

*South Fayette Township*

*Middle School*

*Parent-Student Handbook*

*2011 – 2012*



*"Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be permanently maintained."*

— President James Garfield

***Mission Statement – The mission of the South Fayette School District, in partnership with the community, is to cultivate academic, artistic, and athletic excellence by instilling a spirit of collaboration and communication to develop confident, ethical and responsible leaders.***



## MESSAGE FROM THE PRINCIPAL

Welcome to the 2011-12 school year at South Fayette Township Middle School. We hope you had a very enjoyable summer vacation. We also look forward to beginning another great and successful school year at the middle school.

The purpose of this handbook is for you to become familiar with all of the processes, procedures, rules, and policies to help assist you while attending our school. Please read the information carefully and feel free to contact myself or other representatives at the school for any questions you may have. Your child will receive one copy of the Parent/Student Handbook for their time at the Middle School.

As you know, the South Fayette Township School District possesses a strong sense of “Tradition, Pride, & Excellence.” With your efforts and a continued focus on hard work, a positive attitude, and a high level of respect for oneself and others, we are sure to continue this success!

It is our goal to offer the most productive middle-level educational experience for your child and look forward to working with members of the community, staff, and students to celebrate the accomplishments yet to come.

*David E. Deramo*

*Mr. David Deramo*  
*South Fayette Middle School Principal*

*Mr. Thomas Kaminski*  
*South Fayette Assistant Middle School Principal*

*Mr. Greg Wensell*  
*South Fayette Intermediate Principal*





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## **MIDDLE SCHOOL FACULTY**

### **Grade Five Teaching Team**

Mrs. Gretchen Haid - Language Arts	773
Ms. Jodi Osterman - Language Arts	506
Mr. Sean Richman – Math/Science	707
Mrs. Darcy Kotts - Math	663
Mrs. Barbara Rickel - Math	537
Mr. Greg Young – Math/Science	575
Mrs. Amy Guarino – Social Studies/Language Arts	507
Mrs. Sandra Miller - Social Studies/Language Arts	635

### **Grade Six Teaching Team**

Mrs. Bridget Amato - Language Arts	563
Mrs. Donna Michalowsky - Language Arts	516
Ms. Angela Pedrotti – Language Arts	768
Ms. Kristin Deichler - Math	618
Mrs. Marie Piccirilli – Math	565
Mrs. Melissa Shober - Math	548
Mr. Matthew Popovic – Science/Math	610
Mrs. Laura LeBlanc – Science/Social Studies	765
Mrs. Elizabeth Windisch - Social Studies	579

### **Grade Seven Teaching Team**

Mrs. Paula Johannes - Language Arts	772
Mrs. Renee Carlini - Language Arts	585
Ms. Angela Pedrotti – Language Arts	768
Mrs. Brenna Sisinni – Language Arts	649
Mr. David Taylor - Math	232
Mrs. Marie Piccirilli – Math	565
Mrs. Kristine Geraud - Math	547
Mr. Scott Litwinovich - Science	560
Mrs. Jennifer Leapline – Science/Social Studies	705
Mr. Scott Philipp - Social Studies	689

### **Grade Eight Teaching Team**

Mrs. Melissa Gielata - Language Arts	718
Mrs. Brooke Speakman - Language Arts	674
Ms. Bethany Balta - Math	675
Mr. Mark Keener - Math	676
Mrs. Sue Duff – Microsoft Word	557
Mrs. Dena Hoffman - Microsoft Word	532
Mr. Joseph Becker – Science	640
Mrs. Olivia Greter – Science/Social Studies	708
Mr. Matt Bacco - Social Studies	641

The middle school curriculum is enriched by including many special areas of study for our students. Through these special course offerings, our middle schoolers develop skills and acquire knowledge in a variety of interest areas. Support services are also provided for our middle schoolers to meet individual needs. We are pleased to present the faculty members who instruct our middle schoolers in these special courses and provide additional support to our students:

### **Middle School Special Area Teachers**

Ms. Eryn Carranza – Band/Instrumental Music	570
Mrs. Melinda Clayton – Library	536
Mrs. Lisa Donovan – Enrichment Coordinator	509
Mrs. Sue Duff – Business Technology	557
Mrs. Erin Frederick – Special Education	629
Mr. Jeremy Hall – Special Education	568
Mr. Miguel Hernandez- Spanish	517
Mrs. Jessica Horzempa – Music	TBA
Mr. Frank Kruth – Industrial Technology	630
Mrs. Diane Lally – Art	631
Mrs. Mariann Mackey – Theatre Arts	796
Mrs. Karen Maurer – Special Education	502
Mr. Kevin Maurer – Band/Instrumental Music	622
Mrs. Stephanie Romero – Spanish	604
Mrs. Patricia Roseto – Consumer Science	634
Mr. Joseph Rossi – Physical Education	504
Mrs. Brenna Sisinni – Instructional Support	649
Mrs. Beth Solomon – Reading Specialist	558
Mrs. Christine Thomas – Special Education	564
Mr. Timothy Toomey – German	642
Mrs. Linda Twedt – French	522
Ms. Sara Wolowicz – Physical Education	639

### **Middle School Office Staff**

Mr. David Deramo – Middle School Principal	236
Mr. Thomas Kaminski – Assistant Middle School Principal	224
Mr. Greg Wensell – Intermediate Principal	336
Mr. Michael Perrott – Guidance Counselor	219
Mrs. Justina Perrott – Guidance Counselor	605
Mrs. Carol Hunsinger – Administrative Assistant	226
Mrs. Harriet Dausch – Administrative Assistant	258
Mrs. Peggy Daube – Administrative Assistant	216
Mrs. Sandra Fiumara – School Nurse	259
Mrs. Stephanie Valentine - Technology Assistant	586

### **Paraeducators**

Mr. Ryan Faraci	
Mrs. Amy Jessloski	625
Ms. Megan Kelley	
Mrs. Jaimie Lilly	742
Mrs. Leann Luck	626
Mrs. Christine Magdich	703
Ms. Amy Taylor	

## **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 21 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 8 and 17 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 17 years of age 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 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.

### **VI. 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 1 to 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 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in Section 12.8(c) (relating to informal hearings).

- e. Suspensions may not be made to run consecutively beyond the 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 10 school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing under Section 12.8 (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 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 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 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 17 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 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 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 12.8 (relating 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:

- a. Notification of the charges shall be sent to the student's parents or guardians by certified mail.
- b. At least three 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.

- c. The hearing shall be held in private unless the student or parent requests a public hearing.
  - d. The student may be represented by counsel, at the parents or guardians' expense, and to have his parent or guardian attend the hearing.
  - e. 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.
  - f. The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.
  - g. The student has the right to testify and present witnesses on his own behalf.
  - h. 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.
  - i. 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 or 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.
  - j. 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 own behalf.
  - e. The school entity shall offer to hold the informal hearing within the first five days of the suspension.



# ATTENDANCE



## **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.

A student who arrives after 10:30 a.m. will be marked ½ day absent. A student who arrives after 12:25 p.m. will be marked absent for the full day. A student who leaves before 10:30 a.m. will be marked absent for the full day. A student who leaves before 12:25 p.m. will be marked absent for ½ day.

### **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 class for twenty 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 8 and 17 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 third day.
2. The parent should contact the school if extenuating circumstances regarding a child's absence exists.

## EXCUSED ABSENCES

1. Excused absences are prescribed by law in the Pennsylvania School Code. The following reasons will be considered an excused absence from school:
  - a. A student's illness or physical injury as verified by parent or physician
  - b. Death in the immediate family
  - c. Quarantine
  - d. Observance of a bona-fide religious holiday in accordance with the student's religious beliefs
  - e. Health care from a licensed practitioner when it is not practical or possible to receive such care outside of school hours (verification required from the health care provider)
  - f. Family educational trips and tours (approved in advance by completing the proper travel form obtained from the Student Center)
  - g. Urgent personal reasons that are approved by the school administration
  - h. Court appearance (verification required)
  - i. School sanctioned educational tours or trips
  - j. Suspension from school
  
2. If a student has been absent from school, on the day the student returns, but no later than the third day, he/she should bring to the attendance office a written statement signed by their parent or guardian which indicates the following:
  - a. Student's name (first/last)
  - b. Grade level
  - c. Days and dates of absence
  - d. Reason for absence
  - e. Signature of parent or guardian
  - f. Phone number where parent/guardian may be contacted during the day

**Excuse forms are available in the office for this purpose.**

3. Failure to submit an excuse to the attendance secretary within the three day period will result in an **unexcused absence** for that time period.
4. Absences for which excuses are submitted that contain reasons for absence that are not included in the list above (a-j) will be deemed unexcused absences.
5. A student whose absence is excused will have the opportunity to make up work assigned during the period of his/her absence. It is primarily the responsibility of the student to arrange to make up work missed during his/her absence within the time designated by the policies set forth in this handbook and implemented by the classroom teachers. Teachers will remind students of that responsibility. **STUDENTS WILL RECEIVE A FAILING GRADE FOR ANY ASSIGNMENTS NOT MADE UP FROM AN ABSENCE.**

## UNEXCUSED ABSENCES

1. Absences for shopping, hair appointments and reasons other than those listed are considered **unexcused**. Missing the bus, oversleeping and automobile failure are also examples of unexcused absences. Unexcused absences also include days missed because of parental neglect, illegal employment or a student being willfully truant (absent from school without the permission of a parent/guardian and school officials).
2. An unexcused absence for a student under the age of 17 is an illegal absence. Students will have three (3) school days to bring in an excuse following an absence. If no excuse is submitted by the third day, the absence will be considered unexcused. After the second unexcused absence, the parent or guardian will be notified by the Student Center. After the third unexcused absence, a certified letter will be sent to the student's home. Students who have a fourth unexcused absence will be referred to the local magistrate.
3. A fifth unexcused absence will result in a formal hearing where the student may be reinstated in school on a contingency contract or the principal will recommend that the student be suspended for the remainder of the semester or face possible expulsion.
4. STUDENTS MAY NOT RECEIVE CREDIT ABOVE 50% FOR WORK ASSIGNED ON THE DAY OF AN UNEXCUSED ABSENCE.

## 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.

Dismissals before 10:30 a.m. will be marked as a full day absent. Dismissals before 12:25 p.m. will be marked as ½ day absent.

Any dismissal before the end of the last period is considered an early dismissal.

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 attendance office a written statement, signed by a parent or guardian, that contains the following: **(Request forms may be obtained in the office.)**

- 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.
- g. **No student will be dismissed early unless signed out by the parent/guardian.**

Procedures for early dismissals:

1. Requests must be presented to the attendance secretary for approval.
2. Students will be called from their class for early dismissal.
3. All students leaving for early dismissals must be signed out at the time of dismissal by a parent/guardian or designated school official.
4. 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 attendance secretary.
5. A student who becomes ill or injured during the school must report to the nurse. A parent will be contacted, and the pupil will be dismissed if necessary.
6. No student is permitted to leave the school building without the knowledge and permission of the appropriate school officials.

### **TARDY POLICY**

**Students are expected to be at school and in their homeroom by 8:05 a.m.** Students are expected to be in all of their classes at the beginning of class unless they enter with a written excuse from a school official verifying legitimate reasons for the lateness.

A student who arrives at school after 8:05 a.m. should report directly to the attendance office unless arriving on a school bus. A student who arrives to school after 8:05 a.m. will be marked tardy. A written excuse signed by the parent (including a phone number where parent can be reached) must be submitted to the attendance office upon entering the building. If no excuse is presented at the time of entry, the tardy will be considered unverified. Doctor appointments **must** be verified by written notification from the doctor.

Unverified tardies will be handled as follows:

1. Students will have three (3) days to bring in an excuse for being tardy to school. Following this, the tardy will be marked unexcused. The day the student is tardy is counted as day 1 of the 3.
2. After the second unexcused tardy, the parent or guardian will be notified by the Student Center.
3. After the third unexcused tardy, a certified letter will be sent to the home.
4. Students who have a fourth unexcused tardy will be referred to the magistrate. Please refer to the Code of Conduct section of this handbook for regulations regarding tardies over 10 minutes and under 10 minutes.

## ATTENDANCE REQUIREMENTS FOR PARTICIPATION

To participate in extracurricular activities, students must be present in school by no later than 10:30 a.m., and any early dismissal may not take place before 2:00 p.m. The student's tardy or early dismissal **must be excused** as per the guidelines indicated (see Code of Conduct information).

### EDUCATIONAL TOURS

Upon receipt of an approved Educational Trip Request form, pupils may be excused from school attendance during the school term at the expense of the parents/guardians. When such a tour or trip is so determined by the District Superintendent or his designee to serve an educational purpose and pupil participants therein are subject to direction and supervision by an adult acceptable to the District Superintendent/designee, and to the parents of the pupil 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) DAYS.**
2. **Unless some emergency arises, such requests shall be made at least two weeks prior to the date of the tour or trip.**
3. Unless some unusual family circumstances exist, **such tours or trips shall not be approved during the final two weeks of the school term.**
4. **Educational trip requests will not be approved during dates reserved for standardized testing (i.e. PSSA, etc.)** Please check the District calendar and website for these dates each year.
5. If more than one 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.
6. 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 10 days per year for educational tours. Tours sponsored by the school district are to be included in the 10-day limitation.
7. School-sponsored trips which are one 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 Middle School 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.

8. Family trips or vacations which cause students to miss one day or more of absence from school will be considered parent excused unless an educational trip form is submitted in lieu of a parent excuse.

### **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. 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.
4. Procedures for excusal from activity 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 activity teacher at his/her discretion may also issue passes to the writing lab, nurse or restroom.

### **20 DAYS OR MORE OF CLASS ABSENCE**

South Fayette Middle 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.

Listed below is the general procedure that will be used for contacting parents/guardians after the indicated number of days of school and/or class absence.

	<u>Procedure</u>	<u>Action Taken</u>
5 total days of absence from school	The attendance secretary speaks with student then notifies parent by letter and places letter in file.	Letter is placed in student attendance file.

10 total days of absence	The attendance secretary notifies the guidance counselor of absence via written documentation and notifies parent by letter	Counselor meets with student; contacts parent by phone. Depending on the circumstance, the counselor may notify the school nurse and/or counselor for further intervention.
15 days of absence	The attendance secretary notifies the principal, school nurse and counselor via written documentation and sends certified letter home.	Formal conference with parent/guardians and student is scheduled with school officials and teachers and results documented.
18 days of absence	The attendance secretary notifies principal, counselor, and school nurse via written documentation and sends certified letter home	Principal sends letter indicating consequences of 20 days of class absence. Counselor contacts the parent and meets with the student.
20 days of absence	Attendance secretary notifies principal.	Principal sends certified letter indicating that credit for course(s) has been denied and "NC" has been assigned.

\* Note: Principal may notify magistrate requesting a hearing for students who have excused absences or tardies which are excessive.

**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 middle school principal or the principal's designee, the school nurse and three to five additional members of the school staff.
2. Present at the Attendance Appeals Committee hearing could be the student, parent/guardian, and 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 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 office.
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 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.



# GENERAL INFORMATION



## ADDRESSES

South Fayette High School  
3640 Old Oakdale Road • McDonald, PA 15057-2580

South Fayette Middle School  
3700 Old Oakdale Road • McDonald, PA 15057-2580

South Fayette Elementary School  
3620 Old Oakdale Road • McDonald, PA 15057-2580

South Fayette Special Education Offices  
3660 Old Oakdale Road • McDonald, PA 15057-2580

South Fayette Bus Garage and Maintenance Offices  
1300 Lt. Will Way • McDonald, PA 15057-2580

South Fayette Stadium and Administration Offices  
3680 Old Oakdale Road • McDonald, PA 15057-2580

## ANNOUNCEMENTS

Announcements are made each morning via the Public Address System. Any announcement which is to be made must be approved by the sponsoring faculty member and the principal. All announcements must be in the office with the necessary signatures by 8:00 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 students/group within three days following the conclusion of the events.

## ASSEMBLY PROGRAMS

Throughout the year, assembly programs will be presented for the benefit and enjoyment of the student body. 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 Middle School:

1. Enter the assembly area and sit in assigned seats. **Teachers will sit with their classes. 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, quickly and quietly as possible.

4. Students who fail to attend Wednesday or Saturday detention are denied permission to attend all assemblies.

### ATHLETICS

The following sports are offered to students in grades 7-8:

- Fall: Middle School Football (grades 7 & 8)  
7<sup>th</sup> & 8<sup>th</sup> Grade Girls Soccer  
7<sup>th</sup> & 8<sup>th</sup> Grade Boys Soccer  
7<sup>th</sup> and 8<sup>th</sup> Cheerleading  
7<sup>th</sup> and 8<sup>th</sup> Grade Boys and Girls Cross Country  
7<sup>th</sup> & 8<sup>th</sup> Grade Girls Basketball
- Winter: 7<sup>th</sup> & 8<sup>th</sup> Grade Boys Basketball  
Middle School Wrestling (grades 7 – 9)  
Freshman Club Hockey (grades 6-9)  
7<sup>th</sup> and 8<sup>th</sup> Cheerleading
- Spring: 7<sup>th</sup> & 8<sup>th</sup> Grade Girls Volleyball  
7<sup>th</sup> & 8<sup>th</sup> Grade Boys and Girls Swimming  
7<sup>th</sup> and 8<sup>th</sup> Cheerleading  
7<sup>th</sup> and 8<sup>th</sup> Grade Boys and Girls Track

\*\*Students will remain in class as long as possible on game days. The coaches will notify teachers when students may leave for sporting events.

### ACTIVITIES

The following activities are offered to middle school students contingent upon staff sponsorship:

#### Middle School Art Club

The National Junior Art Honor Society is an extracurricular activity for 7<sup>th</sup> and 8<sup>th</sup> grade students. Membership is available for students interested in art-related activities. Activities include after school meetings to discuss art-related topics or engage in hands-on art activities.

#### Middle School Band (7<sup>th</sup>/8<sup>th</sup> grade)

Students participating in the Middle School Band rehearse on alternating days. Rudimentary content, ensemble techniques, and intonation training are emphasized here. Concert programs are presented during the year.

#### Middle School Band (5<sup>th</sup>/6<sup>th</sup> grade)

5<sup>th</sup>/6<sup>th</sup> grade Band is an extracurricular, after school activity, in which students have the opportunity to learn fundamental performance skills in an ensemble setting. These students will perform at least one concert during the school year.

#### Middle School Chorus (7<sup>th</sup>/8<sup>th</sup> grade)

7<sup>th</sup>/8<sup>th</sup> grade Chorus is a graded course, designed for those who are serious about singing and want to develop their voices and learn various musical repertoires. Students will learn basic music and singing skills in an ensemble setting, while singing music of many cultures and

genres. These students will perform at least two concerts during the school year, possibly incorporating instruments, solos/duets/small group songs, or narrative opportunities.

### **Middle School Chorus (5<sup>th</sup>/6<sup>th</sup> grade)**

5<sup>th</sup>/6<sup>th</sup> grade Chorus is an extracurricular, after school activity, in which students have the opportunity to learn basic music and singing skills in an ensemble setting. These students will perform at least one concert during the school year, possibly incorporating Orff instruments, solos/duets/small group songs, or narrative opportunities.

### **Middle School Drama Club**

The middle school Drama Club is a non-auditioned, non-performance group for all middle school students that focuses on theater basics in a fun and relaxed atmosphere. Students in drama club learn basic theater lingo and improve their acting skills through individual and group exercises, games and activities. Students work on skits and scenes that are presented informally during club time. Depending upon student interest, skits and scenes may be presented for an audience.

### **Middle School Forensics League**

The Forensics League provides students the opportunity to develop speaking skills in concert with other middle schools through competitions. Students meet after school to prepare for the competitions.

### **Middle School French Club**

The French Club is designed to allow students to explore the cultures of various Francophone countries by participating in chaperoned after-school activities such as gargoyle creating, scavenger hunts, cooking, playing authentic games from the target country, viewing movies in French, attending concerts, visiting restaurants, and attending field trips.

### **Middle School German Club**

The German Club is an after school activity that provides students the opportunity to extend their knowledge of the foreign language and culture through active participation utilizing field trips, arts and crafts, games, and other activities.

### **Middle School Library Club**

The Library Club is designed to nurture a love of reading and promote the use of the library to students. Members will be involved in promoting reading throughout the school as well as helping to keep library operations running smoothly.

### **Middle School Lion Hearts**

The Lion Hearts Club is a social service organization for middle school students that foster leadership and responsible citizenship. The focus of the Lion Hearts is to perform community service, enjoy helping others, and enhance personal leadership skills through service.

### **Middle School Musical**

The middle school musical is an extracurricular activity that provides an opportunity for students who enjoy music, drama, art, and dancing to perform on stage, a quality theatrical musical production, as well as an experience working with their peers.

### **Middle School Newspaper**

The middle school newspaper club gives students the opportunity to meet and design a school newspaper. Students will focus on aspects of quality journalism, as well as, the process of publication. The newspaper staff will publish an informative, interesting newspaper quarterly.

### **Middle School Spanish Club**

The Spanish Club is an after school activity that provides students the opportunity to extend their knowledge of the foreign language and culture through active participation utilizing field trips, arts and crafts, games, and other activities.

### **Middle School Stage Crew**

The middle school stage crew allows students the opportunity to be involved in the middle school musical. They will learn what goes on behind the scenes of a musical. They will be given responsibilities to carry out during the performance.

### **Middle School Student Council**

The Middle School Student Council is a volunteer-based organization for students in grades six through eight. Also, two fifth grade students from each homeroom are selected as Council representatives. Student Council is an organization that fosters leadership, creativity, volunteerism, and team work skills.

### **Middle School Yearbook**

The yearbook staff produces the middle school yearbook using current computer software and photography techniques. Staff members choose the yearbook cover, organize the various sections of the yearbook, photograph school events and students, design the page layouts using computer programs created for yearbook production, and crop photographs to fit the page layouts.

## **ATHLETIC/ACTIVITY 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.).**

## **ATHLETIC/ACTIVITY PARTICIPATION**

While participating in any South Fayette Middle School activity, students will abide by the following code. Failure to do so may result in dismissal from the activity.

Substance Use/Abuse:

Any athletic/activity participant known by his/her sponsor to use alcoholic beverages or stimulant-depressive drugs during the course of his or her membership in that activity may be issued consequences that impact the 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 if the occurrence was at school, on school grounds, or at a school function.

**BACKPACKS**

Students are encouraged to utilize backpacks or similar bookbags to protect their textbooks while commuting to and from school. However, students are not permitted to carry backpacks or bookbags throughout the course of the school day. Students will have ample opportunity to visit their lockers at specific times of the day to retrieve items necessary for classes.

**BULLYING PREVENTION PROGRAM**

The middle school has implemented a bully prevention program in grades 5 – 8. Each grade level will present activities in the form of videos, role playing, cooperative groups, class discussion, and written assignments that emphasize some aspect of bullying behavior. The activities will reinforce concepts that reflect a climate of respectfulness and citizenship in the middle school. It is the goal of the middle school to provide the students with an enriched educational experience both academically and socially. The bully prevention program reinforces appropriate behaviors that allow students to interact with each other throughout their middle school experiences. The District adopted Board Policy on Bullying/CyberBullying will be followed in incidences related to bullying.

**BUS TRANSPORTATION AND REGULATIONS**

Students are transported to and from school by school busses. Proper conduct at the bus stop and on the bus is essential to maintain safety. Students are to walk to and from the assigned stop and wait in an orderly fashion. They are to avoid "fooling around" and stand back from the road at all times, waiting until the bus comes to a full stop before boarding.

While riding the bus, students are to remain seated at all times. All behavior that distracts the bus driver is prohibited, including but not limited to standing, pushing, fighting, yelling, smoking, use of profane language, eating, drinking, littering, and the use of radios or other types of electronic equipment. Students who do not comply with bus rules will be reported to the office for discipline. Repeated misbehavior may result in the permanent loss of bus service for the student.

Students must ride the bus to which they are assigned and be transported to their home. Parents requesting that a student be picked up or dropped off at the residence of a permanent caregiver must submit a request in writing. Busses will only pick up and drop off students at regularly scheduled stops. Parents who have questions concerning bussing should contact the school office or the Director of Transportation, at (412) 221-4542 ext. 455.

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 5 minutes prior to the scheduled departure time. Students are not permitted to ride another bus to school without prior permission from the office. **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 high school bus without prior approval of the Building Principal. No bus passes will be issued without a written note from a parent/guardian asking for permission for the designated change.** Students who stay after school for academic assistance from a faculty member may ride home on the elementary or high school bus if they (1) obtain a parental permission slip, (2) sign up in the office one day in advance, and (3) obtain a bus pass from the principal or his/her designee. Permission will be granted on the availability of seats on the elementary or high 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.

### **COMMUNICATON WITH PARENTS**

Since South Fayette Middle School recognizes that parents are the primary educators of their child, communication between parent and school is essential. To increase communication, a Parent Advisory Council has been organized. This body meets monthly in the middle school building, and the dates/times for these meetings can be located on the District calendar. During this meeting, an open-forum agenda allows for exchange of questions and ideas between parents and the middle school principal.

When parents have a question, we encourage you to call or email the individual teacher or the school office. Parents are encouraged to become a part of our middle school parent email distribution list. Parents on this list receive the newsletter and periodic school announcements via email. Parents are asked to visit the district website for directions concerning sign up.

When a student is absent from school, parents will receive an automated phone message. There will also be various other occasions when automated messages may be generated to provide parents with specific school-related information.



**CRISIS COUNSELING**

In the event of a serious or 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, please complete the form below and return it to Mrs. Peggy Daube in the South Fayette Middle School Student Center. All information will be kept confidential.

.....

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_  
would hereby like to inform the South Fayette Middle 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 guidance department.

Parent/Guardian Signature: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Date: \_\_\_\_\_



## DANCES

School sponsored dances will be held for grades 7 & 8 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. (Middle School dances do not permit guests from other schools.)
2. All rules and responsibilities and disciplinary actions that apply to students of South Fayette are in effect at all school functions.
3. No students will be permitted to leave the dance without a parent or re-enter the dance after leaving.
4. Students suspected to be under the influence will be handled according to the Board Policy for Drug and Alcohol Abuse.
5. Possession or use of tobacco products is not permitted.
6. Students must be in attendance at school on the day of the event in order to attend.
7. Students who are suspended, have failed to attend detention, academically ineligible (9 weeks), or are ineligible because of attendance may not attend or participate in any school-sponsored activities.
8. **Students who have been disciplined for three or more Level III or IV behaviors may not attend dances.**

## DISMISSAL

Dismissal for middle school students begins at 2:53 p.m. Students riding busses are called for dismissal first. Students who are walking or being transported by parents are dismissed following bus dismissal. Students attending scheduled activities are also dismissed at this time.

All students who are not under direction of a faculty member must leave the building within ten (10) minutes after the final dismissal bell. Students remaining in the building without proper supervision, will be disciplined according to the Code of Conduct. Students may not remain after school for a sporting event. They must go home and return at the time the event starts.

**Parents are asked not to request an early dismissal after 2:15 unless it is absolutely necessary.**

## **DRESS REGULATIONS**

All students are expected to take pride in their appearance. Any form of dress and/or personal appearance 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.

Additionally, tops which expose midriffs, tube tops, tank tops with spaghetti straps unless they are under a shirt or sweater, halter tops, shorts or skirts less than finger tip length, bandannas, headbands, sunglasses, slippers, pajamas or hats are not permitted. Any article displaying indecent writing, allusions to drugs, alcohol, tobacco, gangs, violent acts, indecent pictures or slogans are inappropriate and will not be considered acceptable dress. Pants that are excessively long pose a safety problem and may not be worn. Pants must be secured properly at waist and not expose boxers or underwear. Coats and outerwear are not permitted to be worn in the school building during regular school hours, 7:45 to dismissal. Outerwear includes such items as winter jackets, parkas, trench coats, windbreakers, and other items not typically worn inside a home or office. If extenuating circumstances should occur within the school regarding extremely cold temperatures, the principal or designee will make exceptions as appropriate. For health and safety reasons, footwear must be worn at all times.

If a student fails to comply with these guidelines, they will be directed to the office and parents will be called to bring appropriate clothing. If the clothing cannot be brought to school, we will have clothing available that students will be given to wear that day. If this is a repeat offense, the matter will be treated as a Level II offense as outlined in the Code of Conduct.

## **ELECTRONIC DEVICES**

Unauthorized use of electronic and/or digital devices is prohibited by students in the school buildings between the hours of 7:30 a.m. to 3:00 p.m. School administrators may seize any evidence indicating a student is violating or has violated the law or a school rule. If a student is in possession of any of these items, the item will be confiscated and turned in to the Student Center. Items will **only be returned directly to a parent/guardian.** Parents/guardians will be notified if an item is confiscated. They may pick the item up that day until 3:00 or any day at their earliest convenience during school hours. (See “Telephones” for specific consequences).

If a cell phone is needed during after school activities, students may keep it turned off inside a backpack in their locker. Ringing phones or phones in students’ possession will be confiscated. Besides the possibility of theft and damage, this policy is designed to prevent distraction and disruption of the educational process. With the addition of camera phones, this policy also respects student privacy.

If you have a specific need to be in possession of any of the above named items, you must request and have a meeting with the principal to receive permission.

## **E-MAIL ADDRESSES (PARENTS)**

We will maintain a communication link with parents who wish to receive such things as the monthly Principal’s Report, etc., electronically through e-mail. We encourage all parents to

sign up for the Middle School Mailing List through the district website at [www.southfayette.org](http://www.southfayette.org). If at any time you would like to unsubscribe from the mailing list or if your e-mail address changes, please go to the website to do these tasks.

### **EMERGENCY AND FIRE DRILLS**

Regular fire drills and periodic emergency evaluation drills will be held throughout the year. Classroom teachers will issue specific instructions that must be followed exactly. No one in the building is excused from participating in a fire or emergency drill.

### **EMERGENCY SCHOOL CANCELLATIONS**

School cancellations, delays, and early dismissals will be recorded on the district voice mail system (412-221-4542 or 724-693-9468) and the district Electronic School Information System (724-693-9960). Information will also be broadcast over the local media.

**\*\*It is important that parents have an emergency plan in place in the event of an unexpected emergency dismissal. Parents must update changes in phone numbers and e-mail addresses for emergency contact immediately and all students should be aware of family plans in the case of an emergency.**

### **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 or more level III or IV 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 obligation for Saturday detention as set forth 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.

### **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).

## **FOOD COURT PROCEDURES**

Lunch is served in the food court. Monthly menus are published and emailed home at the end of the preceding month. Students in the middle school may purchase their lunch for \$2.05. On occasion “Specialty Baskets” will be offered ranging in price. These prices will be clearly marked in the Food Court. A free or reduced cost lunch program that is based on family size and income is available to all families. Information and applications for this program are sent home with the students on the first day of school. If you have any questions about this program, please call the food service department at extension 279.

The following procedures are to be followed during the lunch period:

- Students are to report to the food court and remain seated during the entire lunch unless given permission otherwise.
- Students who desire to leave the food court during lunch must present written permission which was obtained prior to the lunch period.
- Students are expected to wait in line in an orderly fashion without cutting in front of each other.
- Students should talk in a normal tone of voice in the food court; shouting or loud voices are not permitted.
- Students are not permitted to take food or drinks from the food court without permission.
- Students are responsible for disposing of all of their own trash in the proper receptacles and returning trays to the designated areas.
- No food may be ordered from outside vendors.
- Parents are not permitted to bring lunch for groups of students.
- Parents bringing in lunches **for their children** must bring them to the office.

Students who behave improperly in the food court are subject to building code of conduct rules and consequentially will be assigned to eat in isolation.

### ***LUNCH PROGRAM***

6/2011

### **Charging Policies:**

Parents/Guardians are required to keep a positive balance in their child’s account at all times. We urge parents to visit [www.cafeprepay.com](http://www.cafeprepay.com) to set up an account that will enable them to view their child’s balance, purchasing history, and payment history. For an added convenience, Parents can make a credit card payment (on- line) via Café Prepay. There is a \$2.50 service fee for each transaction placed on-line using a credit card. 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 on line using the café prepay 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” school main office
- 3) Send payment to the home room teacher
- 4) Mail in payment – US Postal Service
- 5) Parents have the option of utilizing Café Prepay (on line) credit card payment

(Preferred)

6) Middle and High School students can pay at the register for themselves AND Siblings. You may mail the payment to:

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

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



**Look under the “FOOD SERVICE TAB”** on our

[www.southfayette.org](http://www.southfayette.org) school web site.

- 2011-2012 Free and Reduced Meal Packet
- **COMPASS** (Commonwealth of Pennsylvania Access to Social Services)
- Nutritional Breakdown of Menu Items
- NEW Fluid Milk Regulations- Parental and Doctor Sign off Sheet
- Gluten Free Menu –special arrangements must be made (724)693-3019 Ms. Tricia Wood
- School Pricing, Food Court Diagrams and **Tours**
- Charging Policies – School Board Approved

Please submit your Free and Reduced application as soon as possible. Every student will receive a “Nutritional Services Packet” on the first day of school. Applications are also posted on line and can be accepted throughout the school year depending on changes in your family’s financial situation. Feel free to fax over a completed application to 724-693-8832. This is a private fax line in the Directors of Food Services secured office.

### **MIDDLE SCHOOL:**

Parents/Students are required to keep a **positive cash balance in their accounts at all times**. We urge parents to set up an account on [www.cafeprepay.com](http://www.cafeprepay.com) to view their child’s balance and participation. (You will need your students ID number- ask you child what their account number is or call the Middle School (412) 221-4542 x227 ask for (Judy Howcroft – MS Kitchen Leader) Students are reminded daily of their balances. A phone call or courtesy email is sent home if the verbal reminder is not responded to. (Note: Please have current email address sent to: [jhowcroft@southfayette.org](mailto:jhowcroft@southfayette.org)) If the phone call or email is not responded to, then the Director will arrange a meeting with the Director of Finance and Principal to discuss the unpaid balance.

**For ALL Students:** If delinquent balances become excessive, parents/guardians will be requested to meet with the Food Service Director, Principal and Business Finance Director. Delinquent accounts could jeopardize your students’ participation in the National School Lunch Program. At the Elementary and Middle School Level – all students will be provided a lunch daily.

The Pennsylvania Department of Education – Food & Nutrition Division train that parents are required to send in lunch money or a packed lunch daily – State limits the times that a family can forget lunch money to 3 times per school year.

## **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 students 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 “Café Prepay” that is offered to all parents so that they may view their child’s balance and purchasing habits.

## **Who do I call??**

### **WHO DO I CALL WHEN I HAVE A QUESTION ABOUT MY CHILD’S CAFETERIA ACCOUNT?**

Elementary: Kitchen Leader: Deb Deep (412) 221-4542 x334  
Middle School: Kitchen Leader: Judy Howcroft (412) 221-4542 x227  
High School: Kitchen Leader: Aimee Dernosek (412) 221-4542 x 277

### **CAN I SEE WHAT MY CHILD IS EATING EACH DAY OR WHAT MY CHILD’S BALANCE IS?**

Yes, simply visits [www.cafeprepay.com](http://www.cafeprepay.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.

### **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. Seeing that we do not always receive current email addresses from parents, this method isn’t always accurate. To solve this, we do advise parents/guardians to visit [www.cafeprepay.com](http://www.cafeprepay.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.

Note: We do not always have an updated email address for each family, or your virus scan recognizes our group email as spam mail, we might not be able to successfully email you a “courtesy reminder” letting parents know what their child’s owes the cafeteria. We do encourage you to send an updated email address. Because of this loophole, we recommend that you register with Café Prepay and view your child’s account from home. Please provide an updated “email” address to your child’s main office or phone (412) 221-4542 x8277# Aimee Dernosek – or email [foodservice@southfayette.org](mailto:foodservice@southfayette.org) to provide your email address or you can fax your email information to office (724)693-8832

### **HOW WILL I KNOW WHAT MY CHILD’S BALANCE IS?**

We encourage the parents to set up an account with [www.cafeprepay.com](http://www.cafeprepay.com) so that you can view your child's participation and balance.

## **HOW MUCH DOES A LUNCH COST?**

### **2011-2012 School Year:**

**Elementary:** \$1.75 for a complete meal with milk. \$2.25 & \$2.50 for a premium Meal (example: Pizza Hut, Hummus and Meatless Meals or other premium items) Reduced lunch is \$.40 For Packers – they may purchase a milk, water, 100% juice box for \$.50 /\$.60 cents  
Hummus Meals are \$2.25 and Meatless Yogurt meals are \$2.00

**Middle School and High School:** Lunch is \$2.05 for a complete meal with milk. Reduced Lunch is \$.40. Premium Meals are also offered at premium meal pricing: (i.e. \$2.25, \$2.50 and \$2.75) Visit our Web Site ([www.southfayette.org](http://www.southfayette.org)) under the food service tab for diagram of the food court layout and pricing.

**Breakfast:** Middle School and High School offer breakfast at \$1.25; also the price for qualifying families for reduced breakfast is \$.30. Breakfast "Specialty Bars" are open daily and on early dismissal days.

**Take the time to view all Charging Policies.**

## **WHAT DO I DO IF MY CHILD HAS AN ALLERGY?**

Please complete the "Diet Prescription for Food Allergies and/or New Fluid Liquid Milk Allergy Form for Milk/Dairy Allergies" attachment on the food service website and have it signed by your child's physician. Drop a copy off to the school nurse or Food Service Department. All students that have a food or beverage allergy/sensitivity must fill out one of these forms complete with a physician's signature. Exception: If you have already submitted a "504" form with Dr. Nancy Sullivan, you do not have to fill out the "Diet Prescription". If your child has a life threatening allergy – please school nurse as soon as possible or myself. We now offer "Gluten Free" Meals by special arrangements - Please phone 724-693-3019 (Tricia Wood)

## **WHAT MEAL CHOICES IS MY CHILD OFFERED DAILY?**

**Elementary School:** See attached layout and information. Most meals are \$1.75  
First Choice: MONTHLY MENU - The offering listed on the monthly menu posted on the Foodservice website  
Second Choice: Hot Dog Meal complete with fruit, veggie and Milk (Low-fat turkey hotdog)  
Third Choice: PB& Jelly Meal complete with fruit, veggie and Milk  
Fourth/Fifth Meal Choice: Gourmet Tossed Salad Meal with assorted lettuce, brocc, assorted Veggies, **Cheese** or **Meat** choice, Fruit cup, wheat roll and Milk  
Sixth Meal: Hummus- Meatless meal, mini bag of pretzels, wheat roll, veggie (mini carrots) and (2) Fruit cups and Milk \$2.25 Meal Price  
Seventh Meal - Meatless "Yogurt" Meal with (1) pack crackers, String Cheese, wheat roll, veggie And/or fruit cup and Milk \$2.00 Meal Price

## **WHAT LUNCH PATTERNS DO WE FOLLOW? HOW DOES THE LUNCH WORK?**

High School and Middle School are considered “*offer vs. serve*” meaning they are offered all 5 components of the National School Lunch Program, however, they can decline 2 of the 5 choices and this still qualifies as a meal. They must take 3 items to qualify as a meal. If they choose less than 3 items – these items will count as an a la carte creation, will not count as a reimbursable meal and the student will be charged a la carte pricing. Students that qualify for free and reduced meals must take at least 3 items to qualify as a reimbursable meal.

**MIDDLE SCHOOL AND HIGH SCHOOL: See Tour /food court layout and pricing on web site under food service tab.**

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 2011-2012 school year the prices are presented below.

**Staff Meals: \$2.65 Meal, Tier 1, 2, 3 are priced accordingly: \$2.85, \$3.15, \$3.45  
Staff Breakfast is \$2.25**

**Student and Staff Pricing:**

	Type A Meal Pricing	Tier 1	Tier 2	Tier 3
<b>LUNCH</b>				
ES Student Meals Lunch	\$1.75	\$2.00	\$2.25	\$2.50
MS Student Meals Lunch	\$2.05	\$2.25	\$2.50	\$2.75
HS Student Meals Lunch	\$2.05	\$2.25	\$2.50	\$2.75
Staff/Adult Meals Lunch	\$2.65	\$2.85	\$3.15	\$3.45

**Breakfast**

MS & HS Breakfast Buffet	\$1.25			
<b>Reduced Breakfast</b>	Qualified Reduced Families Pay \$.30			
<b>Staff Breakfast</b>	\$2.25			

***WHAT IF I HAVE MONEY LEFT OVER AT THE END OF THE SCHOOL YEAR?***

Monies 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 [wood@southfayette.org](mailto:wood@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 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 (724) 693-3019 Tricia Wood, Director of Food Services  
Thank You for participating in the National Lunch and Breakfast Program.

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

According to these guidelines:

- \*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.)
- \*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.
- \*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.
- \*Hoagies, donuts, candy and snacks used as fundraisers, may not be sold or distributed near the food court during lunch.

### ***Student Accounts***

Each student is issued a photo ID card that is linked to the debit system in the food court. Parents may add money into an account that students will use to purchase lunch each day. Each student must have a photo ID card with them at all times. Students are not permitted to charge on another student's account without approval from the Supervisor of Food Services.

### ***Credit Limits***

Students are required to keep a balance in their account from which to purchase their lunch. They will be reminded daily when they are about to exceed their account balance. When a student exceeds the balance in their account, food service personnel will call the family to report the overdrawn account and follow the phone call with a letter. Families need to apply monies to the account promptly. Please remember it is your responsibility to keep all accounts current. If delinquent account balances become excessive, parents/guardians will be called for a meeting with school personnel.

### ***Payments***

Payments may be made in the form of cash, check or money orders. **Always** record your child's name and ID# on the check or envelope. Checks should be made payable to South Fayette School Cafeteria and sent directly to:

South Fayette High School Food Court  
3640 Old Oakdale Road  
McDonald, PA 15057-2580  
Attn: Tricia Wood

Payments can also be sent to school along with your child and dropped at the office.

***Returned Checks***

Checks returned for non-sufficient funds to our cafeteria will be charged an additional \$25.00 fee.

***Free and Reduced Lunch***

Free and reduced lunch applications are available to students who qualify. Applications can be accepted anytime during the school year. All applications are kept private and confidential. Our computer system "Comalex" maintains status confidentiality of all our students.

***Replacement cards***

Photo ID cards are mandatory and are required to be visual at all times. Lost or damaged cards should be replaced immediately. The replacement cost is \$5.00 made payable to the South Fayette School District.

***Special Dietary Needs***

All special dietary needs or allergies should be reported to Supervisor of Food Services. If special dietary needs are required, a written letter must be provided by your Physician.

**GUIDANCE**

The purpose of guidance services is to help students in social, emotional, educational, vocational, and personal development. The counselors are in the guidance office in the middle school daily during school hours. Conferences with students receive first consideration of the counselors' time and are scheduled whenever necessary. The counselors will assist the student in areas such as recommending materials to improve study habits, helping students make curriculum selections as they move to the high school, and in offering aid in problems of adjustment such as listening to students and discussing problems. Parents are also encouraged to contact the guidance counselors, Mr. Michael Perrott, at (412) 221-4542, ext. 219, and Mrs. Justina Perrott, at (412) 221-4542, ext. 605, when issues arise with their student.

**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. No student may leave a classroom without permission from the teacher.

**\*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 AND STUDENT AGENDAS**

Homework is necessary to reinforce a student's daily classwork. Parents are encouraged to assist their student in developing good study habits which include self-discipline and independence. Time should be budgeted for homework. Students can anticipate 60-120 minutes of homework daily depending upon their grade level.

Students in all middle level grades will be provided with an Agenda compliments of the Middle School Parent Advisory Council. This assignment book is to be used by the students daily to record both short and long term assignments. Parents may be asked to sign the Agenda indicating that they are aware of assigned work and have reviewed the completed assignments. Each grade level team of teachers will review the use of the Agenda with their students and communicate specific requirements for its use to the parents.

Organization is a skill that is developed throughout life. Middle schoolers are not, by nature, organized. Therefore, it is incumbent upon both teachers and parents to guide the students in the development of this lifelong skill. The use of the Agenda is an important aid in the development of this skill.

### **HOMEWORK HOTLINE**

Parents and students in the Middle School may access homework information for their core academic subjects by calling the Homework Hotline. Teachers from each team will record assignments on a daily basis prior to 4:00 p.m.

Grade 5	412-221-4542 x 81773#
Grade 6	412-221-4542 x 81702#
Grade 7	724-693-9960
Grade 8	724-693-9960
Foreign Language (5-8)	412-221-4542 x 81701#

### **HOMEWORK FOR ABSENT STUDENTS**

1. Calls must be into the office between 7:30 and 8:15 a.m. for homework to be available at the end of that day.
2. For calls received after 8:15 a.m., homework **will not** be available until the next day.
3. Calls should not be placed for homework unless the student is absent **two or more days**.
4. When homework is gathered for a student and placed in the office, it is expected that it will be completed upon the student's return. **No time extension will be given.**

## **ILLNESS, ACCIDENTS AND NURSING SERVICES**

All accidents or illness should be reported to the office or school nurse promptly. The appropriate care will be administered by school personnel. Parents will be notified.

The nurse's office is for emergency cases only. Only injuries or sudden illnesses occurring during the school day will be cared for in the nurse's office. Pupils must secure a note from their classroom teacher and then report to the 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 nurse. The student will be permitted to stay in the health office for only one period. 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 prior documentation is submitted to the school nurse:

Physical	Grade 5 or 6
Vision, Height, Weight	Grades 5-6-7-8
Hearing	Grade 7
Dental	Grade 7
Scoliosis	Grades 6 & 7

### **BMI (Body Mass Index) Student Screenings**

Section 1402 of the Public School Code requires each child to 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.

## **INSTRUCTIONAL SUPPORT TEAM**

Instructional Support services are available to students in grades 5 through 8. Instructional Support is a 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 be in need of special educational services. Any student who experiences consistent academic or behavior difficulties may be a candidate for IST services. Parents, teachers, and other educators may request the services of IST for a student.

When a student is referred for IST assistance, an initial assessment of the student's academic, behavioral, and/or coping skills is performed by Instructional Support teacher. The team, which consists of teachers and the student's parents, then determines what interventions may be necessary to enable the student to maintain a level of success in the classroom. Strategies are implemented and progress is monitored to determine if positive changes have taken place. If progress does not occur, a multidisciplinary evaluation may be recommended.

### **INVITATIONS**

Students are **not** permitted to bring invitations to personal events (such as parties) to school for distribution. Please handle these matters outside of school.

### **LATE START FOR SCHOOL DAY – MONTHLY**

As part of their collective bargaining agreement with the school district, South Fayette teachers will come in early on designated Mondays for purposes of Staff Development that include learning new technology, training in curricular areas, and utilizing other tools that will enhance education for SF students. The late-start Mondays will occur September 20, October 18, November 15, December 20, January 24, February 7, March 7, April 18 and May 23. The middle school day will begin at 10:10 a.m. and class periods will be adjusted accordingly.

### **LOCKERS**

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

Students are assigned lockers. Students must use the lockers to which they are assigned and may not share lockers or use a locker not assigned to them. The custodial staff will periodically remove belongings found in unassigned lockers. Students are not permitted to affix stickers or other adhesive items to the lockers.

### **MEDICAL EXCUSES for PHYSICAL EDUCATION**

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 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 guidance office and given alternative assignments and/or an Adaptive Physical Education Program.

A medical excuse **DOES NOT** exempt a student from the requirements of physical education.

## MEDICATION AT SCHOOL

**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 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.

**Varicella** (Chicken Pox) immunity, either from vaccination, history of disease, or laboratory testing for new school enterers (Kindergarten or first grade) and for students entering **seventh grade**; and three doses of **Hepatitis B** Vaccine (for students entering seventh grade).

### I. 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 (note or medication form) authorizing the administration of the prescribed medication.
- C. Prescription medication must be in a pharmacy labeled bottle containing:
  - 1. Name and telephone 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

### II. 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 the 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.

### III. Storage of Medication

Medication shall be kept in a secured appropriate storage area in the health office.

### IV. 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 nurse will verify this information with a phone call to the parent/guardian.

V. Request for Administration of Medication During School Hours Form

This form is available in the health office, on the school nurse web page under Pupil 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.

VI. Medication Administration

All medications shall be administered by the school nurse or self-administered by the student upon 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.

VII. Emergency Medications

Under emergency medical situations such as anaphylactic shock, the school physician has ordered certain medications, such as epinephrine (Epi-Pen or Epi-Pen Jr.) to be administered.

VIII. Self-administration of Inhalers

**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. 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 an 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 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 contact 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.**

**SOUTH FAYETTE TOWNSHIP SCHOOL DISTRICT**  
**REQUEST FOR ADMINISTRATION OF MEDICATION**

**DURING SCHOOL HOURS**

**Fax 724-693-2762 (K to 4)      Fax 724-693-0860 (5 to 8)      Fax 724-693-9843 (9 to 12)**

The South Fayette Township School District requests that medication 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 include both physician and parent signature.* No “**over-the-counter**” medication will be given to any student without an order from a physician, along with signatures from the physician and parent. All **PRESCRIPTION** medication must be in a pharmacy labeled container. The label must include the name and phone number of the pharmacy, the pupil’s name, the physician’s name, the medication, the currently prescribed dose, time of administration and the Rx numbers. All **NONPRESCRIPTION** medication must be in an original container.

All medications shall be brought to the school by the parent and kept in the nurse’s 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.

STUDENT’S NAME  
LAST: \_\_\_\_\_ FIRST: \_\_\_\_\_ GRADE: \_\_\_\_\_ AGE: \_\_\_\_\_

PHYSICIAN’S NAME (please print): \_\_\_\_\_

PHYSICIAN’S PHONE \_\_\_\_\_ FAX \_\_\_\_\_

DIAGNOSIS: \_\_\_\_\_

NAME OF MEDICINE: \_\_\_\_\_ DOSAGE: \_\_\_\_\_ ROUTE: \_\_\_\_\_

IF MEDICATION IS TO BE GIVEN **DAILY**, AT WHAT TIME? \_\_\_\_\_

IF MEDICATION IS TO BE GIVEN “**WHEN NEEDED**,”  
DESCRIBE INDICATIONS: \_\_\_\_\_

HOW SOON CAN IT BE REPEATED? \_\_\_\_\_

LIST SIGNIFICANT SIDE EFFECTS: \_\_\_\_\_

LENGTH OF TIME THIS TREATMENT IS RECOMMENDED? \_\_\_\_\_

OTHER INFORMATION: \_\_\_\_\_

PHYSICIAN’S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**TO BE COMPLETED BY PARENT/GUARDIAN:**

**I understand fully the directions that have been given to the school by the physician and agree to permit the school to administer this medication to my child. In consideration of the school district’s agreement to use good faith efforts to properly administer this medication, the district is hereby relieved from liability for any failure to properly administer the same. I also authorize the school to contact said physician regarding this medication**

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



## **OPEN HOUSE**

Parents, families, and community members are cordially invited to join us in "Celebrating Excellence in Learning" in the South Fayette School District. This event will take place annually in the Spring. This will be an excellent opportunity to view student work and share our pride in student accomplishments.

## **PAC/PARENT VOLUNTEERS**

Parents/guardians are encouraged to take an active role in the educational experiences of their student. If you are not a parent volunteer, middle school is the perfect time to start. If you are, don't stop. Several opportunities are available for parent involvement.

Parent Advisory Council (PAC) is an organization of middle school parents who meet once a month. This group is essential to the "life" of our middle school. For information concerning becoming involved, please contact the school office. Dates and times for meetings can be found on the District calendar.

## **PARENT-TEACHER CONFERENCES**

Parent-Teacher Conferences will be held at the end of the first nine-week period in November.

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 or by calling the school office.

## **POWER SCHOOL PARENT PORTAL**

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 is called PowerSchool and is a part of the initial enrollment process. If you have questions on this service, contact Mr. Rob Warfield at (412) 221-4542, Ext. 245 or warfield@southfayette.org.

## **RESTROOM POLICY**

The restrooms in the middle school are provided for the benefit of all students. They are to be used only for the intended purpose. To ensure appropriate restroom use, the following policy is in effect:

1. Students are not to loiter or linger in the restroom; they are not locker rooms nor are they beauty salons; use it quickly and depart.
2. The restrooms will be monitored by the administration and teaching staff.
3. Keep your restrooms clean and orderly. Be respectful of others who use the restrooms. Remember this is your school.
4. Please report to the office immediately any restroom damage or maintenance problem.
5. Failure to adhere to these guidelines will result in the restriction of lavatory privileges.

## **SCHOOL ISSUED MATERIALS**

Textbooks, calculators, musical instruments, etc. are issued to students for use during the school year. Students are responsible for returning the specific materials (often indicated by a number) issued to them. Students who have damaged materials or materials that are lost or stolen are responsible and must pay the replacement cost of the item. Report cards will not be issued until all fees are paid.

## **SCHOOL STORE**

There is a school store located in the middle school food court. Students may purchase school spirit items, South Fayette clothing, and various school supplies at the school store. Please do not permit students to bring large amounts of money to school for school store purchases. Parents are encouraged to visit the school store to make purchases requiring large amounts of money.

## **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 Celeste Whaley at (412) 221-4542, Extension 428.

### **Services for Disabled Preschool Age Children**

Services for special needs 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
- Mental Retardation
- 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 is 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 is 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 Pupil Personnel.

## **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 guidance counselors review report cards, health records and group-based testing such as the TerraNova Standardized Achievement Test, TerraNova School Ability Test, and 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 be in need of 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 guidance 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, ext. 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, Ext. 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 Pupil services.

### **South Fayette School District's Annual Child Find Notice and Student Records Notice**

**June 2011**

The Family Educational Rights and Privacy Act of 1974 (FERPA - C.F.R. Part 99), was most recently amended January 8, 2008, state regulations (Chapter 14-Special Education Services and Programs, Chapter 12-Student Rights and Responsibilities) and district policy.

It is the intent of this Annual Notice and policy to inform both parent(s)/guardian(s) and eligible children (i.e. students 18 and older) of their rights relevant to their privacy rights in the collection, maintenance, release and destruction of these records as required by the *Family Educational Rights and Privacy Act (FERPA)*, 20 U.S.C. '1232g. 34 C.F.R. part 99 and the No Child Left Behind Act of 2001.

Annual notice of this policy is given on the District's website, in the School Calendar, in building handbooks and hard copies are available in the main lobby of the administration building.

The different categories of information maintained by the school district are as follows; educational and health records, personally identifiable information and directory information. Information known as directory information can be released without consent. Parents may opt out of this by requesting in writing to the school principal that some or all directory information not be released. In addition, photographs and/or videos may be used in newspaper articles highlighting various school activities or television coverage of school events. If you do not wish your child to be photographed or videotaped for these purposes, you must inform the district in writing.

**Education Records** include records directly related to a student that are maintained by the South Fayette School District. The Educational Records of the District may include all of the following (this list is not intended to be exhaustive): grades, standardized test results, student evaluation reports, samples of student work, records transferred from sending schools, discipline records, medical records and any other records created and maintained by the school district directly related to the student. Educational records do not include communications with legal counsel that are attorney client privileged. Educational Records do not include records maintained solely by the creator for their personal use, not shared with others. The contents of a student's educational file shall be determined by the District unless a specific parental request is made or a complaint is made, consistent with this Notice.

The District shall permit the parent/guardian(s) of a student or an eligible special education student, who is or has been in attendance in the District, to inspect and review the education records of the student upon written request. The District will comply with a written request to review records within a reasonable period of time (never to exceed 45 calendar days from the date of written request) after the request has been made. When there are special cases and where necessary, a parental request to review records will be granted and arranged as soon as possible. Visits to review a student's records shall be arranged and facilitated by the building principal or designee, or any party selected by the District, for the purposes of security and assistance in explaining or interpreting the data. The right to inspect and review education records includes:

1. The right to a response from the District to reasonable requests, made in writing, for explanation and interpretations of the record; and
2. The right to obtain copies of records from the District where failure of the District to provide the copies would effectively prevent a parent or eligible student from exercising the right to inspect and review the educational records (e.g. where the parent lives too far to come review the records personally). ***A reasonable fee of .25 will be charged per page for duplicate copies of documents already provided to parents/guardians.***

In accordance with FERPA, the District will not produce or compile documentation that does not already exist.

It is presumed by the District that both natural parent/guardian(s) of a student has authority to inspect and review the education records of the student at the school in the child's attendance area (main office) by appointment unless there is evidence that there is a legally binding instrument, or a State law or court order governing such matters as divorce, separation or custody, which provides to the contrary. A District designee will sit with the parent when the parent reviews the records in a private conference area of the main office.

**Under federal law, parental consent is not required for the release of Directory information, which is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.**

The District designates the following as **Directory Information means:** information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

- (a) Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (*e.g.*, undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.
- (b) **Directory information does not include a student's ---**
  - (1) Social security number; or
  - (2) Student identification (ID) number, except as provided in paragraph (c) of this section.
- (c) Directory information includes a student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

**A written record of this information, or microfilm copy of the same, including grade level completed and year completed, may be maintained at least 100 years after a student attains age 21. A parent/guardian or eligible student may notify the District in writing of their refusal to allow the District to release directory information without prior consent.** Such written refusal for consent must be sent to Director of Pupil Personnel, Dr. Nanci A. Sullivan, South Fayette School District, 3660 Old Oakdale Road, McDonald, PA 15057

Pursuant to Section 9528 of the *No Child Left Behind Act*, the District is required to release student directory information (access to names, addresses, and phone numbers of high school juniors and seniors) to **military recruiters and college admissions officers**. The *No Child Left Behind* law requires high schools to release information to colleges or other high learning institutions upon request. Any parent/guardian or student who has reached age eighteen may notify the District **in writing of their refusal** for this information to be released. Letters seeking the withholding of information to military recruiters should be

sent to: Dr. Nanci A. Sullivan, Director of Pupil Personnel, South Fayette School District, 3660 Old Oakdale Road, McDonald, PA 15057.

Per federal guidance, **student medical records**, maintained by the nurses' office, are considered educational records and will be shared with staff who the district determines have a legitimate educational interest in the information and a need to know medical information to protect the safety and health of the student. **Once provided to the District, specific parental consent will not be sought to share information on a need to know basis. Parental requests to maintain the confidentiality of specific medical information must be made in writing to the nurses' office.** Requests for complete confidentiality of medical information will be granted at the discretion of the nurse. These requests will be granted unless dangerous to the student.

If the agency reported a crime committed by a student with a disability the district will ensure that copies of the special education records and disciplinary records of the student will be transmitted properly and only to the extent possible that the transmission is permitted by the Family Educational Rights and Privacy Act.

The District can communicate about sex offenders from agency to agency.

The District shall obtain the written consent of the parent(s)/guardian(s) of a student age eighteen before disclosing personally identifiable information, other than directory information, from the education records of a student to a third party. Consent is not required where the disclosure is to the parent/guardian(s) of a student who is not an eligible student or the student himself or herself.

#### **Personally Identifiable Information**

The term includes, but is not limited to ---

- (a) The student's name;
- (b) The name of the student's parent or other family members;
- (c) The address of the student or student's family;
- (d) A personal identifier, such as the student's social security number, student number, or biometric record;
- (e) Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
- (f) Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
- (g) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

#### **Uses of Personally Identifiable Information:**

The district may disclose personally identifiable from the education records of a student without written consent of the parent/guardian(s) or the student or the eligible student in several situations. See 34 C.F.R. Part 99. Some important examples of when no consent to release information include (list not exhaustive):

1. To other school officials, including teachers, guidance counselors, nurses, and I.U. personnel within the District who have been determined by the District to have legitimate educational interests or are providing instruction or services to students. The District has determined that all school employees involved in the direct supervision of a student (academic or non-academic) (including support staff) have a legitimate education interest in academic and health related student information if the information is necessary to ensure appropriate fulfillment of their professional duties and to ensure the health and safety of the student.
2. To officials of another school or school system or post-secondary schools in which the student seeks or intends to enroll, subject to the requirements set forth in 99.34. Parents may request a copy of the record sent.
3. To appropriate parties in a health or safety emergency, subject to the conditions set and 99.36, if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
4. Information designated by the District as Directory Information.
5. Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - Specified officials for audit and evaluation purposes
  - Appropriate parties in connection with financial aid to a student
  - Organizations conducting studies for or on behalf of the school
  - Accrediting organizations

- To comply with a judicial order or lawfully issued subpoena
- State and local authorities, within the juvenile justice system, pursuant to specific state law
- Contracted, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph---
  - (1) Performs an institutional service or function for which the agency or institution would otherwise use employees;
  - (2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
  - (3) Is subject to the requirements of §99.33 (a) governing the use and redisclosure of personally identifiable information from education records.
  - (ii) An educational agency or institution must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. An educational agency or institution that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement.

When providing records to authorized third parties, the District will make a reasonable attempt to notify the parent/guardian(s) of the student or the eligible student of the transfer of the records at the last known address of the parent(s)/guardian(s) or eligible student. Per state law, the District will not provide any notice of transfer of records of a student to a school in which a student seeks or intends to enroll.

The District maintains student records in a locked storage room located at South Fayette High School. This storage room contains special education student records, gifted education student records, student health records, 504 Student Service Plan records, etc. Current original special education records with psychological records are maintained in the Department of Pupil Personnel. All district records of students (K-12) who were evaluated by the school psychologist(s) and found not to be non-exceptional are kept and are secured in the school(s)' offices. All records are kept in a secure location and access to files is limited.

**PLEASE NOTE: SOUTH FAYETTE SCHOOL BOARD POLICY 216 PROVIDES RESIDENT STUDENTS AND THEIR PARENTS WITH NOTICE THAT THE DISTRICT MAY DESTROY RECORDS UNDER THE FOLLOWING CIRCUMSTANCES AND TIMELINES:**

- a. **Records that include a student's name, address, grades, attendance records, classes attended, grade level completed and year completed may be destroyed once 100 years have passed since the student's 24<sup>th</sup> birthday.**
- b. Special Education records, Section 504 records, Instructional Support Team (IST) records, and health records may be destroyed once 10 years have passed from the date a student has graduated or reached graduation age (if exiting the district before graduation) as long as there is no outstanding request to inspect and review the records and the records are no longer deemed useful to the school district.
- c. Notice of destruction of these records is provided annually via this publication. Educational records of a student are longer needed by the District to provide educational services at the end of one year following a student's graduation from the District. A parent/guardian may submit a written request for the destruction of all education records at that time.
- d. Destruction will proceed where parents or eligible students have not requested copies by November 1<sup>st</sup> of the year the records may be destroyed as per paragraphs A&B above. Parents or students over eighteen have the right to request a copy of their record before destruction.

Parents are reminded that copies of the records might be needed for the acquisition of Social Security benefits or for other purposes.

**Amendment of Education Records**

A Parent/guardian or eligible student has the right to request amendment of a student's educational file if it is believed that any information is inaccurate, or in violation of a student's rights. The educational agency shall decide within a reasonable time whether to amend the record. If the school district decides not to amend the educational record it shall notify the parent/student of the right to and arrange an informal hearing. The hearing will be conducted by an official of the District without an interest in the outcome, who will be either the Assistant Superintendent of Curriculum and Assessment or their designee. The parent may present relevant evidence. The District will issue a written decision based on the hearing.

Informal inquiries may be sent to : [ferpa@ed.gov](mailto:ferpa@ed.gov) or [ppra@ed.gov](mailto:ppra@ed.gov). The website address is: [www.ed.gov/policy/gen/guide/fpcd](http://www.ed.gov/policy/gen/guide/fpcd)

Complaints regarding violation of rights accorded parent(s)/guardian(s) and eligible students with respect to student records are to be submitted to Director of Pupil Personnel, South Fayette School District, and 3700 Old Oakdale Road, McDonald, PA 15057 in writing. All Complaints will be investigated and responded to in writing within a reasonable period of time. If complaints cannot be satisfactorily resolved by the District, complaints can be filed with the following

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605**

Questions regarding the above information or requests for a copy of the records policy may be referred to: Dr. Nanci A. Sullivan, Director of Pupil Personnel, South Fayette School District, 3660 Old Oakdale Road, McDonald, PA 15057.

### **Screening and Evaluation**

The South Fayette School District employs the following procedures for locating, identifying and evaluating the needs of school age students who may require special education programs and/or services. These procedures, as required by state regulation, are as follows:

As prescribed by Section 1402 of the Pennsylvania school code, the district routinely conducts health screenings for kindergarten (K) through 12<sup>th</sup> grade students and new students without history of recent exams: Vision (Gr. K-12); Hearing (Gr. K, 3, 7 and 11 and any student with a known history of hearing loss); Mandated Physical Exams (Gr. K, 6, and 11); Dental Screenings (Gr. K, 1, 3, and 7); Scoliosis Screening (Gr. 6, 7) and Body Mass Index (BMI) screening (Gr. K-12).

Speech and language skills are screened in kindergarten and on a referral basis by speech clinicians.

Gross-motor and fine-motor skills, academic and social-emotional skills are assessed by the teachers and support staff. Screening activities include: review of group-based data such as cumulative enrollment and health records, report cards and academic skills scores. Identified needs from these screening sources, as well as information obtained from parents and outside agencies, is assessed, noted within the student's record and discussed with parents.

South Fayette School District has intervention/prevention teams in place to support students as a pre-referral system. At the elementary school (K-4), a child study team has been established as part of the pre-referral intervention process. The team consists of principals, guidance counselor, regular education teachers, reading specialists, school psychologist when needed and special education staff when needed. Parents are also part of this process and are contacted and strongly encouraged to participate in all phases of the child study team process. The Child Study Team assists teachers and parents with supporting students who are experiencing academic, behavioral, medical, emotional and social skills difficulties.

In the middle school, an "Instructional Support Team (IST)" model is utilized as part of the pre-referral intervention process. The middle school has an IST teacher who coordinates and oversees the IST pre-referral process. She coordinates all meetings between parents and staff and identifies researched evidenced-based strategies that can be implemented in the regular education classroom setting for students who are at-risk. She assists the IST Team with developing appropriate academic goals that the students need to achieve in order to succeed academically in the regular classroom setting. The IST teacher also monitors the effectiveness of the instructional strategies that are utilized in the regular classroom environment. She also works with students on study skills, organizational skills, preparedness, etc. She will on occasion provide individual or small group focused tutoring sessions.

The South Fayette Student Assistance Team (SAP) is an additional support used by the district to identify at-risk students. SAP teams are currently in place at the middle and high school levels. SAP is a cooperative effort with parents in utilizing the support staff, students, and community through contracted services with FamilyLinks and Turtle Creek. It is a proactive prevention/intervention program that attempts to provide intervention before school performance is seriously compromised. The SAP Core Team of individuals are trained in the SAP Model and focus on screening/intervention for student who may be experiencing drug and alcohol, depression, and/or family issues, referrals to appropriate agencies or treatment facilities, aftercare for those returning from treatment, and crisis intervention as needed.

If appropriate, a referral process is initiated at each building level through the Child Study Team, Instructional Support Team, and Student Assistance Teams (SAP), guidance departments, principals or the Department of Pupil Personnel Services. Assessment data is used by the team to meet the student's specific needs by recommending modifications or adaptations to the regular education program, creating interventions to address the problem and monitoring the student's response to intervention, or to document the need for further evaluation.

If it is determined that a student is in need of further evaluation, the student is referred for a multidisciplinary team (MDT) evaluation, which requires parent permission and includes parent input. Next, a "Permission-to-Evaluate Consent Form" is issued to the parent to sign giving the school district permission to conduct the evaluation. The school district has 60 calendar days to complete the evaluation. After the evaluation is completed, an evaluation report is prepared which includes specific recommendations for the types of intervention necessary to meet the needs of the student and to determine the child's eligibility for special education services based upon a disability.

When the evaluation report is completed parents are invited if necessary to a multidisciplinary team meeting to review findings and plan for the student's needs. After the MDT evaluation is completed, the parents are given a NOREP, which they sign to indicate their agreement or disagreement with the recommendation.

Parents of students who suspect that their child has a disability and is in need of special education may request an Intervention Team meeting or multidisciplinary team evaluation of their child through a written request to the building principal or Director of Pupil Personnel.

**You may find information regarding the appropriate developmental milestone descriptors for infants and toddlers at the Center for Disease Control (CDC) website:** <http://www.cdc.gov/ncbddd/autism/ActEarly/default.htm> For additional information regarding the signs of developmental delays, please contact Dr. Nanci A. Sullivan, Director of Pupil Personnel at 412-221-4542, Ext. 429, Mrs. Gretchen Tucci, School Psychologist at 412-221-4542, Ext. 415 or Mrs. Conchetta Bell, School Psychologist/Transition/504 Plan Coordinator at 412-221-4542, Ext. 404.

### **Services for School Age Students with Disabilities or Mental Giftedness**

The South Fayette School District provides a free, appropriate public education to students with disabilities or mental giftedness according to state and federal rules. To be eligible, the child must:

- Be of school age.
- Have a disability or mental giftedness *and* be in need of specially designed instruction.
- Meet eligibility criteria for one or more of the following physical or mental disabilities as set forth in the Pennsylvania State Standards: autism, deaf-blindness, blindness, visual impairment, emotional disturbance, specific learning disability, other health impairment, traumatic brain injury, and speech/language impairment, orthopedic impairment, hearing impairment, deafness, multiple disabilities or mental retardation. Services designed to meet the needs of eligible disabled students include:
  - The annual development of an individualized education program (IEP or Gifted IEP).
  - A triennial multidisciplinary re-evaluation for students with disabilities (except for those students with mental retardation where evaluation remains biennial).
  - A range of supports for students from itinerant level to supplemental level to full time level special education support within the school district or placement in a full-time special education disabilities class outside of the regular school.

The extent of special education services for disabled or mentally gifted students and the location for the delivery of such services are determined by the parents and the district staff at the IEP team meeting and are based on the student's identified needs and abilities, chronological age and the level of intensity of the specified intervention. The school district also provides related services, such as transportation, physical therapy, occupational therapy and assistive technology if they are required to enable the student with disabilities to derive educational benefits.

- a) Prior to initiation of services, parents of a student with disabilities are presented a "Notice of Recommended Educational Placement/Prior Written Notice" (NOREP) and parents of a mentally gifted student with a "Notice of Recommended Assignment" (NORA) with which they agree or disagree. If parents agree to the program outlined by the multidisciplinary team and the parent signs either the NOREP or NORA, then the program is implemented for their child. If parents disagree with the program being recommended, they have the right to request IEP facilitation, mediation and/or a due process hearing. Parents are issued their "Procedural Safeguards" which outlines in detail their legal rights as a parent of a child identified as having a disability or considered mental gifted. Lastly, if a child proves to have a disability or handicapping condition under PA Chapter 15 and the American Disabilities Act and it is determined the child is entitled to services and accommodations that are necessary to enable them access and safety when participating in programs and activities of the school, then a 504 Student Services Plan is outlined between the parent, district LEA and district staff. Parents are also given "Procedural Safeguards" for Chapter 15 504 Student Services Plans which outlines their rights as a parent of a student who has a disability and requires accommodations.

Detailed information regarding Chapter 14 special education, Chapter 16 gifted education and Chapter 15 504 Service Plan/Agreement procedures and services may be obtained by calling the Pupil Personnel Department at South Fayette School Schools, (412) 221-4542, extensions 428, 415 or 429.

### **Services for Students in Nonpublic Schools**

Public school education may be accessible to resident students attending nonpublic schools on a dual enrollment basis in a special education program operated in a public school. A multidisciplinary evaluation which determines the child's eligibility for services must be conducted and, if eligible, an individualized education program plan (IEP) is developed. Parents of nonpublic school students who suspect that their child is disabled and in need of special education may request a multidisciplinary evaluation of their child through a written request to the building principal or Director of Pupil Services.

### **Services for Protected Handicapped Students**

The school district will provide to each protected handicapped student without discrimination or cost to the student or family those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of school programs and extracurricular activities to the extent appropriate to the student's abilities. To qualify as a protected handicapped student, the child must be of school age with a physical or mental handicap which substantially limits or prohibits participation in or access to an aspect of the school program.

Services for protected handicapped students are distinct from those applicable to disabled students enrolled in special education programs. Protected handicapped students fall under Pennsylvania's Chapter 15, sometimes known by its federal name, Section 504 (of the 1973 Rehabilitation Act). In contrast, students with disabilities who qualify for special education services are covered by regulations contained in Pennsylvania's Chapter 14. While both Chapter 14 and 15 provide services to students, there are technical differences between the two. Additional information about evaluation procedures and provision of services to protected handicapped students is available by contacting the building principal.

### **Services for Preschool Age Children**

Act 212, the Early Intervention Systems Act, entitles all preschool age children with disabilities to appropriate intervention services. Young children experiencing developmental delay or physical or mental disabilities are eligible for early intervention services if it is determined that they meet eligibility requirements.

The **Pennsylvania Department of Public Welfare** is responsible for providing services to infants and toddlers, defined as children from birth to three year of age. Contact the Early Learning Institute, 2510 Baldwick Road, Pittsburgh, PA, 15205-4104, 412-922-8322.

The Pennsylvania Department of Education is responsible for providing services to preschool age children from ages three through five. Contact the **Allegheny Intermediate Unit, Project DART**, 425 East Waterfront Drive, Homestead, PA 15120, 412-394-5941.

### **Confidentiality of Student Records**

The privacy rights of parents and students are mandated by federal legislation known as the Family Educational Rights and Privacy Act of 1974 (FERPA - C.F.R. Part 99), most recently amended in November 1996, state regulations (Chapter 14-Special Education Services and Programs, Chapter 12-Student Rights and Responsibilities) and district policy.

## **South Fayette School District Public Notice on Surrogate Parents for Students with Special Needs**

**June 2011**

### **Surrogate Parent Program**

Federal law establishes the right of a free and appropriate public education for all children with disabilities. To ensure that this right is realized for all such children, procedures are written into the laws to ensure that children with disabilities who are wards of the state, or whose parents are unknown, unavailable, or have had their parental rights legally terminated, have appropriate representation when educational programming decisions are made. This is provided through the recruitment, training and assignment of volunteer surrogate parents who represent the child during the educational process. In Pennsylvania, Intermediate Units have been given the responsibility of recruiting, training and assigning parents to children meeting the qualifications listed. The South Fayette School District works with the Allegheny Intermediate Unit #3 in providing this service.

### **Identification of Children Eligible for Surrogate Parents**

Special needs preschool and school-aged children receiving a free and appropriate education in a public school or an approved private school, who meet one of the following criteria, are eligible for the assignment of a qualified surrogate parent:

1. The Child is a ward of the state, or
2. The child's parent(s) or guardian(s) are unknown or unavailable.

To be identified as being in need of a surrogate parent, the preschooler or school-aged child must have special needs, or be thought to have special needs, and be in need of special education services in the South Fayette School District or IU operated program or be enrolled in an approved private/private school.

### **Qualification for Surrogate Parents**

Surrogate parents must meet the following qualifications:

- Be of a person of good character,
- Be at least 18 years of age,
- Possess reasonable abilities to make decisions regarding a child's educational needs,

- Be willing to acquaint themselves with the child’s educational needs and with the special education system in the Commonwealth of Pennsylvania,
- Have no vested interest that would conflict with the primary allegiance to the child they are representing. The surrogate parent should not be an employee of the agency responsible for the care of the child,
- Foster parents may be considered if they meet all other qualifications,
- Have Act 33 and Act 34 clearances from the Commonwealth of Pennsylvania,
- Be willing to complete a training program conducted by the Allegheny Intermediate Unit.

**Responsibilities of the Surrogate Parent**

The surrogate parent is expected to act in place of a parent for the student concerning his or her educational program. This involves:

- Attending a planning conference to develop an individualized educational program,
- Being familiar with appropriate procedures for due process and confidentiality of school records,
- Receiving and responding to requests and notices concerning the evaluation and/or educational placement of the assigned student,
- Making self-familiar with the unique educational needs of the assigned student.

The surrogate parent takes on certain quasi-legal responsibilities in order to serve the best interests of the child. The primary function is to represent the student in those circumstances in which decisions need to be made concerning the student’s educational program or placement.

It is necessary for the surrogate parent to receive considerable training to familiarize him or herself with all aspects of the surrogate parent role. The demands of the role may be extensive and require the volunteer to make a significant commitment of time and learning in order to serve the best interest of the child.

If you are interested in being a surrogate parent for a child/youth with disabilities, please contact one of the following individuals at South Fayette School District:

**English as a Second Language Services (ESL)**

In accordance with federal law and state regulations, the South Fayette School District must identify all students who have “limited English proficiency” (LEP). These students typically have a primary language other than English that is used in their homes. Students identified with a limited English proficiency are eligible for ESL instructional services to help them attain proficient skills in their use of the written and spoken English language.

All students must have a Home Language Survey completed by their parents prior to admission into the school district. This survey allows the South Fayette School District to identify possible LEP students. Our ESL teacher, Mrs. Marcia Fink, will screen any student identified as possibly having a limited English proficiency and will provide direct services to students based on their level of need.

Parents or guardians who feel that their child may have a limited English proficiency should contact Dr. Nanci Sullivan, Director of Pupil Personnel, at 412- 221-4542 (Ext. 8429#) OR Mrs. Gretchen Tucci, ESL Coordinator at 412-221-4542 (Ext. 8415#) for more information.

**Title I Performance Report**

South Fayette Elementary School receives Title I funds annually. The funding is used to provide the Title I Reading Services to kindergarten and first grade students who are below basic or basic in their reading skills.

In the 2010-2011 school year, 100% of the South Fayette Elementary Faculty met the No Child Left Behind Standards for highly qualified teachers. A highly qualified teacher, according to the United States Department of Education, is fully certified, has a bachelor’s degree, a content area major and has passed a content area test. In addition, fully certified teachers in Pennsylvania have completed pedagogical course work in education, including student teaching. We take pride in the tremendous skill and dedication of our faculty and staff.

Please note that, as parents, you have a right to request and receive timely information regarding the professional qualifications of your child’s classroom teacher. If you have any questions about our Title I Program or about your child’s teacher, please feel free to contact Mrs. Laurie Gray, Elementary Primary Principal, at 412 221-4542, extension 612.

School Board Policy #918, Title I Parental Involvement, can be found in the back of the Handbook.

#### **Safe and Drug-free Schools and Communities Grant**

The South Fayette School District receives monies from a grant annually entitled, "Safe and Drug-free Schools and Communities Grant" which provides a small amount of monies to support counseling services through our psychological services to students in grades K-12. The psychological counseling services support students in a variety of ways such as the following: peer relationship support, emotional and behavioral support, drug and alcohol prevention, academic support and family support. The district's school psychologist also provides "counseling groups" to our students on various topics based on the needs of the students such as "Changing Families", "Social Skills", etc.

**Special Education Department: 412-221-4542**

**Nanci A. Sullivan, Ed.D.**  
**Director of Pupil Personnel**  
**Extension 429**  
[sullivan@southfayette.org](mailto:sullivan@southfayette.org)

**Gretchen Tucci, M.S. Ed.**  
**Assistant Director of Pupil Personnel/School Psychologist**  
**Extension 415**  
[gtucci@southfayette.org](mailto:gtucci@southfayette.org)

**Conchetta Bell, M.S. Ed.**  
**School Psychologist/Transition and 504 Plan Services Coordinator**  
**Extension 404**  
[cbell@southfayette.org](mailto:cbell@southfayette.org)

**Celeste Whaley**  
**Administrative Assistant**  
**Department of Pupil Personnel**  
**Extension 428**  
[cwhaley@southfayette.org](mailto:cwhaley@southfayette.org)

**Tara Rao**  
**ACCESS Coordinator/Administrative Assistant**  
**Department of Pupil Personnel**  
**Extension 403**  
[trao@southfayette.org](mailto:trao@southfayette.org)

## **CONFIDENTIALITY OF STUDENT RECORDS**

The privacy rights of parents and students are mandated by federal legislation known as the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment), state regulations (Chapter 14 - Special Education Services and Programs, Chapter 12 - Student Rights and Responsibilities), and district policy.

The different categories of information maintained by the school district are as follows: educational and health records, personally identifiable information and directory information. With the exception of receiving school district, educational and health records, personally identifiable information cannot be disclosed or released without parental consent or adult student's (a student who is eighteen years of age or older, married or attending an institution of post secondary education) consent.

Information known as directory information can be released without consent. Directory information means information which would be considered not harmful or an invasion of privacy if disclosed. This information includes the following: student's name, address, date and place of birth, courses taken, participation in officially recognized activities and sports, weight

and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended by the student.

Written, parental or adult student request is required for the disclosure of educational and health records and personally identifiable information. The consent must specify the records that may be disclosed and the purpose of the disclosure; and identify the party or class of parties to whom the disclosure may be made. A written record of the disclosure must be maintained by the school district.

Parents or adult students have the right to file complaints concerning alleged failures of the District to comply with the requirements of the Family Educational Rights and Privacy Act of 1974. Such complaints should be directed to the Health, Educational and Welfare Office, Washington, D. C.

With regard to parents who do not understand English, the School District will attempt to inform them of their rights in their native language. Further information regarding the Policy of the Collection, Maintenance and Dissemination of Records is available through the principal's office.

The Board of Education of the South Fayette School District recognizes the need to protect the confidentiality of personally identifiable information in the educational records of students. It is the intent of this Annual Notice and the Board policy to inform both parent(s), guardian(s) and eligible children (i.e. students 18 or older) of their rights relevant to their privacy rights in the collection, maintenance, release and destruction of these records as required by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g. 34 C.F.R. part 99 and the No Child Left Behind Act of 2001.

### **Evacuation Guidelines for Persons with Disabilities**

**Purpose:** To establish standard procedures for the safe, timely and orderly emergency evacuation of those students, staff and visitors with disabilities within the South Fayette School District school and/or administration buildings.

**General:** The school emergency plan shall be shared with local emergency personnel in writing and verbally no later than first fire drill of the school year.

Each school within the district will maintain and update its roster of students with disabilities to include, but not limited to mobility, hearing, sight, and serious breathing and stress induced illnesses that may affect a person's ability to egress from the building.

As necessary, specific student plans shall be a part of the total school emergency evacuation plan and attached. The individual student plan should be reviewed by the school administration with the student, parent, teacher/assistant and emergency personnel servicing the school community.

Each school shall designate staff members who will coordinate the safe refuge or the evacuation of those with disabilities. These staff members should have an updated roster of students and students and staff that may need assistance in an emergency. These staff members will be provided training to assist in potential evacuation efforts.

Each school shall have a procedure for accounting for visitors to the building who may be persons with a disability and require assistance in case of an emergency.

**Guidelines: In the Event of an Emergency or Drill**

### **In all Emergencies, After an Evacuation has been Ordered:**

When an emergency alarm is sounded or threatening situation is discovered, designated staff members shall move immediately to areas of refuge within the school. Each school principal will designate these areas and clearly communicate this information with Local Fire Chief. In many instances, this area will be a stair landing: stairwell or other acceptable designated area.

At the area of refuge designated staff should immediately make contact with other staff or emergency personnel already in areas of safety. Based on threat and imminent danger staff must decide, "Safe-in-Place," or to evacuate completely.

### **"Safe-in-Place"**

Based on threat level, location and imminent danger it may be safer to keep staff, students, or visitors in the "safe place" during an emergency. A clearly designate area should be easily accessible and know to all participants.

If the person with disability cannot access the Primary Designated Area of Rescue, then the person is to go to the Secondary Designated Area of Rescue with staff personnel guiding the way.

- **DO NOT** use elevators, unless authorized to do so be emergency services personnel. This may be a viable alternative once fire personnel have arrived and evaluated the threat level.
- Stay calm, and take steps to protect yourself.
- Move to an enclosed exit stairway.

### **Evacuation:**

#### **Points for Consideration**

If the level of danger requires evacuation great care should be given to protect both the care-provider and the individual with disabilities. Fire and Rescue personnel are best equipped to handle the evacuation.

#### **Assisting persons with impaired mobility:**

1. Person with walking aids and impaired mobility
  - Introduce the "Buddy System" where a friend, colleague or member of staff will accompany the person to a protected enclosure;
  - Be prepared to allow able bodied persons to evacuate the premises first;
  - Be prepared to travel at a rate that is comfortable to the person with impaired mobility.
2. Wheelchair Users
  - Fire exits which are wheelchair accessible should have clear signage so that they are easily identifiable by the wheelchair user.
  - Identify Primary and Secondary locations for wheelchair refuges and means of communication;
  - Identify if a wheelchair user can reach the refuge unaided. If not consider the introduction of the "Buddy System;"
  - Identify the best method of evacuation or if there is a need for the provision of specialized equipment (example: Garaventa Lift)
  - As wheelchair users are experienced in transferring from the wheelchair to other forms of seating, they should be allowed to determine the method for transferring from the wheelchair to the specialized equipment.
  - A **zero-lifting policy** should be maintained. Only in the event of **imminent danger** and no immediate means of egress (lift, evacuation equipment, etc) should care-provider attempt to carry individuals down stairwells. Training will be given to show care-providers appropriate means to carry someone. However, this is only to be used when there is **no other means of evacuation or available assistance.**
3. Assisting Persons with Impaired Vision

- Fire Safety Signs – Persons with impaired vision or color perception may experience difficulty in seeing or recognizing fire safety signs. Fire safety signs should be sufficiently large and well designed with a good, clear typeface and sited so that they can be seen easily and are readily distinguishable.
- Familiar with escape routes – Staff/students with impaired vision should be familiarized with escape routes, especially those that are not in general use.
- Evacuation of a Premise – In an evacuation of a building, sighted person should lead those members of staff with impaired vision to safety. It is recommended that a sighted person should lead, inviting the other person to grasp their elbow, as this will enable the person being assisted to walk half a step behind and thereby gain information about doors and steps etc. Similar assistance should be offered to guide dog owners, with the owner retaining control of their dog.
- A normally sighted person should remain with staff with impaired vision until the emergency is over.
- Good lighting and the use of simple color contrasts can also help visually impaired people find their way around.

#### 4. Assisting Persons with Impaired Hearing

- Get the attention of a person with a hearing disability by touch and eye contact. Clearly state the problem. Gestures and pointing are helpful, but be prepared to write a brief statement if the person does not seem to understand.
- Offer visual instructions to advise of safest route or direction by pointing toward exits or evacuation maps.

**Training:** Each school will train and practice these standards during each fire drill. Persons with disabilities must be active participants in the evacuation plan, and training. Students, staff, parents and guardians must have a complete understanding of the methods of operation during an emergency. To avoid any potential for undue injury to care-provider or individual, actual movement down stairways should be avoided during drills. Care-providers should practice transitions from wheelchairs. Students should not be used during this training.

**Individual School Plan:** Each school shall have an emergency plan that addresses the individual needs of students and staff in the building. The plan should also provide appropriate direction for visitor to the building who may need assistance. This would include a means to identify persons needing assistance, are in the building and who has responsibility for their care. These plans will be revised at least annually, or more frequently should conditions warrant. **All revisions shall be communicated to local emergency personnel in a timely manner.**

### **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 in the main office. No separate bank accounts are permitted.

## **STUDENT RECORDS**

There are up to three separate student records files for each child in the middle school. This information on the various files and locations is only shared on a “need-to-know” basis due to FERPA and HIPPA regulations. The “medical records file” is housed with the school nurse in the building where the child attends. The school nurse lets the core teachers of the student know any medical information only when necessary. Secondly, we have the “permanent records” file for each child. These files are housed in the Student Center and contain grades, attendance information, PSSA scores, etc. Additionally, discipline files are housed separately in the Student Center. Lastly, there may be a “special education file” for IEPs, GIEPs or 504 Service Plans. These files are housed in the Pupil Personnel offices.

## **TEACHER SELECTION**

All Faculty members at South Fayette Middle School are highly qualified in their subject areas. Students are assigned to teachers on a random basis and requests for specific teachers cannot be honored.

## **TELEPHONES**

Students must have a pass from their teacher in order to use the office phone. Students may ask permission to use the office phone when an emergency arises. In all grade levels, students will not be called to the phone to receive messages. In the case of an emergency, office personnel will deliver messages to the students. No student is permitted to carry cellular phones or pagers. If these are brought to school, the following will occur: they will be confiscated and returned only to parents/guardians directly for the first incident; for the second incident, the student will be assigned a Wednesday detention and the phone will be confiscated and returned directly to the parent; for the third incident and beyond, the student will be assigned a Saturday detention and the phone will be confiscated and returned directly to the parent. If a cell phone is needed during after school activities, students may keep it turned off inside a backpack in their locker. Besides the possibility of theft and damage, this policy is designed to prevent distraction and disruption of the educational process. With the addition of camera phones, this policy also respects student privacy.

## **TUTORING**

Various opportunities exist for students to receive tutorial assistance. Each Monday and Wednesday after school hours tutorial services are offered in the middle school. Bus transportation is provided, if necessary.

Students in the middle school need to fill out a tutoring permission slip on a weekly basis. This enables us to plan appropriately for the number of students needing assistance. Students can pick up these slips in the school office.

Students in all grade levels will also be advised of individual tutoring sessions provided by their teachers. Many teachers come in early or stay after school on specific days of the week to assist students.

## **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 office. Students are responsible for their personal property. The school cannot be held responsible for losses when these recommendations are not followed.

## **VISITORS**

All school visitors must report to the office and obtain a visitor's pass. Additionally, permission of the classroom teacher must be obtained 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.

Students **may not** bring friends or brothers and sisters to classes at any time.

## **WELLNESS**

A healthy school environment is conducive to learning and good for the health of everyone at school. An educational program that promotes a healthy school environment will be incorporated into the students' instruction, when possible. The information provided will assist students in making decisions in matters of personal, family and community health and safety. The instruction, when incorporated, will be reflected in the following areas:

1. It will use active, participatory instructional strategies to engage all students.
2. It will address social and media influences on student behavior and help students identify healthy alternatives to specific high-risk behavior.
3. It will emphasize critical knowledge and skills that students need in order to obtain, understand and use basic health information and services in ways that enhance healthy living.
4. It will focus on high-risk behaviors as they relate to the health of students, both short-term and long-term, including those related to nutrition and physical behavior.
5. It will include accurate and up-to-date information that is developmentally appropriate for students.

Nutrition information will be disseminated throughout the District in a variety of ways including the following:

1. Handouts
2. Posters and bulletin boards
3. Postings on the District's web site
4. Articles and information provided in District and school newsletters

In order to promote family and community involvement in supporting and reinforcing nutrition information, family and community are asked to reinforce the District's efforts in the schools in the following areas:

1. Review nutritional information with students as provided by the District through monthly newsletters and menus.
2. Parents are encouraged to supply healthy meals, which do not include soda/pop, to school with their child/children when students do not purchase District lunches.
3. 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.



# ACADEMICS



## GRADING SYSTEM

The evaluation of pupil progress and achievement is the responsibility of each member of the professional staff of South Fayette Middle 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**.

**Specific requirements established by each individual teacher for every course will be distributed to students, discussed with each class, posted in classrooms, and will be on file in the main office for your review.**

The grading scale is as follows:

A+	-	100% - 98%
A	-	97% - 93%
A-	-	92% - 90%
B+	-	89% - 88%
B	-	87% - 83%
B-	-	82% - 80%
C+	-	79% - 78%
C	-	77% - 73%
C-	-	72% - 70%
D	-	69% - 65%
F	-	64% - 0%
I	-	Incomplete*

\*Indicates that the student has not completed course requirements. Course work must be completed within 10 school days or the student will receive an "F".

In grades 5 and 6, special area courses (art, music, physical education, library, home economics, industrial arts) are graded using the following scale:

O	-	Outstanding
S	-	Satisfactory
U	-	Unsatisfactory

Foreign languages in grades 5 and 6 will use this scale.

6<sup>th</sup> grade students enrolled in Transition Math must achieve an 80% and have teacher recommendation in order to advance to Algebra I in grade 7. All Algebra I students must achieve 80% and have teacher recommendation to advance to Honors Geometry. All Algebra I students in grade 7 or 8 must achieve a 75% in order to advance to Geometry. Those below 75% will repeat Algebra.

## HONOR ROLL

In grades 7 and 8, Honor Roll will be determined by grades earned during each of the four nine week periods.

- Highest Honor - Students who achieve a 4.0000 Grade Point Average and above will be placed on the Highest Honor Roll.
- High Honor - Students who achieve a 3.7500 Grade Point Average and above will be placed on the High Honor Roll.
- Honor - Students who achieve a 3.2500 Grade Point Average and above will be placed on the Honor Roll.

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

1. To obtain the number of quality points for each course taken, multiply the credit of the course by the appropriate letter grade value (for each nine week period, the nine week letter grade is used; for the end of the year, the final grade is used):

A+	-	4.25	Quality Points
A	-	4.00	Quality Points
A-	-	3.75	Quality Points
B+	-	3.25	Quality Points
B	-	3.00	Quality Points
B-	-	2.75	Quality Points
C+	-	2.25	Quality Points
C	-	2.00	Quality Points
C-	-	1.75	Quality Points
D	-	1.00	Quality Point
F	-	0.00	Quality Points
WF	-	0.00	Quality Points

2. Total the Quality Points for all courses taken and total the number of credits for all courses taken.
3. Divide the Total Quality Points by the Total Number of Credits to obtain the Q.P.A.
4. Quality Point Averages for honor roll purposes are determined by the converted letter grades earned for each grading period.

### DETERMINATION OF FINAL GRADES

Final grades are determined by averaging the percentages earned in each of the grading periods.

## SUMMER SCHOOL

It is important that you know that middle school students who do not receive passing grades for the school year will be unable to move on to the next grade level.

Specifics of the requirements are the following:

- Any student who receives a failing grade in Language Arts or a failing grade in mathematics is required to successfully complete summer school in the subject(s) they have failed in order to be promoted.
- A student who fails four (4) major subjects will not be promoted to the next grade level.
- A student who fails three (3) major subjects must successfully complete summer school in two (2) of the three subjects in order to be promoted. (Language Arts and mathematics must be taken if failed.)
- A student who fails two (2) major subjects must successfully complete summer school in one (1) of the two subjects in order to be promoted. (Language Arts and mathematics must be taken if failed.)
- A student who fails one (1) major subject may be promoted provided they have achieved a passing grade in both Language Arts and also in mathematics. If a student fails in Language Arts or mathematics, they must successfully complete summer school in the failed area.

South Fayette Township School District may conduct summer school sessions. The cost of the sessions and transportation are the responsibility of the student's family. If summer school is not held at South Fayette, the guidance department will provide parents with a list of area locations where classes may be taken.

## MAKE-UP WORK

The following guidelines have been established for make-up work in the middle 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 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 need to be completed.
3. In extenuating circumstances, when a student has been absent due to illness, accident, etc. for more than seven 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 cannot 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 must check with their teachers to receive information concerning classroom work previous to participating in the activity.

Approved school activities include those listed on the daily bulletin, field trips, school programs, athletic events, etc. Visits to the guidance office, other teacher's areas, writing 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 re-teach material and to develop guidelines for pacing instruction. The student is able to view areas of proficiency and deficiency and adjust appropriately.

**Most assessments will be returned to and discussed with the students within one week following the administering of the assessment. Assessments which involve lengthy projects and essays will be returned in a timely fashion.** Teachers may invoke the options below in regard to testing:

1. Return tests (answer sheet and test), discuss the test, and the test remains the property of the student. Therefore, it becomes the sole responsibility of the student to share the test(s) with the parent and also the sole responsibility of the student to present the test(s) in the event that he/she believes that a grade assigned was inaccurate.

2. Return tests (answer sheet and test), discuss the test, give it to the student to take home for review and/or parent/guardian signature and then require that the test be returned so that the teacher may maintain their files for each student. Teachers may at their discretion award bonus points for demonstrating responsibility for returning the tests but may not invoke academic penalties.

### **INTERIM PROGRESS REPORTS**

At approximately the middle of the nine-week grading period, an interim progress report will be provided to parents.

The parents should contact the guidance counselor if they have questions or would like to schedule a conference. No student will be assigned a failing grade on his/her report card unless:

1. an Interim Report has indicated poor progress (D or F); or
2. the parent/guardian is contacted by phone (documentation on file in office); or
3. an individual progress report was sent and is on file in the office

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.

### **HOMEWORK 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 60-120 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.
5. Analyze study habits and take advantage of available study helps.
6. Write homework in a neat and legible manner in your Agenda.

## **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 which 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 Middle School:

### **Weekly Eligibility (Grades of Students who participate in Athletics and/or Extracurricular Activities are reviewed weekly)**

1. Teachers will be provided weekly with a list of students who are registered as a participant in each extracurricular activity. On Friday morning (8:15 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 warning during each grading period prior to being designated as failing a course.
2. The lists will be compiled by the Athletic Director. Any student who is failing two 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 Monday/Wednesday after school tutorial program (3:00-4:30 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 successive weeks will be recommended by the Athletic Policy to attend the Monday/Wednesday after school tutorial program (3:00-4:30 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 may waive this section at his/her discretion.

### **Nine Week Academic Eligibility (Grades of all students in Grades 7-8 are reviewed)**

At the end of each nine 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 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 or more courses that are worth one credit and meet all year. Students may participate if they complete the necessary remedial course work over the summer.

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

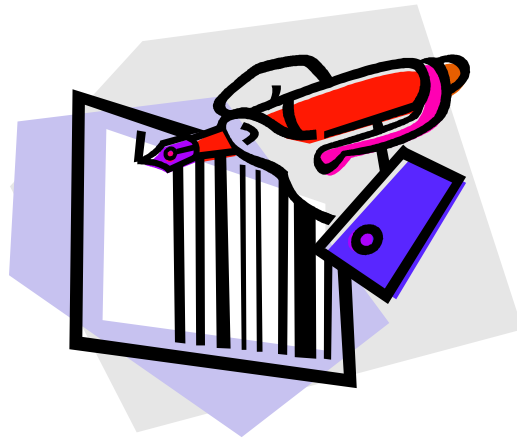
### **Attendance Eligibility (Attendance reports for all students, Grade 5-8, are reviewed)**

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 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 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.

## **SCHEDULING**

Scheduling for the following school year will be done each spring. All middle school students will receive a copy of the Program of Studies for the South Fayette Middle School. Discussions of this curriculum guide will be conducted for all classes by the Guidance Counselor and Principal. The need for placement in remedial or advanced courses for students will be determined based upon data and individual student needs.

# CODE OF CONDUCT



## STUDENT 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. **Additionally, students must understand that administrators shall have the authority to enforce other reasonable disciplinary actions which they find warranted by situations not covered specifically (including limiting student participation/attendance in extracurricular school-based events/special assemblies/programs aimed at rewarding positive student effort and performance).**

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)**

A student may be assigned to after-school detention for disciplinary reasons. Parents and students will have a minimum of one 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 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. Students will not be assigned faculty detention for academic reasons.

### **After School Detention (Assigned by an Administrator) 3:00 P.M.-4:30 P.M.**

A student may be assigned by an Administrator to Wednesday detention from 3:00 p.m.-4:30 p.m. Transportation is provided by the school district. Parents and students will have a minimum of one-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 5-8)**

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 day 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 9:00 a.m.

In the event of inclement weather, please call the main school number for notice of cancellation of Saturday detention. A decision will be made on Saturday of inclement weather prior to 8:15 am.

### **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 1 to 10 days. When the suspension exceeds 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 school days and may be permanent. The Board or a Committee of the Board consisting of at least five 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.



## SOUTH FAYETTE MIDDLE SCHOOL

### DISCIPLINARY STRUCTURE

#### LEVEL 1

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:

- Classroom tardiness
- Disrespectful language or gesture (minor)
- Disruptive Behavior (minor)
- Dress Code violation
- Nondefiant failure to carry out directions
- Cheating\*
- Insubordination related to classroom expectations
- Consumption of food or beverages outside the cafeteria

**\*Note:** Student should receive a "0" grade, parent should be notified, and administration should be notified in writing.

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

- |   |   |
|---|---|
| Verbal Reprimand                          | Conference with parent/student/teacher                          |
| Student Conference                        | Teacher assigned and monitored detention                        |
| Special Assignment                        | Confiscation of device by staff member and submission to office |
| Behavioral Contract                       | Device will only be returned to a parent or guardian            |
| Conference with student/teacher/counselor |   |

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 prior to submitting referral.**
3. **Turn referral in 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 administrator meets with the student to review documentation and assign appropriate disciplinary consequences.

A parent conference is held (in person or by telephone).

The teacher/parent/student are informed, in writing, of the action.

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

### Examples of Level II Behaviors

Forgery (minor)	Inappropriate language not directed at a person
Verbal altercation	Driving to school without authorization
Presence unauthorized area of building	Safety violations
Trespassing during suspension	Minor harassment violation
Continuation of unmodified Level I behaviors	Physical altercation (minor)
Minor destruction of school property (consequence includes restitution)	Bus violations (minor)
Inappropriate public display of affection	Failure to attend Teacher After School Detention
Possession and/or use of lighters, matches and/or other tobacco paraphernalia	Unauthorized use of personal radios/cds/pagers/lasers/cell phones/computers
Dress Code Violation	Lying to faculty, staff or administration
	Possession and/or use of tobacco products*

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

Wednesday Detention – parental contact by letter/telephone	One day out of school suspension – parental contact by letter/telephone
Saturday Detention – parental contact by letter/telephone	Required conference with parent/guardian/student/administrator for reinstatement

Conference with parent/guardian/student/  
/administrator  
Confiscation of device by staff  
member and submission to office

Other referrals as deemed appropriate by  
the administration  
Device will only be returned to parent/guardian  
Proceed to Level II disciplinary action

Initial minor dress code violations will be attempted to be resolved by a conference with the Administration/student. Subsequent violations will result in further disciplinary consequences.

### **Possession and or Use of Tobacco Products**

Smoking and possession or use of tobacco products pose a serious health hazard to the user and the members of our school. Students who are found to be in possession of or using tobacco products on school grounds or during school sponsored trips will be cited and will need to appear in front of the local magistrate. The following consequences relate to possession and/or use of tobacco products.

#### **First Offense:**

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

- Receiving one 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 conference required in order to return to school

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

## **DISCIPLINARY STRUCTURE**

### **LEVEL III**

Level III misconduct involves behavior on the part of the student which includes acts directed towards person/property, impedes orderly classroom procedure, and/or interferes with the orderly operations 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 prior to submitting referral.**
3. **Turn referral into the Student Center.**

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

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

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.

### **Examples of Level III Behaviors**

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

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

### **Listed below are possible consequences available to the administration for Level III Discipline:**

2 Saturday detentions	10 days out of school suspension – parental contact by letter/telephone
2 Saturday detentions with community service (truancy only)	Superintendent review
1 to 3 days out of school suspension – parental contact by letter/telephone	Required conference with parent/guardian student/administrator/counselors for reinstatement
	IEP team reconvened for “Manifestation Determination” meeting (Special Education)
	Proceed to Level IV discipline

**\*Note:** A student who commits a total of three (3) or more Level III 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 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	Vandalism (major)*
Violation of Weapons Policy	Possession and/or use of explosive devices
Inciting so as to cause a riot	Terroristic threats
Drug and Alcohol Policy violations	Arson, bomb threats
Causing false alarms	Threats to staff members

\*Incidents involving these offenses will result in issuance of a citation. Any student who refuses the request of a search by an administrator that is proper and reasonable is subject to disciplinary consequences including suspension and possible expulsion hearing with the board of directors.

### **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
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## **INTERPRETATION OF VARIOUS OFFENSES**

<b>Arson</b>	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.
<b>Assault</b> (on a student)	Refers to one or more students' unlawful attempt to injure another student/students 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 as determined by administrative investigation will not be considered physical retaliation.
<b>Assault</b> (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.
<b>Bomb Threats</b>	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.
<b>Defiance</b>	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.
<b>Display of Affection</b> (inappropriate)	Refers to visible and open displays of affection that involves but is not limited to kissing, caressing, embracing and/or other bodily contact.
<b>Disrespect</b> (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.
<b>Drug and Alcohol Violations</b>	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.
<b>Ethnic Intimidation</b>	Ethnic intimidation is defined as: A person commits the offense of ethnic intimidation, if with malicious intention towards the race, color, religion or national origin of another individual or groups of individuals, he/she commits an offense under this act. This policy is summarized in this document.

<b>Extortion</b>	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.
<b>False Alarms</b>	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.
<b>Fighting</b>	Using physical means to settle a disagreement. Any physical confrontation that results in disciplinary action may include the involvement of local law enforcement and/or a citation with the magistrate.
<b>Forgery</b>	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.
<b>Harassment</b>	Refers to the use of force, touching, noise, coercion, threat, intimidation, fear, obscene language, obscene gestures, suggestive sexual actions or verbalizations or any other contact toward an individual.
<b>Inciting so as to Cause a Riot</b>	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.
<b>Physical Altercation</b>	Refers to the act of engaging in inappropriate physical contact.
<b>Safety Violations</b>	Includes throwing snowballs or objects, refusing to wear safety equipment in shop, blatant disregard for safety procedures, horseplay.
<b>Terroristic Threats</b>	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.
<b>Theft</b>	Refers to illegal taking of money or materials belonging to any students, staff member or the South Fayette Township School District.

<b>Threats on Staff</b>	Language directed to a staff member that demonstrates intent to harm a staff member or their family.
<b>Truancy</b>	Student is absent from school without parent/guardian permission and/or knowledge.
<b>Under the Influence</b>	A student shall be considered to be “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 a school related event.
<b>Verbal Altercation</b>	Refers to a loud shouting match or argument between/among students.
<b>Weapons Policy</b>	School Policy #218.5 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, nunchuck 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, tazers, 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 electronically stored file to use as his/her own.
11. Entering another person's computer file.

Please Note: At the discretion of each teacher, student work may be required to be submitted through an anti-plagiarism software program known as SafeAssignment. This program will check student papers against internet, paper mills, academic and professional content, as well as papers previously submitted by South Fayette Township District students.

All student work will be recorded in an institutional database on the Blackboard Server for future scanning. If you do not wish to have your student's work archived, please contact your building principal. Questions regarding this tool should be directed to Ms. Aileen Owens, Director of Technology, at 412-221-4542 ext. 402 or email [aowens@southfayette.org](mailto:aowens@southfayette.org) or the building principal.

### **DISCIPLINARY ACTION FOR CHEATING**

At the discretion of the classroom teacher and the administration, the following consequences may be assigned:

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. Documentation will be placed in the student's discipline file.

Student will receive a failing grade for the current nine-week 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.

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.

### **TARDY TO SCHOOL**

Students are expected to be in their homeroom no later than 8:05 a.m. If a student arrives after that time, they must immediately report to the Student Center with a written excuse from the parent/guardian or a doctor explaining the reason for the tardiness. Reasons for excused tardies will be consistent with the attendance policies. Anyone without an excuse will be considered unexcused unless a written excuse is brought in within two days.

#### **Tardy to School (Under 10 Minutes)**

1. Five unexcused tardies to school (less than 10 minutes) will result in a class cut.
  - a. The first through third unexcused tardies to school will result in verbal warnings by the attendance secretary as well as documentation of the dates and minutes tardy. The attendance secretary will contact the parent on the third unexcused tardy to inform them of the problem.
  - b. The fourth unexcused tardy to school will result in the attendance secretary submitting a written disciplinary referral indicating the dates of the previous

tardies and the fourth tardy to the administration. The student and the parent will be contacted.

- c. The fifth unexcused tardy to school will result in the attendance secretary submitting written documentation of the previous tardies, a Wednesday detention

being assigned by the administration and Level I of the class cut policy being invoked.

### **Tardy to School (Over 10 Minutes)**

1. Students who are tardy to school without an excuse will have three school days (including the day of tardiness) to bring an excuse to the Student Center. Excuses will not be accepted after that time.
2. After the second unexcused tardy, the parent or guardian will be notified by the Student Center.
3. After the third unexcused tardy, the parent or guardian will be notified and a certified letter will be sent to the home.
4. A fourth unexcused tardy will result in a hearing before the magistrate.

### **EXCESSIVE TARDIES**

Excessive tardies will result in a hearing before the District Magistrate. Twenty-five (25) tardies in a school year is considered excessive.

### **TARDY TO CLASS**

1. Students are expected to be in class when the period begins, 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 10 minutes or more of class being missed will be considered an unexcused tardy.
3. Five unexcused tardies to class 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 Student Center. The administration 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 administration and Level I of the class cut policy being invoked.

### **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 administration.
3. Parental contact will be made by letter or telephone from the administration 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 administration.
3. Parental contact by letter or telephone.
4. Conference with parent/guardian/student/administrator/guidance counselor.
5. Parent signature on official notification indicating understanding that the next cut from that particular class will result in an automatic failure.
6. "0" for class work missed; no make-up privileges.

#### C. Third 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 dates of the previous offenses.
2. Two Saturday detentions are assigned by the administration.
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".**

Students who leave school without permission or are truant will be assigned two Saturday detentions and may be required to do 5 hours of community service. Additionally their absence will be recorded as unexcused and in their individual classes will be given a class cut.

### **TRANSPORTATION**

Bus conduct will be classified in accordance with the disciplinary policies of the South Fayette

Township Middle 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 the administration deems it 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.

### **School Board Policy 222. TOBACCO USE**

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.

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.

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.

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.

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. 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.

### **School Board Policy 247. HAZING**

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.

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.

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.

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.

### **Complaint Procedure**

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.

### **School Board Policy 248. UNLAWFUL HARASSMENT**

The district is committed to maintaining a learning environment for students that is safe, positive, and free from harassment. Therefore, the district shall prohibit harassment in any form of any student or third party at school or any school-sponsored activity.

The Board prohibits all forms of unlawful harassment of students and third parties by all district

students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.

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

No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

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

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

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

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

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

In order to maintain an educational environment that discourages and prohibits unlawful

harassment, the Board designates the school psychologist as the Compliance Officer and the Director of Pupil Personnel as the Alternate Compliance Officer.

The Compliance Officer shall:

1. Receive reports or complaints of harassment.
2. Oversee the investigation of any alleged harassment.
3. Assess the training needs of the school division in connection with this policy.
4. Arrange necessary training to achieve compliance with this policy.
5. Ensure that any harassment investigation is conducted by an impartial investigator who is trained in the requirements of equal employment/ education opportunity, including the authority to protect the alleged victim and others during the investigation.

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

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

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

### **Notice Of Policy**

This policy shall be:

1. Displayed in prominent areas of each school building in a location accessible to students, parents/guardians, school personnel, independent contractors, vendors, and the public.
2. Included in the student and employee handbooks.
3. Sent to parents/guardians of all students within thirty (30) calendar days of the start of school.

### **Training**

Training regarding all aspects of unlawful harassment should be included in employee and student orientations as well as employee in-service training.

### **Retaliation**

Retaliation against students who report good faith charges of harassment or participate in any related proceedings is prohibited. The district shall take appropriate action against individuals who retaliate against any student who reports alleged unlawful harassment or participates in related proceedings.

### **False Charges**

Students who knowingly make false charges of harassment shall be subject to disciplinary action as well as any civil or criminal legal proceedings.

### **Right To Alternate Complaint Procedure**

Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to unlawful harassment including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

### **Complaint Procedure – Informal Procedure**

If the complainant and the person accused of harassment agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, or administrator.

If the complainant and the person accused of harassment agree to resolve the complaint informally, they shall each be informed that they have the right to abandon the informal procedure at any time in favor of the initiation of the formal procedures set forth in this policy. The principal or designee shall notify the complainant and the person accused of harassment in writing when the complaint has been resolved. The written notice shall state whether unlawful harassment occurred.

### **Complaint Procedure – Formal Procedure**

#### **Step 1 – File Report**

Any student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy should report the incident to one of the compliance officers designated in this policy or to any school personnel. The alleged harassment should be reported immediately. Further, any student who has knowledge of conduct which may constitute unlawful harassment should report such conduct to one of the compliance officers designated in this policy or to any school personnel. Any school personnel who has notice that a student may have been a victim of unlawful harassment shall immediately report the alleged harassment to one of the compliance officers designated in this policy.

The reporting party should use the Report of Harassment form to make complaints of harassment; however, oral reports and other written reports shall also be accepted. The complaint should be filed with either the building principal or one of the compliance officers designated in this policy. The principal shall immediately forward any report of alleged unlawful harassment to the Compliance Officer. Any complaint that involves the Compliance Officer or principal shall be reported to the Superintendent.

The complaint and identity of the complainant and alleged harasser will be disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is required or permitted by law.

#### **Step 2 – Investigation**

Upon receipt of a report of alleged unlawful harassment, the Compliance Officer shall

immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the district. The investigation shall be completed as soon as practicable, which generally should be not later than fourteen (14) calendar days after receipt of the report by the Compliance Officer. Upon receiving the complaint, the Compliance Officer shall acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the person complaining of harassment and the person accused of harassment. Also upon receiving the complaint, the Compliance Officer shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the complainant and, in cases involving potential criminal conduct, determining whether law enforcement officials should be notified. If the Compliance Officer determines that more than fourteen (14) days will be required to investigate the complaint, the complainant and the accused shall be notified of the reason for the extended investigation and of the date by which the investigation will be concluded. If the alleged harassment may also constitute child abuse, then it must be reported in accordance with Board policy.

The investigation may consist of personal interviews with the complainant, the alleged harasser, and any others who may have knowledge of the alleged harassment or the circumstances giving rise to the complaint. The investigation may also consist of the inspection of any other documents or information deemed relevant by the investigator. The district shall take necessary steps to protect the complainant and others pending the completion of the investigation.

In determining whether alleged conduct constitutes a violation of this policy, the district shall consider, at a minimum:

1. The surrounding circumstances.
2. The nature of the behavior.
3. Past incidents or past or continuing patterns of behavior.
4. The relationship between the parties.
5. How often the conduct occurred.
6. The identity of the alleged perpetrator in relation to the alleged victim (i.e. whether the alleged perpetrator was in a position of power over the alleged victim).
7. The location of the alleged harassment.
8. The ages of the parties.
9. The context in which the alleged incidents occurred.

Whether a particular action or incident constitutes a violation of this policy requires a case-by-case determination based on all of the facts and circumstances revealed after a complete and thorough investigation.

The Compliance Officer shall issue a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, then the report shall be sent to the Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

All employees shall cooperate with any investigation of alleged harassment conducted under this policy or by an appropriate state or federal agency.

### Step 3 – Action By Superintendent

Within five (5) calendar days of receiving the Compliance Officer's report, the Superintendent or designee shall issue a decision regarding whether this policy was violated. This decision must be provided in writing to the complainant and the alleged perpetrator. If the Superintendent or designee determines that unlawful harassment occurred, the district shall take prompt, corrective action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline, up to and including expulsion or discharge.

Whether or not the Superintendent or designee determines that unlawful harassment occurred, the Superintendent or designee may determine that school-wide or division-wide training be conducted or that the complainant receive counseling.

### Step 4 – Appeal

If the Superintendent or designee determines that no unlawful harassment occurred, the complainant may appeal this finding to the Board within fifteen (15) calendar days of receiving the decision. Notice of appeal must be filed with the Superintendent, who shall forward the record to the Board. The Board shall make a decision with thirty (30) calendar days of receiving the record. The Board may ask for oral or written argument from the aggrieved party and the Superintendent and any other individual the Board deems relevant.

If the Superintendent or designee determines that unlawful harassment occurred and discipline is imposed, the disciplined person may appeal the disciplinary sanction in the same manner as any other such sanction would be appealed.

# South Fayette Township School District

## REPORT OF HARASSMENT

1. Name: \_\_\_\_\_
2. School/Building: \_\_\_\_\_
3. Describe the conduct you found objectionable, including what force, if any was used; verbal statements (threats, requests, demands, etc.); what if any physical contact was involved (additional sheets may be attached):  
\_\_\_\_\_
4. The name of the person or persons alleged to be harassing you:  
\_\_\_\_\_
5. If the alleged unlawful harassment was directed against another person, identify the other person:  
\_\_\_\_\_
6. Date of the incident described in #3: \_\_\_\_\_
7. Approximate time of the incident's occurrence, as described in #3: \_\_\_\_\_
8. Location of the incident described in #3:  
\_\_\_\_\_  
\_\_\_\_\_
9. Names of any witnesses to the incident described in #3:  
\_\_\_\_\_  
\_\_\_\_\_
10. Please briefly identify the actions you would like to be taken by the School District in correcting the matter you have identified:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Person completing the complaint form: \_\_\_\_\_
12. Date this complaint was submitted: \_\_\_\_\_ Complainant's Signature  
\_\_\_\_\_

**RETURN YOUR COMPLAINT TO YOUR PRINCIPAL OR THE COMPLIANCE OFFICER, OR  
THE ALTERNATE COMPLIANCE OFFICER.**

-----  
**Office Use:**

Date Received: \_\_\_\_\_

Person Receiving Complaint: \_\_\_\_\_

## **School Board Policy 249. BULLYING/CYBERBULLYING**

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes 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, the Board prohibits bullying by district students.

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

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

**Bullying**, as defined in this policy, includes cyberbullying.

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

The Board prohibits all forms of bullying by district students.

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.

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

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

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

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

### Education

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

### Consequences For Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

## **School Board Policy 218.1 WEAPONS POLICY**

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.

Weapon - the term shall include but not be limited to any knife, cutting instrument, cutting tool, nun-chuck 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, ax 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; 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.

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.

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.

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 (10) 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.

## 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 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.

The following are examples of direct violations of the Computer Usage Policy of the South Fayette Township School District:

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 data base.
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 or obscene messages.
10. Violations of copyright and/or licensing agreements.
11. Unauthorized presence in the computer room.
12. Violation of the Internet 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 will be taken.

**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.**