FOR PROTECTED HANDICAPPED STUDENTS

There are instances in which students are identified as handicapped or disabled, but may not qualify for Special Education services. If it is determined necessary, the school district will provide these students, without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to ensure equal opportunity to participate in and obtain the benefits of the school programs and extracurricular activities. These services are outlined in a Chapter 15 Service Agreement. Questions regarding Chapter 15 should be directed to the Special Education Department at 412-221-4542, Extensions 428, 415 or 429.

GIFTED SCREENING PROCEDURES

According to the Pennsylvania Regulations and Standards in Special Education, mentally gifted pupils are defined as having:

“Outstanding intellectual and creative abilities the development of which requires special services not usually available in the regular education program. This term includes a person who has an IQ of 130 or higher and when multiple criteria as set forth in the Department of Education guidelines indicate gifted ability. Determination of gifted ability shall not be based on IQ score alone. Intellectual ability is and should reflect a range of assessments including a student's performance as well as potential. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted shall include a full assessment and comprehensive report by a public-school psychologist specifying the nature and degree of the ability.”

South Fayette Township School District has established procedures whereby the Principals, or their designees, will review student performance data. These procedures include, but are not limited to: standardized and criterion referenced test data, developmental checklists, anecdotal records, curriculum-based assessments, formative evaluation procedures and portfolios in order to assist in the early identification of any student who may require differentiated instruction. Teachers, parents and administrators form the team to discuss strengths of the child and strategies to meet the child's needs (strengths). The team meets according to a timeline developed by the district to monitor and assess the development and progress of the student. If the team agrees that the child's needs are not being addressed, a multidisciplinary evaluation will be initiated upon written permission from the parents. If appropriate, an IEP will be written.

Parents in need of additional resources regarding gifted education can consult the following resources:

- Association for Supervision and Curriculum Development
Challenging the Gifted in the Regular Classroom
- Pennsylvania Department of Education, Bureau of Special Education Guidelines: *Education of Mentally Gifted Students*
- Winebrenner, Susan: *Teaching Gifted Kids in the Regular Classroom*

Further information about these procedures may be obtained by calling the Special Education Department at 412-221-4542, Extensions 428, 429, 415.

SERVICES FOR STUDENTS IN NONPUBLIC SCHOOLS

Public special education is accessible to resident students attending nonpublic schools by permitting the nonpublic school student to enroll on a part-time, dual enrollment basis in a special education program operated in a public school. Students in a non-public school that are suspected of having a disability will need to be referred for an MDE.

Parents of nonpublic school students who suspect that their child is exceptional and in need of special education may request a multidisciplinary team evaluation of their child through a written request to the district Director of Student Support Services.

South Fayette Township School District

2023-2024 REQUIRED ANNUAL NOTICES

To view the current Annual Notices, please visit the Pupil Services section under the “District Services” tab of the school district’s website. To contact the **Student Support Services**, the contact information is below. Please call the main school line at 412-221-4542, then the direct extension.

Dr. Rachel Andler

Director of Student Support Services
Extension 429
raandler@southfayette.org

Dr. Conchetta Bell

Assistant Director of Student Support Services
School Psychologist/Transition and 504 Plan Services Coordinator
Extension 404
cbell@southfayette.org

Ms. Gretchen Tucci, M.S. Ed.

Assistant Director of Student Support Services
School Psychologist
Extension 415
gitucci@southfayette.org

Mrs. Katelyn Romain

School Psychologist
Extension 425
knluke@southfayette.org

Ms. Amy Brooks

Administrative Assistant
Department of Student Support Services
Extension 428
ajbrooks@southfayette.org

STUDENT CODE OF CONDUCT INFORMATION

South Fayette Township School District believes that it is essential for our schools to provide a safe atmosphere that is conducive to learning. Students must be able to work together and to accept and share responsibilities. Although discipline begins in the home, the school provides reinforcement and continued opportunity for students to learn self-discipline and behaviors appropriate for becoming responsible citizens and living productive lives in our society.

Discipline is more than making a student do what is right; it should encourage a student to choose what is right. Maintaining appropriate standards of discipline in the South Fayette Township School District is essential to the establishment of a proper educational environment. The Discipline Code of Conduct will be interpreted by the Principals and their designees in a manner which they deem just, given the circumstances of the individual case.

Any student who engages in inappropriate behavior not otherwise specifically addressed in this Code, including but not limited to self-destructive behavior, behavior that may be harmful to others or the property of others, or other behavior which negatively reflects the values of this discipline code or the philosophy, goals, mission, and aims of the South Fayette Township School District, will be subject to disciplinary action. The discipline may include action by the administration as well as possible referral to the District Magistrate or the Board of School Directors for further disciplinary consequences. **Students must understand that administrators shall have the authority to enforce other reasonable disciplinary actions that they find warranted by situations not covered specifically.**

Discipline problems occur for a variety of reasons and in varying degrees of frequency and severity. The general sequence presented here is not intended to be rigidly followed. The actual sequence of disciplinary action may vary depending on the individual case and the process may be initiated at any step deemed appropriate. In general, these steps are followed:

1. Teacher and student discuss problem
2. Teacher and parent discuss problem
3. Teacher, counselor, parent/guardian and/or student meet to discuss problem
4. Principal, parent/guardian, student and other school personnel are involved
5. School officials, parent/guardian, student and social service agencies are involved
6. An administrative review occurs with the Principal
7. A superintendent's review occurs with the administrative staff and the superintendent
8. School Board hearing

DISCIPLINARY CONSEQUENCES

After School Faculty Detention (Assigned by a Faculty Member) 2:10 P.M.-2:40 P.M.

A student may be assigned to after-school detention from 2:10 – 2:40 P.M. for disciplinary reasons. Parents and students will have a minimum of one (1) day advance notice of the detention. Transportation arrangements are the responsibility of the parent and/or student. Parents will be called by the teacher and an attempt to personally talk to the parent will be made; however, if there is no other choice, a message may be left on a recorder. A record of the detention will be on file in the High School Main Office. Additionally, the student will be given a detention form to take home. The teacher assigning the detention will supervise the student and designate the school work to be completed. Failure to attend an assigned faculty detention will result in Wednesday detention (Grades 9 and 10) or Saturday detention (Grades 11 and 12). Students will not be assigned faculty detention for academic reasons.

After School Detention 2:10 P.M.-4:30 P.M.

A student may be assigned to Wednesday detention from 2:10 P.M.-4:30 P.M. Transportation is provided by the school district. Parents and students will have a minimum of one (1) day advance notice of the detention. Parents will be called and an attempt to personally talk to the parent will be made; however, if there is no other choice, a message may be left on a recorder. A teacher will be assigned to supervise the detention and students must abide by all rules of the detention program. Students may be assigned written work. Students who do not arrive on time or fail to report for Wednesday detention will be assigned Saturday detention.

Saturday Detention (Assigned by an Administrator) 9:00 A.M.-NOON (Grades 9-12)

A student may be assigned Saturday detention by an administrator or his/her designee. Transportation is the responsibility of the student and/or parent/guardian. Parents and students will have a minimum of one (1) days' notice of the detention. Parents will be called and a written follow-up will be made explaining the reason(s) for the detention. A teacher will be assigned to supervise and students must abide by all rules of the detention program. Students must be on time for detention. There is no admission after 9 A.M.

Note: In the event of inclement weather, please call 412-221-4542, the main school number for notice of cancellation of Saturday detention. A decision will be made prior to 8:15 A.M.

Out-of-School Suspension

Out-of-school suspension is the exclusion of a student from school and all school related activities and functions for a period of one (1) to ten (10) days. When the suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing. The student shall have the opportunity to respond to the accusation. A student who does not modify his/her behavior following an out-of-school suspension may be recommended to the board for expulsion.

Expulsion

Expulsion is exclusion from school for a serious offense or series of offenses for a period exceeding ten (10) school days and may be permanent. The Board or a Committee of the Board consisting of at least five (5) members will make the final decision regarding expulsion.

***Note:** Any student who is suspended from school may not attend or participate in any school-sponsored activity. Students who are suspended out of school are not permitted on school grounds for the duration of the suspension.

Community Service

Community service options may be used as consequences for various misbehaviors that occur. The community service must be agreed upon by the adult responsible for supervising the activity and the parent prior to the initiation of the service. Failure to fulfill the responsibilities outlined for community service (time, hours, dates, etc.) will result in other disciplinary consequences being assigned.

Reconciliation Through Restorative Practices

Invariably, students will break rules as stated in the diversity and equity, unlawful harassment, and bullying/cyberbullying policies in the Handbook. When this happens, students will need to re-enter the community for the community to heal. Reconciliation is a collaborative and interpersonal process that may include respectful dialogue as well as active listening about the event or occurrence in order to begin

to reestablish healthy interactions and relationships. The District will work towards reconciliation through the use of restorative/transformational justice practices. These practices are defined as a way to hold individuals responsible for their actions, repair harm and hurt to victims, and provide resources and support to individuals who caused harm by reintegrating them back into the community. In other words, justice, according to restorative justice, is not an eye for an eye. Restorative justice centers mutual respect, dialogue, and a commitment to building and maintaining relationships as opposed to focusing solely on the misbehavior (Macready, 2009).

Restorative justice is constituted by a set of questions, which are always more transformative than definitive answers:

- a. Who has been hurt and what are their needs?
- b. Whose obligation is it to meet those needs (and what are their needs?)
- c. Who else has been affected by this event?
- d. What is a participatory process that engages all those impacted to decide what needs to be done?

Consequences and supports include but are not limited to: forms of mediation (if agreed upon by all parties), teacher-student-parent meetings, interactions with a school counselor/social worker, communication with teachers as needed, referrals to the SAP teams and restorative practices (reflection/improvement statements, courses on topics related to the offense(s) or other restorative practices). Restorative justice practices follow seven principles:

1. Meeting student needs
2. Providing accountability and support
3. Making things right
4. Viewing conflict as a learning opportunity
5. Building healthy learning communities
6. Restoring relationships
7. Addressing power imbalances.

These practices are consistent with the Association for Middle-Level Education and with Teaching for Tolerance's (www.tolerance.org) publication, *A Guide for Administrators, Counselors, and Teachers Responding to Hate and Bias at School.*

For an example on how to Build a More Forgiving Community, see the website below:

https://greatergood.berkeley.edu/article/item/how_to_build_a_more_forgiving_community

Forgiveness is a complex process that involves individuals and the larger community and is positioned within past and present harms. The District will use restorative/transformational justice practices during the reconciliation process to work towards forgiveness. Forgiveness is an individual and internal process where the party/parties seek greater understanding of the event, occurrence or situation. Forgiveness is also a community process, that requires our highest aspirations and ideals to be reflected in our actions when harm is caused. As a learning community, we will create opportunities for students to increase their cultural and global competencies by learning how to make conscious, deliberate decisions to release feelings of resentment or vengeance toward a person or group who has harmed them. The District sees this as instrumental in growing and supporting collaborative and confident community members. (See South Fayette School District Strategic Plan).

PUNITIVE VS. RESTORATIVE DISCIPLINE

<u>PUNITIVE</u>	<u>RESTORATIVE</u>
“Misbehavior” defined as breaking school rules or letting school down.	“Misbehavior” defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and process. Includes an authority figure with power to decide on penalty, in conflict with wrongdoer.	Dialogue and negotiation with everyone involved in communication and cooperation with each other.
Imposition of pain or unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member of staff dealing with situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.

<u>PUNITIVE DISCIPLINE ASKS...</u>	<u>RESTORATIVE JUSTICE ASKS...</u>
What rule was broken?	Who was harmed?
Who broke it?	What are their needs?
How should they be punished?	Who will be held accountable for making things right?

<u>PUNITIVE DISCIPLINE PRACTICES...*</u>	<u>RESTORATIVE JUSTICE PRACTICES...*</u>
Lecturing Students	Student-Student Mediations
Self-Directed Detentions	Staff-Student Mediations
In School Suspension	Peace Circles
Out of School Suspension	Reinstatement Conversations
Expulsion	Community Building Circles

*It should be noted that punitive and restorative discipline can, and will be, used in tandem. However, each discipline infraction will involve a Restorative Justice practice, but not necessarily a Punitive Discipline practice. For example, when a student is returning from suspension they will, at a minimum, they should also engage in a restorative reinstatement conversation.

Macready, T. (2009). Learning social responsibility in schools: A restorative practice. *Educational Psychology in Practice*, 25(3), 211-220.

The Denver School-Based Restorative Practices Partnership
Step by Step Guide to Implementation

Oakland Unified School District Restorative Justice Implementation Guide: Whole School Approach

SOUTH FAYETTE HIGH SCHOOL
DETENTION FLOW CHART

Wednesday Detention

Attended Detention - Obligation fulfilled **OR** "No Show" at Detention - Saturday Detention assigned

Saturday Detention

Attended Detention - Obligation fulfilled **OR** "No Show" at Detention - Two (2) Saturday Detentions assigned and no activities outside of classroom for following week

- **First Saturday Detention** - Attended - Resume activities and will attend second Saturday Detention **OR** "No Show" at first Saturday Detention - Three Saturday Detentions assigned and no activities outside of classroom until obligation is fulfilled
 - **First Saturday Detention** - Attended and will attend following 2nd and 3rd Detentions **OR** "No Show"- Suspended (45 days loss of activity privileges)
 - **Second Saturday Detention** - Attended and will attend 3rd Detention **OR** "No Show"- Suspended (45 days loss of activity privileges)
 - **Third Saturday Detention** - Attended- Obligation fulfilled **OR** "No Show"- Suspended (45 days loss of activity privileges)
- **Second Saturday Detention** - Attended both Detentions - Obligation Fulfilled **OR** "No Show" at second Detention - 2 Saturday Detentions assigned and no activities outside of classroom until obligation is fulfilled
 - **First Saturday Detention** - Attended and will attend 2nd Saturday Detention **OR** "No Show"- Suspended (45 days loss of activity privileges)
 - **Second Saturday Detention** - Attended - Obligation fulfilled **OR** "No Show"- Suspended (45 days loss of activity privileges)

*Students who choose to take a day of suspension versus attend detention will lose 45 days of "activity privileges" the first time this choice is made, 90 days on the second occasion, 135 days on the third occasion, and the remainder of the year on the fourth occasion.

**"Activity Privileges" referenced on this flow chart are defined as all school activities outside the normal classroom, to include but not limited to: assemblies, pep rallies, field trips, marching band, choral and band concerts, running for offices or homecoming court, evening activities such as sporting events, dances, prom, homecoming dance, and graduation ceremony.

***Students will not attend any field trip when they lose their eligibility and teachers will provide an alternative for grading.

****If a student does not attend Saturday detention, the loss of activity privileges will be in effect from Saturday (12:00 P.M.) through the following Saturday (12:00 P.M.)

DISCIPLINARY STRUCTURE

LEVEL I

Level I misconduct involves minor misbehavior on the part of the student, which impedes orderly classroom procedure, or interferes with the orderly operation of the school and/or school-sponsored activities.

These behaviors are to be handled by the individual staff member; however, such misbehavior may be indicative of a problem that should be referred to appropriate support staff.

An accurate record of the offense, intervention, and disciplinary action must be maintained by the staff member.

Reoccurrence of the misbehavior may require a referral to the administration for further intervention and disciplinary action.

Examples of Level I Offenses:

- Minor disruptive behavior
- Classroom tardiness
- Disrespectful language or gesture (minor)
- Non-defiant failure to carry out directions
- Cheating*
- Insubordination related to classroom expectations

***Note:** Student should receive a "0" grade, parent should be notified, and administration should be notified in writing. See Page 110 for further information.

Listed below are options available to staff members for Level I Discipline:

- Verbal Reprimand
- Student Conference
- Special Assignment
- Behavioral Contract
- Conference with student/teacher/counselor
- Conference with parent/student/teacher
- Teacher assigned and monitored detention
- Restorative action/reflection/lesson

After the above disciplinary options have been exhausted, the discipline may proceed to Level II.

DISCIPLINARY STRUCTURE

LEVEL II

Level II involves behavior whose frequency or seriousness tends to disrupt the learning climate of the school or school sponsored activity.

These infractions may result from the continuation of Level I behaviors and require the intervention of personnel on the administrative level or other so specified persons. **Teachers are required to: (1) Discuss all disciplinary referrals with student. (2) Communicate appropriately with parent or guardian prior to submitting referral. (3) Turn referral in to the Student Center.**

A proper and accurate record of the offense is documented by the staff member and the student is referred to the administration for appropriate disciplinary action.

The staff member meets with the student to review documentation and assign appropriate disciplinary consequences.

The teacher/parent/student is informed of the action.

A proper and accurate record of the offense and the disciplinary action is maintained with a copy forwarded to the teacher.

Examples of Level II Behaviors:

- Forgery (minor)
- Verbal Altercation
- Defiance
- Insubordination
- Presence in unauthorized area of building/campus
- Trespassing during suspension
- Racial/Ethnic or other insensitivity
- Continuation of unmodified Level I behaviors
- Minor destruction of school property (consequence includes restitution)
- Minor theft
- Dress Code Violations* (see Page 25)
- Possession of lighters, matches, and/or tobacco paraphernalia**
- Possession and/or use of tobacco products (see special instructions below)**
- Lying to faculty, staff, or administration
- Inappropriate language not directed at a person
- Driving to school without authorization
- Driving/Parking violations
- Safety violations
- Physical Altercation
- Bus violations (minor)
- Failure to attend Teacher After School Detention
- Public display of affection
- Unauthorized use of electronic and/or digital devices
- Failure to submit an excuse to the administrative assistant in the Student Center within three (3) days
- Possession of/use of ***vaporizers/vape pens/electronic cigarettes or any related devices.***

Listed below are possible consequences available to the Dean for Level II Discipline:

- Wednesday Detention – parental contact by letter/telephone
- Saturday Detention – parental contact by letter/telephone
- Conference with parent/guardian/student/ administrator
- One day out of school suspension - parental contact by letter/telephone
- Loss of driving privileges for two (2) weeks
- Required conference with parent/guardian/ student/administrator for reinstatement
- Other referrals as deemed appropriate by the administration
- Proceed to Level III disciplinary action
- Confiscation of device by staff member and submission to office
- Device is only returned to parent/guardian
- Attendance at a Smokeless Saturday program.

- Restorative action/reflection/lesson
- Possession/use of vape pens, electronic cigarettes, or any related devices.

* Initial minor dress code violations will be attempted to be resolved by conference with student and dean/administrators. Subsequent violations will result in further disciplinary consequences.

**Incidents involving these offenses will result in issuance of a citation.

Possession and/or Use of Tobacco and Vaping Products:

Tobacco includes a lighted or unlighted cigarette, cigar, pipe or other smoking product, or material and smokeless tobacco in any form. This includes any e-cigarette, vaping device or similar tobacco-like product or delivery system.

Administration will post signs on District property stating that tobacco possession and use is prohibited on District grounds.

Prohibition of tobacco and vaping device(s) use will be included in family-student and staff handbooks.

Administration will address the possession or use of tobacco products and vaping devices on District property, including school buildings and any campus space, with students using appropriate discipline which may include a citation from law enforcement.

Administration will address the possession or use of tobacco products or vaping devices on District property, including school buildings and any campus space, with staff using appropriate progressive discipline which may include a citation from law enforcement.

The following is to provide guidance in instances where students are in possession of tobacco or vaping devices:

First Offense:

- Citation - First time offenders and their parents/guardians may be offered the option of attendance, at their own expense, an out-of-district smoking cessation/education program that is intended to educate students to the dangers of tobacco use at the discretion of the Magistrate. Failure to attend such a program will result in:

- Receiving one (1) Saturday Detention
- Paying all fines and court costs

Second Offense:

- Citation
- Two Saturday Detentions
- Paying all fines and court costs

Third Offense:

- Citation
- One Day Suspension
- Paying all fines and court costs

Fourth Offense:

- Citation
- Three Day Suspension
- Paying all fines and court costs
- Parent/guardian conference required in order to return to school

DISCIPLINARY STRUCTURE

LEVEL III

Level III misconduct involves behavior on the part of the student, which includes acts directed towards persons/property, impedes orderly classroom procedure, and/or interferes with the orderly operation of the school and/or school sponsored activities.

These infractions may result from the continuation of Level II behaviors but more frequently may be construed more serious in nature and require the immediate intervention of personnel on the administrative level. **Teachers are required to: (1) Discuss all disciplinary referrals with student. (2) Communicate appropriately with parent or guardian prior to submitting referral. (3) Submit referral to the Student Center.**

Those acts, which are criminal in nature, may automatically be referred to the appropriate law enforcement office.

Disciplinary action will be taken in all cases and parents or guardians will be informed by letter of the infraction.

Level III suspensions are imposed on students whose behaviors threaten the safety and well-being of the students and staff. No person has the right to threaten or harm anyone in our school and/or cause a major disturbance to the school environment.

Examples of Level III Behaviors

- Physical fighting*
- Assault*
- Use of profane/obscene abusive language or gestures directed at a person
- Open defiance of a member of the staff
- Bullying/Cyberbullying
- Disrespect toward a member of the staff or visitor to the school district
- Harassment (major or continued)*
- Extortion
- Ethnic/Racial or other intimidation****
- Forgery (major)
- Truancy**
- Any rule violation on a school sponsored trip
- Violation of drug and alcohol policy
- Major theft (consequences includes restitution – circumstances reviewed as major or minor)
- Possession or distribution of pornographic materials
- Continuation of unmodified Level II behavior
- Threats to staff members (minor)
- ***Behaviors which do or have the potential to endanger the safety and well-being of others
- Vandalism (minor) – consequence includes restitution

*Incidents involving these offenses will result in issuance of a citation.

** Any student who is truant and has a parking permit will lose that permit for 45 consecutive days. If a student is truant a second time, his/her permit is lost for the remainder of the year.

***May result in a disorderly conduct citation.

****Will result in a restorative practice.

Listed below are possible consequences available to the Dean for Level III Discipline:

- 2 Saturday detentions
- 2 Saturday detentions with community service
- 1-3 days out of school suspension - parental contact by letter/telephone
- Required conference with parent/guardian/ student/administrator/counselor for reinstatement
- Restorative action/reflection/lesson
- 10 days out of school suspension - parental contact by letter/telephone
- Superintendent review
- Proceed to Level IV discipline

***Note:** A student who commits a total of three (3) or more Level III and/or Level IV violations **will** be denied the privilege of participating in any extracurricular activity, interscholastic or school sponsored events. This penalty applies to school trips and grade level activities, including dances, class celebrations and the graduation ceremony.

Although the consequences above are available for discipline, the specific discipline will be determined by an investigation of the incident and consistent with policies and procedures.

DISCIPLINARY STRUCTURE

LEVEL IV

Level IV misconduct involves behavior on the part of the student, which includes acts of violence directed towards persons/property, which pose a threat to the health, safety, welfare and/or morals of others in the school, and/or materially disrupts the educational environment. Included in Level IV violations are unmodified Level I, II and III actions, which result in the immediate removal of the student from the school, the intervention of law enforcement authorities and action by the Board of School Directors.

Parents or guardians will be contacted by phone as soon as possible. A letter will also be forwarded with the infraction and disciplinary action taken in all cases.

Examples of Level IV Behaviors:

- Physical assault on a staff member
- Violation of Weapons Policy
- Inciting so as to cause a riot
- Drug and Alcohol Policy violations
- Causing false alarms
- Vandalism (major)*
- Possession and/or use of explosive devices
- Terroristic threats
- Arson, bomb threats
- Threats to staff members
- Sexual Assault

*Incidents involving these offenses will result in issuance of a citation.

Listed below are the disciplinary consequences for Level IV offenses:

- 10 days out of school suspension with possible recommendation to the Board of School Directors for expulsion
- All violations of the Criminal Code will be referred to appropriate authorities

***Note:** A student who commits a total of three (3) or more Level III and/or Level IV violations **will** be denied the privilege of participating in any extracurricular activity, interscholastic or school sponsored events. This penalty applies to school trips and grade level activities, including dances, class celebrations and the graduation ceremony.

INTERPRETATION OF VARIOUS OFFENSES

Arson - Refers to a student attempting to cause damage or destruction to property and/or placing another person in danger of death or bodily injury by igniting an object or causing an explosion.

Assault (*on a student*) - Refers to one or more students' unlawful attempt to injure another student(s) physically without physical retaliation by the victim. Students shall neither intentionally nor recklessly attempt to cause nor threaten to cause injury to another person or persons. Reasonable self-defense will not be considered physical retaliation.

Assault (*on a staff member*) - Refers to one or more students' unlawful attempt to injure a member of the staff by attempting intentionally and/or recklessly to cause or threaten to cause injury.

Bomb Threats - Refers to the act or involvement in the act of reporting a threat that could cause the evacuation of the building, place of assembly or facility of transportation.

Defiance - Refusal to obey a direct, reasonable request from any staff member including teachers, administrators, secretaries, custodians, aides, bus drivers, cafeteria workers, etc. Reasonable is defined as that which will not threaten the health, safety or welfare of an individual student.

Disrespect (*toward staff member*) - Students and staff are expected to conduct themselves in a respectful manner. However, students must understand that staff members are responsible for providing direction, correcting misbehaviors and giving directives. Although students may not agree with the directives, unless they are a threat to their health, safety or welfare, students must follow them without disrespectful gestures and/or language. A student who engages in disrespectful behaviors as indicated will be subject to Level III disciplinary actions.

Drug and Alcohol Violations - School Policy is summarized in this document. Students involved in drug and alcohol policy violations will be disciplined according to the guidelines set forth in this policy.

Intimidation - School Policy #256 (Diversity and Ethnicity Policy) **Intimidation of any group is defined as:** Words and actions directed toward the actual or perceived race, color, religion, national origin/ethnicity, ancestry, mental or physical disability, sexual orientation, gender or gender identity of another individual constitute intimidation when such words and actions have the purpose or effect of interfering with a student's educational performance, or creating an unwelcome, intimidating, hostile, or offensive educational environment.

Extortion - Refers to the act of obtaining money or property from an unwilling person by physical force, intimidation, blackmail, ultimatum, threatened exposure of any secret tending to subject any person to hatred, contempt or ridicule, or wrongful use of actual or threatened force, violence or fear.

False Alarms - Refers to students who intentionally pull emergency alarms and/or manipulate emergency or security alarms thus causing possible threat to the safety of those present in the school building.

Forgery - Refers to the alteration or otherwise falsification of any school document or communication. Such communications include but are not limited to hall passes, tardy to school or

absent from school excuses, early dismissal passes, request for temporary absence, field trip requests, scheduling changes, dental or doctor appointments, request for educational trips or tours, permanent records, athletic eligibility, report cards, deficiency reports, discipline referrals, physical examination forms and identification requests by school personnel.

Harassment - Refers to the use of force, touching, noise, coercion, threat intimidation, fear, obscene language, obscene gestures, suggestive sexual actions or verbalizations of any other unwanted contact or interaction with another person as part of an isolated incident or as actions that take place over time. For purposes of the student code of conduct, bullying is considered a form of harassment.

Inciting so as to Cause a Riot - Refers to the use of activities that may pose a threat to the health, safety, welfare and/or morals of others in the school and/or disrupts the educational environment.

Physical Altercation - Refers to the act of engaging in inappropriate and/or physical contact.

Physical fighting - Refers to the act of two (2) or more students hitting, punching or wrestling with each other with physical intent to harm as determined by an administration investigation.

Public Display of Affection - Refers to visible and open displays of affection that involves but is not limited to kissing, caressing, embracing and/or other bodily contact.

Safety Violations - Includes throwing snowballs or objects, refusing to wear safety equipment in shop, blatant disregard for safety procedures, horseplay.

Sexual Assault - A sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Terroristic Threats - A threat to commit any crime of violence with the purpose to terrorize or to cause evacuation of a building, place of assembly or facility of transportation or otherwise cause serious public inconvenience.

Theft - Refers to illegal taking of money or materials belonging to any student, staff member or the South Fayette Township School District.

Threats on Staff - Language directed to a staff member that demonstrates intent to harm a staff member or their family.

Truancy - Student is absent from school without parent/guardian permission and/or knowledge.

Under the Influence - A student shall be considered "under the influence" of drugs and/or alcohol if he or she has consumed or used either of the above prior to, during, or after school or school-related activities and this is discovered while the student is on school property or attending school or school-related activities.

Vandalism - Refers to the willful damage or destruction of the beauty or value of property.

Verbal Altercation - Refers to a loud shouting match or argument between/among students.

Weapons Policy - School Policy #250 provides that weapons of all types are prohibited on school property and violators may be prosecuted. Weapons are defined as listed, but not limited to: knife, cutting instrument, cutting tool, nun-chuck stick, firearm (pellet guns, BB guns, look-alike firearms), shotgun, rifle, explosive device, any tool, Bowie knife, Dirk knife, lock-blade knife, hunting knife, chains, brass knuckles,

night sticks, ax handles, metal knuckles, straight razors, poisons, noxious, irritating or poisonous gases (mace), razor, loaded cane, sword cane, machete, tasers, or shockers or anything used to threaten and/or cause harm. This policy is summarized later in this document.

CHEATING

Cheating is defined by the South Fayette Township School District to include the following:

1. Obtaining assistance in any way from another student during examinations.
2. Knowingly giving assistance to another student during examinations.
3. The use of notes, books etc. or any source of information during examinations that is not authorized by the examiner.
4. Obtaining without authorization an examination or any part thereof.
5. Having knowledge of a stolen examination and not reporting it to an administrator or faculty member.
6. Providing one's work for another student to copy and submit as his/her own.
7. Using another student's work to copy and submit as his/her own.
8. Altering, or causing to be altered, the record of any grade on a test, quiz, etc. or in a grade book, office or other record.
9. Plagiarism - taking or imitating the ideas, thoughts or language of another to represent them as one's original work. If the ideas, thoughts or language from another source must be used, it is the student's responsibility to footnote or annotate the information appropriately.
10. Copying or using another person's computer electronically stored file to use as his/her own.
11. Entering another person's computer file.
12. Passing on work or assignments, in part or in whole, to another student from a class in which you are currently or previously enrolled.
13. Using a personal electronic device to photograph any portion of an assessment or to share assessment answers.

DISCIPLINARY ACTION FOR CHEATING

Cheating is subject to the following consequences:

First Offense - Student will receive a "0" for the work. The faculty member will contact the parent by phone and a follow-up letter will be sent by the faculty member. A copy of the documentation will be placed in the student's discipline file.

Second Offense (in any class) - Student will receive a "0" grade for the assignment and no greater than a 64% for the current nine (9) week grading period. A parent/teacher conference will be held with the student and an administrator. Written documentation will be placed in the student's discipline file.

Third Offense (in any class) - Student will receive a failing grade for the course and face a possible hearing before the Board of Education. A parent conference will be held with the Principal. Written documentation will be placed in the student's discipline file.

***Note:** Use of the computers to cheat will result in revocation or restriction of computer privileges. Students involved in cheating who are not currently enrolled in the course will receive a disciplinary consequence for their actions.

SEXTING

Any report of sexting received by administration will be investigated to ascertain its validity. If a case of sexting is found to exist, the police will be contacted and the incident will be handled in accordance with

PA state law. Any incident that is found to have occurred at a school related event or location will be handled at minimum as a Level III offense. Students may also lose all BYOD privileges for the remainder of the year.

Parents will be notified of any report regardless of the disposition of the incident.

For purposes of this policy the definition of sexting is that which is found in Act 198 of 2012 which defines sexting as, "...transmitting sexually explicit photos of themselves of their peers."

TARDY TO CLASS
(Other than First Period)

1. Students are expected to be in class when the late bell rings, unless they enter with a written excuse from a school official verifying legitimate reasons for the lateness.
2. An unexcused tardy to class that results in six (6) minutes or more of class being missed will be considered an unexcused absence and class cut.
3. Five unexcused tardies to class (less than six (6) minutes) will result in a class cut.
 - a. The first through third unexcused tardies to class will result in verbal warnings by the classroom teacher as well as documentation of the dates and minutes tardy. The teacher will discuss the problem with the student and, on the third unexcused tardy, will inform the parent of the problem.
 - b. The fourth unexcused tardy to class will result in the teacher submitting a written disciplinary referral indicating the dates of the previous tardies and the fourth tardy to the Dean of Students. The Dean will schedule a conference with the student, parent, and teacher.
 - c. The fifth tardy to class will result in the teacher submitting written documentation of the previous tardies, a Wednesday detention being assigned by the Dean and Level II of the class cut policy being invoked. Saturday detention will be assigned to juniors and seniors in this instance.

CLASS CUTTING

Class cutting refers to failure to attend scheduled classes or excessive tardiness to class.

A. First Offense Consequences

1. The teacher notifies the Student Center in writing after he/she has verified that it is a class cut by completing a disciplinary form.
2. Wednesday detention is assigned by the Dean. Juniors and seniors will be assigned Saturday detention.
3. Parental contact will be made by letter or telephone from the Dean of Students with documentation in the student's disciplinary file.
4. Explanation of the consequence of cutting class to both the student and parent/guardian is given.
5. "0" for class work missed; no make-up privileges.

B. Second Offense Consequences

1. The teacher notifies the Student Center in writing after he/she has verified that it is a class cut and indicates on the disciplinary form the date of the previous offense.
2. Saturday detention is assigned by the Dean of Students.
3. Parental contact by letter or telephone.
4. Conference with parent/guardian/student/administrator/school counselor.
5. Parent signature on official notification indicating understanding that the next cut from that particular class will result in an automatic failure and reassignment to a resource area during the class period.
6. "0" for class work missed; no make-up privileges.

C. Third Offense Consequences

1. The teacher notifies the office in writing after he/she has verified that it is a class cut and indicates on the disciplinary form the dates of the previous offenses.
2. Two Saturday detentions.
3. Parental contact by letter or telephone.
4. Required conference with parent/guardian/student/administrator.
5. Notification of parent/guardian that the student has forfeited all course credit and will receive an "NC"; student will be reassigned to Resource/Study during that period.

Students who leave school without permission or are truant will be assigned two (2) Saturday detentions. Additionally, their absence will be recorded as unexcused and in their individual classes will be given a class cut.

TRANSPORTATION

Bus transportation is provided for all students in the South Fayette Township School District. Bus stops are located as conveniently as possible for everyone. Students are urged to be at their bus stop five (5) minutes prior to the scheduled departure time. If a student misses the bus, parents/guardians are responsible for their transportation to school. Missing the bus is not an excused tardy or absence.

No student may ride the elementary or middle school bus without prior approval of the Building Principal. Students who stay after school for academic assistance from a faculty member may ride home on the elementary or middle school bus if they (1) obtain a parental permission slip, (2) sign up in the High School Main Office one (1) day in advance, and (3) obtain a bus pass from the Principal or designee. Permission will be granted on the availability of seats on the elementary or middle school bus.

Each student is assigned to a particular bus stop and a specific bus. No change relating to the stop or the bus is to be made unless the following procedure is followed:

1. Submit a written request to the Principal signed by a parent or guardian indicating:
 - a. Student's name
 - b. Grade level
 - c. Day/Date
 - d. Reason for request
 - e. Details of change
2. Submit the note authorized by the Principal to the bus driver upon entering the bus.

Bus conduct will be classified in accordance with the disciplinary policies of the South Fayette Township Senior High School. However, specific bus violations include: (1) not remaining in seat while bus is in motion, (2) loud conversation, (3) unnecessary noise, (4) boisterous conduct, whistling or calling to people from the bus, (5) throwing objects from or onto the bus, (6) failure to keep all parts of the body inside the bus, (7) littering on the bus, (8) eating or drinking on the bus.

Students found in violation of these guidelines of acceptable bus behavior will be judged according to the Discipline Code and may be subject to the loss of bus privileges.

Assigned seats will also be considered when appropriate. Any further misconduct will result in privileges being revoked for the remainder of the school year. Loss of transportation does not excuse a student from attending school.

Parkway students are to be transported to Parkway West Area Vocational-Technical School via South Fayette buses. Junior and Senior Parkway students who wish to drive to Parkway must complete a Parkway Student Driver Permission Form (issued by Parkway).

SCHOOL BOARD POLICY #222 - TOBACCO USE

Purpose

The Board recognizes that tobacco use by students presents a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the schools.

Definitions

For purposes of this policy, **tobacco use** shall be defined as use and/or possession of a lighted or unlighted cigarette, cigar and pipe; other lighted smoking product; and smokeless tobacco in any form.

Possession shall mean having any of the defined products on your person, in a handbag, locker, or other area in the person's control.

Authority

The Board prohibits tobacco use and possession by students at any time in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.

The Board prohibits tobacco use and possession by students at school-sponsored activities that are held off school property.

The school district may initiate prosecution of a student who violates the tobacco use policy.

Delegation of Responsibility

The Superintendent or designee shall develop procedures to implement this policy, which shall include:

1. Annually informing all students, parents/guardians and staff members of the tobacco use policy of this district through the student/parent handbook, parent newsletter and other efficient methods.
2. Instruction on the potential hazards of the use of tobacco in the health curriculum.

Guidelines

Incidents of possession, use and sale of tobacco in violation of this policy by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year.

Furthermore, any student found in possession of or using tobacco products in violation of this policy shall be issued a citation and prosecuted for a summary offense.

The student may be sentenced to pay a fine of not more than \$50 for the benefit of the school district, and to pay court costs as assigned by the magistrate. An alternative may be the student being assigned to adjudication alternatives, as determined by the local magistrate. These alternatives may include but are not limited to the successful completion of a tobacco cessation program and/or alternative community service projects. Conviction of this offense cannot be placed on a criminal record.

Violations of this policy will also result in progressive discipline unless a particular violation is deemed to be willful or contemptuous of this policy, in which case, harsher discipline may be imposed than called for in progressive discipline as outlined in the student/parent handbook. Students found to be in violation of this policy will also be referred to a tobacco cessation program. A list of cessation resources is available to the student and/or parents/guardians through their school's counseling office.

SCHOOL BOARD POLICY #247 - HAZING

Purpose

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

Definitions

For purposes of this policy, **hazing** is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student or causes willful destruction or removal of public or private property for the purpose of initiation or membership in or affiliation with any organization recognized by the Board.

Endanger the physical health shall include but not be limited to any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.

Endanger the mental health shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

Authority

The Board does not condone any form of initiation or harassment, known as hazing, as part of any school-sponsored student activity. No student, coach, sponsor, volunteer or district employee shall plan, direct, encourage, assist or engage in any hazing activity.

The Board directs that no administrator, coach, sponsor, volunteer or district employee shall permit, condone or tolerate any form of hazing.

The district will investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this policy.

The Board encourages students who have been subjected to hazing to promptly report such incidents to the building principal.

Delegation of Responsibility

District administrators shall investigate promptly all complaints of hazing and administer appropriate discipline to any individual who violates this policy.

Students, administrators, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal.

The district shall annually inform students, parents/guardians, coaches, sponsors, volunteers and district staff that hazing of district students is prohibited, by means of:

1. Distribution of written policy.
2. Publication in handbooks.
3. Verbal instructions by the coach or sponsor at the start of the season or program.

Guidelines

Complaint Procedure Safe to Say?

1. When a student believes that s/he has been subject to hazing, the student shall promptly report the incident, orally or in writing, to the building principal.
2. The principal shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing.
3. The principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Findings of the investigation shall be provided to the complainant, the accused, and others directly involved, as appropriate.
4. If the investigation results in a substantiated finding of hazing, the principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Conduct. Additionally, the student may be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity.
5. If the investigation results in a substantiated finding that a coach or sponsor affiliated with the activity planned, directed, encouraged, assisted, condoned or ignored any form of hazing, s/he

will be disciplined appropriately. Discipline could include dismissal from the position as coach or sponsor.

BOARD POLICY 103 - UNLAWFUL HARASSMENT

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the district and is prohibited at or, in the course of, district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.

The Board directs that the foregoing statement of Board policy be included in each student and staff handbook, and that this policy and related attachments be posted to the district's website.

The Board requires a notice stating that the district does not discriminate in any manner, including Title IX sexual harassment, in any district education program or activity, to be issued to all students, parents/guardians, employment applicants, employees and all unions or professional organizations holding collective bargaining or professional agreements with the district. All discrimination notices and information shall include the title, office address, telephone number and email address of the individual(s) designated as the Compliance Officer and Title IX Coordinator.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student's parents/guardians or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy, or if the reported circumstances meet the definition of Title IX sexual harassment and are most appropriately addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3, or other Board policies.

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

When a report alleges Title IX sexual harassment, disciplinary sanctions may not be imposed until the completion of the grievance process for formal complaints outlined in Attachment 3. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance process for formal complaints.

When an emergency removal, as described in Attachment 3, is warranted to address an immediate threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability where applicable.

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable.

Discipline/Placement of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary or placement requirements established by state law and Board policy.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, this policy, the attachments and the district's legal and investigative obligations.

Retaliation

The Board prohibits retaliation by the district or any other person against any person for:

1. Reporting or making a formal complaint of any form of discrimination or retaliation, including Title IX sexual harassment.
2. Testifying, assisting, participating or refusing to participate in a related investigation, process or other proceeding or hearing.
3. Acting in opposition to practices the person reasonably believes to be discriminatory.

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if retaliation is believed to have occurred.

Definitions

Complainant shall mean an individual who is alleged to be the victim.

Respondent shall mean an individual alleged to be the perpetrator of the discriminatory conduct.

Discrimination

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Definitions Related to Title IX Sexual Harassment

Formal complaint shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints.

The phrase “document filed by a complainant” refers to a document or electronic submission that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

Supportive measures shall mean non-disciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. Supportive measures may include, but are not limited to:

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Mutual restrictions on contact between the parties.
6. Changes in work or housing locations.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.
10. Assistance from domestic violence or rape crisis programs.
11. Assistance from community health resources including counseling resources.

Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student’s behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Board policy.

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

A district employee conditioning the provision of an aid, benefit, or district service on an individual’s participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.

Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.

1. Sexual assault, dating violence, domestic violence or stalking.
 - a. **Dating violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:
 - i. Length of relationship.
 - ii. Type of relationship.
 - iii. Frequency of interaction between the persons involved in the relationship.
 - b. **Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
 - c. **Sexual assault** means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - d. **Stalking**, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:
 - i. Fear for their safety or the safety of others.
 - ii. Suffer substantial emotional distress.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An **education program or activity** includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Director of Student Support Services as the district's Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:

Address: 3660 Old Oakdale Road
Email: raandler@southfayette.org
Phone Number: 412-221-4542

The Compliance Officer and Title IX Coordinator shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas, as appropriate:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provide training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, and available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.[37]
6. Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

Guidelines

Title IX Sexual Harassment Training Requirements

The Compliance Officer and Title IX Coordinator, investigator(s), decision-maker(s), or any individual designated to facilitate an informal resolution process related to Title IX sexual harassment shall receive the following training, as required or appropriate to their specific role:

1. Definition of sexual harassment.
2. Scope of the district's education program or activity, as it pertains to what is subject to Title IX regulations.
3. How to conduct an investigation and grievance process for formal complaints, including examination of evidence, drafting written determinations, handling appeals and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.

5. Use of relevant technology.
6. Issues of relevance including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
7. Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.
8. How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or Board policy.

All training materials shall promote impartial investigations and adjudications of formal complaints of Title IX sexual harassment without relying on sex stereotypes.

All training materials shall be posted on the district's website.

Disciplinary Consequences

A student who is determined to be responsible for violation of this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:

1. Loss of school privileges.
2. Permanent transfer to another school building, classroom or school bus.
3. Exclusion from school-sponsored activities.
4. Detention.
5. Suspension.
6. Expulsion.
7. Referral to law enforcement officials.

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials.

Reports of Discrimination

Any reports of discrimination that are reviewed by the Title IX Coordinator and do not meet the definition of Title IX sexual harassment but are based on race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability shall follow the Discrimination Complaint Procedures in Attachment 2 to this policy.

Reports of Title IX Sexual Harassment

Any reports deemed by the Title IX Coordinator to meet the definition of sexual harassment under Title IX shall follow the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3 to this policy.

Click on the links below for access to the attachments for Board Policy 103 – Unlawful Harassment:

[103-104 Attachment1.docx](#) - Discrimination/Sexual Harassment/Retaliation Report Form

[103-Attachment 2 Discrimination.docx](#) - Discrimination Complaint Procedures

[103-Attachment 3 Title IX.docx](#) - Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints

REVISED BOARD POLICY 249 - BULLYING/CYBERBULLYING

The South Fayette Township School District is committed to providing a district climate that encourages inclusion by creating a safe, positive learning environment for all students. We recognize that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, bullying of any kind will not be tolerated. Bullying is defined as an intentional electronic, written, verbal or physical act or series of acts which occurs in a school setting, that (a) are directed at another student or students; (b) are severe, persistent or pervasive; and (c) have the effect of (i) substantially interfering with the student's education (ii) creating a threatening environment and/or (iii) substantially disturbing the orderly operation of the school.

Bullying includes, but is not limited to, physical intimidation or assault; extortion; oral or written threats; malicious teasing, putdowns, social isolation or name calling; threatening looks, gestures, or actions; cruel rumors; and false accusations, including any of the foregoing via electronic communications such as the internet, email, text messaging, or other methods. Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop, at any activity sponsored, supervised or sanctioned by the District, or any other time that students are subject to the jurisdiction of the District.

The Board prohibits all forms of bullying by district students and staff. The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.

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

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

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

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students. The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

INFRACTION OF BULLYING / CYBERBULLYING	DISCIPLINARY CONSEQUENCE	RESTORATIVE / RECONCILIATION
<p>Bullying is defined as an intentional electronic, written, verbal or physical act or series of acts which occurs in a school setting, that (a) are directed at another student or students; (b) are severe, persistent or pervasive; and (c) have the effect of (i) substantially interfering with the student’s education (ii) creating a threatening environment and/or (iii) substantially disturbing the orderly operation of the school.</p> <p>Bullying includes, but is not limited to, physical intimidation or assault; extortion; oral or written threats; malicious teasing, putdowns, social isolation or name calling; threatening looks, gestures, or actions; cruel rumors; and false accusations, including any of the foregoing via electronic communications such as the internet, email, text messaging, or other methods.</p> <p>Bullying, as defined in this policy, includes cyberbullying.</p>	<p>Appropriate discipline will be implemented per the respective school handbook.</p>	<p>Support may include but is not limited to: mediation (if agreed upon by all parties), teacher-student-parent meetings, interactions with a school counselor/social worker, communication with teachers as needed, referrals to the Student Assistance Program, restorative lessons and service- oriented opportunities.</p>

BOARD POLICY #256 - DIVERSITY AND EQUITY

Introduction:

Hate will never be welcome or tolerated in the South Fayette Township School District (SFTSD). Every student and every educator and staff member — regardless of their race, ethnicity, gender identity, sexual orientation, citizenship status, mental and physical ability status, and/or religion — is a valued member of our SFTSD community. The District recognizes that we must remain steadfast in our commitment to foster an environment where all members of the community feel welcome, respected and safe in all of our schools, buildings and facilities. In order to nurture a stronger community, the District is also committed to providing an environment and practices for reconciliation that not only include reflection and restoration but also creates the conditions for forgiveness.

Preamble:

The South Fayette Township School District believes that equity, diversity and inclusion are integral to the District’s vision, mission and goals. Addressing the needs of all learners requires recognition of the

inherent value of diversity and acknowledgment that educational excellence requires a commitment to equity in the opportunities provided to students and their resulting experiences.

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that negatively affect a positive learning community, and to eliminate disparities in educational experiences for students from underserved and underrepresented populations, the District shall proactively endeavor to identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate opportunity gaps, and impede equal access to all students for full participation in the SFTSD community.

Purpose:

The purpose of this policy is to support an equitable learning environment that honors and respects the diversity of the students attending our schools and living in our community. Behaviors that create an unsafe, intimidating or hostile learning environment for students will not be tolerated and allegations of such conduct will be investigated.

Definition:

Intimidation of any group is defined as: Words and actions directed toward the actual or perceived race, color, religion, national origin, ancestry, mental or physical disability, sexual orientation, gender or gender identity of another individual constitute intimidation when such words and actions have the purpose or effect of interfering with a student’s educational performance, or creating an unwelcome, intimidating, hostile, or offensive educational environment.

Diversity and Equity:

The District believes that intimidation of any kind derails our efforts to educate students and enable them to thrive locally and in a global society. Students who commit the offense of intimidation respect to the actual or perceived race, color, religion, national origin, ancestry, mental or physical disability, sexual orientation, gender or gender identity of another individual, whether such conduct occurs on school grounds or during school-sponsored trips, events or activities, will be disciplined and mandated to reconcile through restorative practices.

The following consequences relate to intimidation as outlined above:

INFRACTION OF INTIMIDATION	DISCIPLINARY CONSEQUENCE	RESTORATIVE / RECONCILIATION
Including, but not limited to the use of language (name calling-verbal, social media, offensive gestures or pictures, use of symbols (wearing ethnic symbols in a manner in which they are unintended and misrepresented), hate symbols including but not limited to the Confederate Flag and the swastika, threats, defacing and destroying property, vandalism, graffiti, destruction of symbols, retaliation.	Appropriate discipline will be implemented per the District’s discipline policy/procedures.	Support may include but is not limited to: mediation (if agreed upon by all parties), teacher-student-parent meetings, interactions with a school counselor/social worker, communication with teachers as needed, referrals to the Student Assistance Program, restorative lessons and service- oriented opportunities.

The following categories of severity will be used to inform the progressive discipline model as outlined in the respective school handbooks:

INSENSITIVITY	DISCRIMINATION	INTIMIDATION
Definition: Showing a lack of feeling or concern for others because of actual or perceived difference of race, color, religion, national origin, ancestry, mental or physical disability, sexual orientation, gender or gender identity.	Definition: Purposeful unjust or prejudicial treatment of someone due to their actual or perceived race, color, religion, national origin, ancestry, mental or physical disability, sexual orientation, gender or gender identity.	Definition: Words and actions directed toward the actual or perceived race, color, religion, national origin, ancestry, mental or physical disability, sexual orientation, gender or gender identity of another individual constitute intimidation when such words and actions have the purpose or effect of interfering with a student’s educational performance, or creating an unwelcome, intimidating, hostile or offensive educational environment.

Authority related to Diversity and Equity Policy:

Shared responsibilities of community members

Each student shall be responsible to respect the human dignity and rights of others in order to foster an atmosphere free from insensitivity, discrimination and intimidation.

Each teacher shall be responsible for creating a safe learning environment for all students by fostering a culture that is free from insensitivity, discrimination and intimidation of any kind.

Building administrators shall work to create a community within each building that does not tolerate insensitivity, discrimination and intimidation of any kind.

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

Such administrative regulations shall be reviewed annually with students, parents, and/or guardians.

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

SCHOOL BOARD POLICY #218.1 – WEAPONS

Purpose

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

Definitions

Weapon - the term shall include but not be limited to any knife; cutting instrument; cutting tool; nunchaku stick; firearm; pellet gun; BB gun; look-alike weapon; shotgun; rifle; explosive device; Bowie knife; Dirk knife; lock-blade knife; hunting knife; chains; brass knuckles; night sticks; axe handles; metal

knuckles; straight razors; poisons; noxious, irritating or poisonous gases (mace); razor; loaded cane; sword cane; machete; tazers; shockers; and/or any other tool, instrument or implement capable of inflicting serious bodily injury.

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

Authority

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity.

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 modifications of such expulsion requirement on a case-by-case basis.

Delegation of Responsibility

The Board hereby directs the Superintendent or his/her designee to develop and implement a plan for the ongoing protection of the educational community regarding the possession of weapons on school property. This plan is to include implementation of procedures in the event weapons are found on a student and is geared directly towards student safety.

In the case of a student with disabilities, the Superintendent shall take all necessary steps to comply with the Individuals with Disabilities Education Act.

The Superintendent or designee shall report the discovery of any weapon prohibited by this policy to the student's parents/guardians and to local law enforcement officials.

The Superintendent or designee shall report all incidents relating to expulsion for possession of a weapon to the Department of Education.

The Superintendent or designee shall be responsible to develop a memorandum of understanding with local law enforcement officials that sets forth procedures to be followed when an incident occurs involving an act of violence or possession of a weapon by any person on school property.

Acts of violence or possession of a weapon in violation of this policy shall be reported to the Office of Safe Schools on the required form at least once each year.

Guidelines

Any school employee who has reasonable suspicion that a student is in violation of this policy shall immediately inform the building principal, who will conduct the complete investigation. The principal must notify the Superintendent, make every effort to contact the parent/guardian (documenting attempts) as soon as possible, and if deemed appropriate, summon local law enforcement officials.

Upon just cause for suspicion of possession of a weapon, the principal will request the student to volunteer to be searched or have his/her locker searched by a school official in the presence of a witness.

If the student resists being searched or having his/her locker searched, the principal will immediately summon local law enforcement officials and request assistance. Parents/Guardians shall be notified as soon as possible.

If a student is found in violation of this policy, the student shall:

1. Receive a ten (10) day out-of-school suspension.
2. Be given the opportunity to attend an informal hearing with the principal, unless this provision is waived by the parent/guardian during the ten-day suspension.

Formal due process proceedings before the Board regarding expulsion shall be scheduled in cases where the administration is recommending expulsion.

Students, staff and parents/guardians shall be informed at least annually concerning this policy.

An exception to this policy may be made by the Superintendent, who shall prescribe special conditions or procedures to be followed.

Weapons under the control of law enforcement personnel are permitted.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.

Nothing in this policy is to be construed to interfere with items necessary for the educational program. This could include but not be limited to items in shop class instruction, science instruction, home economics class and art room instruction.

Transfer Students

When the school district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.

SUMMARIZATION OF DRUG AND ALCOHOL POLICY AND ADMINISTRATIVE GUIDELINES

SITUATIONAL/ CATEGORY	IMMEDIATE ACTION	INVESTIGATION	NOTIFICATION OF PARENTS	NOTIFICATIONS OF POLICE	DISPOSITION OF SUBSTANCE	DISCIPLINE/ REHABILITATION
1. A student is suspected of possible drug, mood- altering, synthetic drugs, or lookalike substance or alcohol use. There is no violation or physical evidence.	The student is informed of available help and encouraged to seek assistance.	Limited to staff member contacting coordinators or principal for assistance.	Limited to behavioral problem.	Not applicable.	Not applicable.	None. Referral to SAP Team
2. A student contacts a staff member in regard to the drug, mood- altering, or look- alike substance or alcohol use of another student.	The student who contacts a staff member is encouraged to get the student with a problem to personally seek assistance.	Staff member contacts SAP Team member.	Not applicable.	Not applicable.	Not applicable.	None. Referral to SAP Team member.
3. A student volunteers information about personal drug, mood altering, or look-	Student informed of services available and encouraged to seek assistance.	Staff member will request advice from SAP Team member.	Only with the consent of the student, unless there is a clear and imminent danger.	Not applicable.	Not applicable.	None. Referral to SAP Team.

alike substance or alcohol use and asks for help.						
4. The student possesses drug-related paraphernalia, no evidence of use.	Principal summoned, paraphernalia confiscated. Staff member writes anecdotal report.	The student, his/her locker and other possessions will be searched. Confiscation of substance.	Yes.	At the discretion of principal.	Analysis, if warranted.	Required meetings with SAP Team or principal. Level III Violation -3-day suspension.
5. A student possesses uses or is under the influence of drugs, mood-altering, or look-alike substances, or alcohol. First offense cooperative behavior.	Principal is summoned. Staff member writes anecdotal report.	The student, his/her locker and other possessions will be searched. Confiscation of substance.	Yes, parental conference arranged as soon as possible.	At the discretion of principal	Analysis will be made.	Informal hearing. Level III Violation – 5-day suspension. Required participation in a chemical abuse program as determined after assessment by service provider.
6. The student has a drug, mood-altering, or look-alike substance or alcohol related medical emergency.	The nurse will be summoned immediately. Student may be transported to medical facility.	The principal will investigate the incident. This will include a search of his student, locker and other possessions.	Notification of the incident in the case of a health problem or medical emergency.	Only in cases where the safety of the emergency victim or school population is at risk.	Analysis will be made.	Level III Violation- 5-day suspension. May include time or hospitalization. Referral to SAP Team. If evidence of further violation, see appropriate situation category.

<p>7. A student possesses uses or is under this influence of drugs, mood-altering, or look-alike substances or alcohol. First offense, uncooperative behavior.</p>	<p>Principal is summoned. Staff member writes anecdotal report.</p>	<p>The student, his/her locker and other possessions will be searched. Confiscation of substance.</p>	<p>Yes, required to come to school as soon as possible.</p>	<p>Yes.</p>	<p>Analysis will be made for possible use in further proceedings.</p>	<p>Informal hearing. Level III Violation-10day suspension. Possible board hearing. Required participation in a chemical abuse program as determined after assessment by service provider.</p>
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SUMMARIZATION OF DRUG AND ALCOHOL POLICY AND ADMINISTRATIVE GUIDELINES

SITUATIONAL/ CATEGORY	IMMEDIATE ACTION	INVESTIGATION	NOTIFICATON OF PARENTS	NOTIFICATION OF POLICE	DISPOSITION OF SUBSTANCE	DISCIPLINE/ REHABILITAION
8. A student possesses uses or is under the influence of drugs, mood-altering, or look-alike substances or alcohol at a school-related activity on or off school property.	Chaperone will contact group advisor, police and principal. Medical assistance will be called if necessary.	The student, his/her locker and possessions are searched. Confiscation of substance.	Yes, immediately.	At the discretion of group advisor or principal.	Analysis will be made for possible use in further proceeding.	Level III-5-day cooperative. Level IV-10 day, uncooperative. Parents contacted to come for student immediately. Possible board hearing. Required participation in a chemical abuse program, as determined after assessment by service provider.
9. A student is caught again in possession, use or is under the influence of drugs, mood-altering, or look-alike substances, or alcohol.	Principal is summoned, staff member writes anecdotal report. Medical assistance will be called if necessary.	The student, his/her locker and possessions are searched. Confiscation of substance.	Yes, requested to come to principal's office immediately.	Yes.	Analysis will be made for possible use in further proceedings.	Level IV Violation. The student shall be suspended from school for ten days and shall be referred to the Board of school Directors for a board hearing and action. Administration will require that conditions for the return to school. If expulsion, include an assessment by a licensed drug and alcohol facility and compliance with the recommendation of the facility.

<p>10. The student is distributing a drug, mood-altering, or look-alike substance, alcohol or controlled substance.</p>	<p>Principal is summoned. Staff member writes anecdotal report.</p>	<p>The student, his/her locker and possessions are searched. Confiscation of substance.</p>	<p>Yes, requested to come to principal's office immediately.</p>	<p>Yes, in order that they may take further action.</p>	<p>Analysis will be made for possible use in further proceedings.</p>	<p>Level IV Violation. The student shall be suspended from school ten days and shall be referred to the Board of School Directors for Board hearing and Board action. The Administration will require that conditions for the return to school. If expulsion, include an assessment by a licensed drug and alcohol facility and compliance with the recommendation of the facility.</p>
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SCHOOL BOARD POLICY #815 – ACCEPTABLE USE OF INTERNET

Purpose

The district shall provide employees and students with access to the district's electronic communication system, which includes Internet access.

The district system has a limited educational purpose. The purpose of the district system is to assist in preparing students for success in life and work by providing them with electronic access to a wide range of information and the ability to communicate with people throughout the world. Additionally, the system will be used to increase district intracommunication, enhance productivity, and assist district employees in upgrading their skills through greater exchange of information with their peers. The district system will also assist the district in sharing information with the local community, including parents/guardians, social service agencies, government agencies, and businesses.

Definition

The term **educational purpose** includes use of the system for classroom activities; professional or career development; and limited high-quality, self-discovery activities.

Authority

The Board establishes that network use is a privilege, not a right; inappropriate, unauthorized and illegal use will result in cancellation of those privileges and appropriate disciplinary action.

The Board shall establish a list of materials, in addition to those stated in law, that are inappropriate for access by minors.

Delegation of Responsibility

The district shall make every effort to ensure that this resource is used responsibly by students and staff.

Students and staff have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

The Superintendent will serve as the coordinator to oversee the district system.

The building principal will serve as the building-level coordinator for the district system, will approve building-level activities, ensure teachers receive proper training in the use of the system and the requirements of this policy, establish a system to ensure adequate supervision of students using the system, maintain executed user agreements, and be responsible for interpreting this policy at the building level.

The Network Systems Administrator will establish a process for setting up individual and class accounts, set quotas for disk usage on the system, establish a retention schedule, establish a district virus protection process, and other activities as deemed appropriate.

The Superintendent or designee shall be responsible for implementing technology and procedures to determine whether the district's computers are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedure shall include but not be limited to:

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board.
2. Maintaining and securing a usage log.
3. Monitoring online activities of minors.
4. Educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.
5. Cyberbullying awareness and response.

Guidelines

Technical Services Provided Through District System

E-Mail – E-mail will allow employees and students to communicate with people throughout the world. Users will also be able to subscribe to mail lists to engage in group discussions related to educational subjects.

World Wide Web – The web provides access to a wide range of information in the form of text, graphics, photographs, video, and sound from throughout the world. The web is a valuable research tool for students and employees.

Telnet – Telnet allows the user to log into remote computers.

File Transfer Protocol (FTP) – FTP allows users to download large files and computer software.

Newsgroups – Newsgroups are discussion groups that are similar to mail lists. The district will provide access to selected newsgroups that relate to subjects that are appropriate to the educational purpose of the district.

Internet Relay Chat (IRC) – IRC provides the capability of engaging in real-time discussions. The district will provide access to IRC only for specifically defined educational activities.

Access to the System

Board policy will govern all use of the district system. Student use of the system will also be governed by the Code of Student Conduct, as outlined in the student/parent handbook. Employee use will be governed by Board policy.

World Wide Web – All district employees and students will have access to the web through the district's networked computers. No agreement will be required. Parents/Guardians may specifically request that their child(ren) not be provided such access by notifying the district in writing of this request.

Classroom Accounts – Elementary age students will be granted e-mail access only through a classroom account. Elementary students may be provided with an individual account under special circumstances, at the request of their teacher and with the approval of their parent/guardian. An agreement will only be required for an individual account, which must be signed by the student and his/her parent/guardian. Parents/Guardians may specifically request that their child(ren) not be provided access through the classroom account by notifying the district in writing of this request.

Individual E-Mail Accounts for Students – Secondary students may be provided with individual e-mail accounts. Secondary students will not have dial-up access to the system. An agreement will be required for an individual e-mail account. This agreement must be signed by the student and his/her parent/guardian.

Individual E-Mail Accounts for District Employees – District employees will be provided with an individual account and may have dial-up access to the system. No agreement will be required.

Guest Accounts – Guests may receive an individual account with the approval of a district administrator if there is a specific, district-related purpose requiring such access. Use of the system by a guest must be specifically limited to the district-related purpose. An agreement will be required and parental signature will be required if the guest is a minor (e.g. districts may allow home schoolers to obtain access through the district system).

Parental Notification and Responsibility

The district will notify parents/guardians about the district network and the policies governing its use. Parents/Guardians must sign an agreement to allow their student to have an individual account. Parents/Guardians may request alternative activities for their child(ren) that do not require Internet access.

Parents/Guardians have the right at any time to investigate the contents of their child(ren)'s e-mail files. Parents/Guardians have the right to request the termination of their child(ren)'s individual account at any time.

This policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the Internet, some of which may not be fitting with the particular values of the families of the students. Further, the district recognizes that parents/guardians bear primary responsibility for transmitting their particular set of family values to their children. The district will encourage parents/guardians to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the district system.

The district will provide students and parents/guardians with guidelines for student safety while using the Internet.

District Limitation of Liability

The district makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the district system will be error-free or without defect. The district will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

Unacceptable Use/Prohibitions

Users may not use the district system for commercial purposes, defined as offering or providing goods or services or purchasing goods or services for personal use. Board policy will be followed for the purchase of goods or services through the district system.

Users may not use the system for political lobbying. District employees and students may use the system to communicate with their elected representatives and to express their opinion on political issues.

Users shall not:

1. Transmit material likely to be offensive or objectionable to recipients.
2. Intentionally obtain or modify files, passwords, and data belonging to other users.
3. Impersonate another user, anonymity, and pseudonyms.
4. Load or use unauthorized games, programs, files, or other electronic media.
5. Disrupt the work of other users.

Illegal Activities – Users will not attempt to gain unauthorized access to the district system or to any other computer system through the district system, or go beyond their authorized access. This includes attempting to log in through another person’s account or access another person’s files. These actions are illegal, even if only for the purposes of browsing.

Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.

Users will not use the district system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

Inappropriate Language – Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.

Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

Users will not post information that, if acted upon, could cause damage or a danger of disruption.

Users will not engage in personal attacks, including prejudicial or discriminatory attacks.

Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.

Users will not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy – Users will not repost a message that was sent to them privately without permission of the person who sent them the message.

Users will not post private information about another person.

Respecting Resource Limits – Users will use the system only for educational and professional or career development activities (no time limit), and limited high-quality, self-discovery activities.

Users will not download large files unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to their personal computer.

Users will not post chain letters or engage in spamming. **Spamming** is sending an annoying or unnecessary message to a large number of people.

Users will check their e-mail frequently, delete unwanted messages promptly, and stay within their e-mail quota.

Users will subscribe only to high-quality discussion group mail lists that are relevant to their education or professional/career development.

Plagiarism and Copyright Infringement – Users will not plagiarize works that they find on the Internet. **Plagiarism** is taking the ideas or writings of others and presenting them as if they were original to the user.

Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

Inappropriate Access to Material – Users will not use the district system to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).

If a user inadvertently accesses such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect users against an allegation that they have intentionally violated this policy.

Personal Safety – Students – Users will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.

Users will not agree to meet with someone they have met online without their parent's/guardian's approval and participation.

Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

System Security

Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person.

Users are not to use a computer that has been logged in under another student's or employee's name.

Users will immediately notify the building principal or designee if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access.

Users will avoid the inadvertent spread of computer viruses by following district virus protection procedures if they download software.

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Consequences for Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of the network; intentional deletion or damage to files of data belonging to others; copyright violations; and theft of services will be reported to the appropriate legal authorities for possible prosecution.

Due Process – The district will cooperate fully with local, state, or federal officials in any investigation concerning to or relating to any illegal activities conducted through the district system.

In the event there is an allegation that a student has violated this policy, the student will be provided with notice and opportunity to be heard in the manner set forth in the Board policy and Code of Student Conduct, as outlined in the student/parent handbook.

Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. If the alleged violation also involves a violation of other provisions of the Code of Student Conduct, the violation will be handled in accordance with applicable provisions of the Code of Student Conduct.

Employee violations of this policy will be handled in accordance with applicable Board policy.

Any district administrator may terminate the account privileges of a guest user by providing notice to the user. Guest accounts not active for more than thirty (30) days may be removed, along with the user's files, without notice to the user.

Search and Seizure – System users shall have a limited expectation of privacy in the contents of their personal files on the district system.

Routine maintenance and monitoring of the system may lead to discovery that the user has or is violating this policy, the Code of Student Conduct, or the law.

An individual search will be conducted if there is reasonable suspicion that a user has violated the law, Code of Student Conduct, or this policy.

The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.

Copyright and Plagiarism – Board policies on copyright will govern the use of material accessed through the district system.

Board policies on plagiarism will govern the use of material accessed through the district system. Teachers will instruct students in appropriate research and citation practices.

Academic Freedom, Selection of Material, Student Rights to Free Speech – Board policies on academic freedom and free speech will govern the use of the Internet.

When using the Internet for class activities, teachers will select material that is appropriate in light of the age of the students and that is relevant to the course objectives. Teachers will preview the materials and sites they require or recommend students access to determine the appropriateness of the material contained on or accessed through the site. Teachers will provide guidelines and lists of resources to assist students in channeling their research activities effectively and properly. Teachers will assist students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.

Safety

To the greatest extent possible, users of the network will be protected from harassment and unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, e-mail, Internet, etc.

Any district computer/server utilized by students and staff shall be equipped with Internet blocking/filtering software.

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
5. Restriction of minors' access to materials harmful to them.

District Web Site

The district will establish a web site and will develop web pages that will present information about the district. Material appropriate for placement on the district web site includes, but is not limited to: district information, school information, teacher or class information, student projects, and student extracurricular organization information. Personal, noneducationally-related information will not be allowed on the district web site.

The Superintendent's appointee will be designated the District Web Publisher, responsible for maintaining the official district web site and monitoring web activity. The Web Publisher will develop style and content guidelines for official district and school web materials and develop procedures for the placement and removal of such material. All official district material posted on the district web site must be pre-approved by the District Web Publisher.

School or Class Web Pages

Schools and classes may establish web pages that present information about the school or class activities. The building principal will designate a School Web Publisher, responsible for managing the school web site

and monitoring class, teacher, students, and extracurricular web pages. All official school material will be consistent with the district's style and content guidelines and pre-approved by the School Web Publisher. The School Web Publisher will develop additional guidelines for the school web site.

Teacher Web Pages

Teachers may establish web pages for use with class activities or that provide a resource for other teachers. Teachers will be responsible for maintaining their class or educational resource sites. Teacher web pages will not be considered official material, but will be developed in such a manner as to reflect well upon the district and school.

Staff Web Pages

Staff may develop web pages that serve as a resource for others. Staff will be responsible for maintaining their resource sites. Staff web pages will not be considered official material, but will be developed in such a manner as to reflect well upon the district.

Student Web Pages

Students may create web sites as part of a class activity. Material represented on a student class activity web site must meet the educational objectives of the class activity.

With the approval of the building principal and the District Web Publisher, students may establish personal web pages. Material presented in the student's web site must be related to the student's educational and career preparation activities.

It will not be considered a violation of a student's right to free speech to require removal of material that fails to meet established educational objectives or that is in violation of a provision of this policy or the Code of Student Conduct. However, student material may not be removed on the basis of disagreement with the views expressed by the student.

Student web pages must include notice that the web page is a student web page and that opinions expressed on this page shall not be attributed the district.

Student web pages will be removed at the end of the school year unless special arrangements are made. A notice will be provided to students prior to such removal.

Extracurricular Organization Web Pages

With the approval of the building principal, extracurricular organizations may establish web pages. Material presented on the organization's web page must relate specifically to organization activities and will include only student-produced material.

Organization web pages must include notice that the web page is a student extracurricular organization web page and that opinions expressed on this page shall not be attributed to the district.

Web Page Requirements

All provisions of this policy will govern material placed on the web page.

Web pages shall not:

1. Contain the full name, address, or telephone number of any students. First names or first names and the first letter of the last name may be used where appropriate.
2. Display photographs or videos of any identifiable individual without a signed model release. Model releases for students under the age of eighteen (18) must be signed by their parent/guardian.
3. Contain copyrighted or trademarked material belonging to others until written permission to display such material has been obtained from the owner. There will be no assumption that the publication of copyrighted material on a web site is within the fair use exemption.

Material placed on the web site is expected to meet academic standards of proper spelling, grammar, and accuracy of information.

Students may retain the copyright on the material they create that is posted on the web. District employees may retain the copyright on material they create and post, if appropriate.

All web pages will carry a stamp indicating when it was last updated and the e-mail address for the person responsible for the page.

All web pages should have a link at the bottom of the page that will help users find their way to the appropriate district home page.

Users should retain back-up copies of their web pages.

COMPUTER USAGE POLICY

The South Fayette Township School District has established computer facilities to support its philosophy to provide a comprehensive education that meets the needs of all students and will prepare them adequately for their future. Proper use of all equipment, software, facilities and supplies is required by all students. Any student using district computers must have a signed Acceptable Use Policy on file with the Technology Coordinator. Any person involved in violating this policy will be subject to disciplinary action.

Parents or guardians shall be responsible for the loss or destruction of school property and that of other pupils and teachers when such damage or loss is the result of deliberate or mischievous action on the part of their children.

Violations include, but are not limited to, the actions listed below:

1. Vandalism by damaging computer facilities, equipment, software or supplies.
2. Theft of equipment, time, service, software, or supplies.
3. Misuse of facilities, equipment, software or supplies.
4. Plagiarizing by unauthorized entry or transfer of files to read, change, copy or destroy.
5. Sharing unauthorized information.
6. Possession of software or materials that will enable a student to break the code to enter a file system, computer program, or database.
7. Any attempt to break into a file or system by circumventing security procedures.
8. Unauthorized use of school equipment.
9. Use of computers to create or send abusive, harassing, pornographic, or obscene messages.
10. Violations of copyright and/or licensing agreements. Unauthorized presence in the computer room.
11. Downloading any materials onto school computers without authorization.

12. Attempts to circumvent firewalls or other security programs for any reason.
13. Violations of the Internet Acceptable Use Policy.

Immediate disciplinary action will be taken by any or all of the following:

- a. Restriction or revocation of computer privileges
- b. Restitution
- c. Referral to legal authorities for prosecution
- d. **An investigation will occur and appropriate disciplinary measures taken.**

**SCHOOL BOARD POLICY #210.1 - POSSESSION/USE OF ASTHMA
INHALERS/EPINEPHRINE AUTO-INJECTORS**

Authority

The Board shall permit students in district schools to possess asthma inhalers and epinephrine auto-injectors and to self-administer the prescribed medication in compliance with state law and Board policy.

Definitions

Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.

Epinephrine auto-injector shall mean a prescribed disposable drug delivery system designed for the self-administration of epinephrine to provide rapid first aid for persons suffering the effects of anaphylaxis.

Self-administration shall mean a student's use of medication in accordance with a prescription or written instructions from a licensed physician, certified registered nurse practitioner or physician assistant.

Guidelines

Before a student may possess or use an asthma inhaler or epinephrine auto-injector in the school setting, the Board shall require the following:

1. A written request from the parent/guardian that the school complies with the order of the licensed physician, certified registered nurse practitioner or physician assistant.
2. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that states:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Times medication is to be taken.
 - d. Length of time medication is prescribed.
 - e. Diagnosis or reason medication is needed, unless confidential.
 - f. Potential serious reaction or side effects of medication.

- g. Emergency response.
- h. If child is qualified and able to self-administer the medication.

The student shall notify the school nurse immediately following each use of an asthma inhaler or epinephrine auto-injector.

The district reserves the right to require a statement from the licensed physician, certified registered nurse practitioner or physician assistant for the continued use of a medication beyond the specified time period.

A written request for student use of an asthma inhaler and/or epinephrine auto-injector shall be submitted annually, along with required written statements from the parent/guardian and an updated prescription.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.

A student whose parent/guardian completes the written requirements for the student to possess an asthma inhaler or epinephrine auto-injector and to self-administer the prescribed medication in the school setting shall demonstrate to the school nurse the competency for self-administration and responsible behavior in use of the medication. Determination of competency for self-administration shall be based on the student's age, cognitive function, maturity and demonstration of responsible behavior.

Students shall be prohibited from sharing, giving, selling, and using an asthma inhaler or epinephrine auto-injector in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy shall result in loss of privilege to self-carry the asthma inhaler or epinephrine auto-injector and disciplinary action in accordance with Board policy.

If the district denies a student's request to self-carry an asthma inhaler or epinephrine auto-injector or the student has lost the privilege of self-carrying an asthma inhaler or epinephrine auto-injector, the student's prescribed medication shall be appropriately stored at a location in close proximity to the student. The student's classroom teachers shall be informed where the medication is stored and the means to access the medication.

The district shall annually distribute to students and parents/guardians this policy along with the Code of Student Conduct.

The district shall post this policy on the district web site, if available.

Delegation of Responsibility

The Superintendent or designee, in conjunction with the school nurse(s), may develop administrative regulations for student possession of asthma inhalers or epinephrine auto-injectors and self-administration of prescribed medication.

SOUTH FAYETTE HIGH SCHOOL

2023-2024 BELL SCHEDULES

REGULAR DAILY SCHEDULE

Period 1 - 7:20-8:10
Period 2 - 8:13-9:08
Period 3 - 9:11-9:59
Period 4 - 10:02-10:32 (*Lunch*)
Period 5 - 10:35-10:50
Period 6 - 10:53-11:23 (*Lunch*)
Period 7 - 11:26-11:41
Period 8 - 11:44-12:14 (*Lunch*)
Period 9 - 12:17-1:05
Period 10 - 1:08-1:58

TWO-HOUR LATE START SCHEDULE

Period 1 - 9:20-9:50
Period 2 - 9:53-10:23
Period 3 - 10:26-10:57
Period 4 - 11:00-11:33 (*Lunch*)
Period 5 - 11:32-11:36
Period 6 - 11:39-12:09 (*Lunch*)
Period 7 - 12:12-12:16
Period 8 - 12:19-12:49 (*Lunch*)
Period 9 - 12:52-1:22
Period 10 - 1:25-1:58

ONE-HOUR LATE START SCHEDULE

Period 1 - 8:20-9:00
Period 2 - 9:03-9:43
Period 3 - 9:46-10:26
Period 4 - 10:29-10:59 (*Lunch*)
Period 5 - 11:02-11:09
Period 6 - 11:12-11:42 (*Lunch*)
Period 7 - 11:45-11:52
Period 8 - 11:55-12:25 (*Lunch*)
Period 9 - 12:28-1:10
Period 10 - 1:13-1:58

NOTES:

- Teachers report at 7:10 a.m.
- Periods 4-8 are combined for lunch (i.e., Period 4/5, Period 5/6, Period 6/7, and Period 7/8).

**SOUTH FAYETTE HIGH SCHOOL
2023 – 2023**

PARKWAY BELL SCHEDULE

Period 1	7:20 - 8:10
Period 2	8:13 - 9:08
Period 3	9:11 - 9:59
Period 4	10:02 - 10:32 LUNCH
Period 5	10:35 - 11:00 Parkway Resource
Periods 6-10	11:35 - 2:20 Parkway

PARKWAY WEST 2023-2024 CALENDAR

PARKWAY WEST SCHOOL CALENDAR 2023-2024

2023	August 14	Teacher In-Service (No Students)
	August 15	Teacher In-Service (No Students)
	August 16	Joint Teacher In-Service (No Students)
	August 17	Teacher In-Service (No Classes) - Open House
	August 22	First Day of School for Students
	September 4	Labor Day (No Teachers or Students)
	September 22	Progress Reports
	October 3	Occupational Advisory Committee Meetings – PM
	October 9	Columbus Day (No Teachers or Students)
	October 25	Grades Due
	November 7	Act 80 Day (No Students) Parent-Teacher Conferences-PM
	November 15	End of 60 Day Attendance
	November 22 thru November 27	Thanksgiving Vacation (No Teachers or Students)
	December 1	Progress Reports
	December 22	Teacher In-Service (No Students)
	December 25 thru January 2	Holiday Vacation (No Teachers or Students)
2024	January 3	Classes Resume
	January 12	Career Exploration Day (No Students)
	January 15	Martin Luther King Day (No Teachers or Students)
	January 16	End of First Semester (90 th Day) – Grades Due
	January 26	Career Exploration Day (No Students)
	February 19	President’s Day (No Teachers or Students)
	February 20	Progress Reports
	March 5	Open House – PM
	March 21	Grades Due
	March 27	Act 80 Day (No Students)
	March 28 thru April 1	Spring Vacation (No Teachers or Students)
	April 2	Occupational Advisory Committee Meetings - PM
	April 26	Progress Reports
	May 27	Memorial Day (No Teachers or Students)
	May 29	End of 180 Day Attendance/Last Day of School for 9 th , 10 th , 11 th Grade Students/Grades Due
	May 30	Teacher In-Service (No Students)
	May 31	Teacher In-Service (No Students)

SCHOOL COLORS

GREEN & WHITE

MASCOT

LION

ALMA MATER

*South Fayette may we be,
Ever faithful to thee,
May thy children all cherish thy name
For the good thou has done,
For each victory we've won
Alma Mater to thee all thy fame,
Dear old high, thou has served us so well,
All thy virtues we never can tell
Other schools we may all soon forget,
But we'll always love dear South Fayette.*