

UPPER ST. CLAIR HIGH SCHOOL FACULTY HANDBOOK-TABLE OF CONTENTS

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UPPER ST. CLAIR SCHOOL DISTRICT MISSION STATEMENT

Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promote happiness and success.

STATEMENT OF PHILOSOPHY

The intent of the educational program of Upper St. Clair High School is to foster academic excellence and self-discipline so that students might attain their full potential and function successfully in a rapidly changing society. In addition, through the extended programs serving the special needs of many in the student body, the school district testifies to the value and responsibility it places on each individual in a democracy.

OBJECTIVES

- To stress the need for academic excellence as an end in itself
- To promote the highest possible level of achievement for each student
- To stimulate imaginative thinking and the development of long-range goals
- To encourage responsibility through participation in school and community activities
- To develop student ability to:
 - a. communicate effectively, read objectively, and think critically
 - b. analyze problems and apply basic mathematical principles
 - c. explore, understand and use concepts of science
 - d. cope with the potential and limitations of computer technology
 - e. gain historical perspective and understanding of different cultures, and develop competency in the management of human and material resources
 - f. function in the world community through the study of people and their language
 - g. cultivate creative, aesthetic and technical appreciation and accomplishment in the practical and fine arts
 - h. develop knowledge, attitudes and practices conducive to healthful living
 - i. locate and apply information obtained through the basic skills of research
 - j. maintain physical fitness and develop skill in team and individual sports
- To foster self-esteem and respect for the individual
- To develop a sense of leadership, participation and cooperation through student-directed extra-curricular activities
- To develop intellectual and social skills that promotes success in post-high-school activities

COLLECTIVE BARGAINING AGREEMENT

Members of the professional staff are responsible for being familiar with items that pertain to them in the Collective Bargaining Agreement. For specifics related to any particular area, please refer to your copy of this agreement.

POLICIES

Professional employees are responsible for being familiar with School Board policies that pertain to them and their assignments. The following do not represent all pertinent policies nor is information provided in its entirety. School Board Policy manuals are available in the library and the principal's office.

3015 Anti-Harassment Policy Statement

The School District is committed to equality of opportunity, human dignity, diversity, and academic freedom. No School District employee or student or other persons under the direct control of the school district on school district property shall intentionally harass, intimidate, demean or abuse a person or group of persons (physically, verbally or by other conduct) with the purpose of unreasonably interfering with such person's work or academic environment in connection with any school activities or operations. The Anti-Harassment Policy includes cases where the conduct is related to race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability or veteran status. No person covered by this policy shall retaliate or threaten retaliation against another person for reporting, testifying or otherwise participating in any investigation or proceeding relating to a complaint of harassment. Regulations for implementation have been developed in support of this policy.

3012 Drug Free Workplace

The District believes in providing and maintaining a drug-free working environment for its employees. In this regard, the District complies with the provisions of the Federal Drug Free Workplace Act of 1988.

Illicit drug use at the workplace is strictly prohibited. Employees who are convicted of criminal drug violations in the workplace (defined as meaning the manufacturing, distribution, dispensing, use or possession of any controlled substance), must notify the Director of Human Resources within five days, and the District must notify the appropriate federal/state contracting agency within ten days.

Consistent with PA Act 191, any employee who is convicted of delivery of a controlled substance or possession of a controlled substance in the workplace, or with the intent to deliver within the workplace, is to be terminated from his/her employment. Under provisions of this Act, the School Board must enforce this termination within 60 days of the conviction.

The Upper St. Clair School District Employee Assistance Program provides information regarding the availability of drug counseling and rehabilitation programs.

6008.6 Bullying and Cyberbullying

The District is committed to providing a safe, positive learning environment for students. The School 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 School Board prohibits bullying by District students. Professional staff are responsible for following guidelines regarding bullying behavior.

3014 Information Systems Policy

The District recognizes its legal, financial, and ethical responsibilities for the acquisition, application and protection of its information systems resources. The Information Systems Policy and Regulations (3014R) have been developed as a complement to relevant laws and policies to define acceptable and unacceptable information systems use, to promote an understanding of responsible usage of District information systems resources and to protect and conserve those resources.

6011 Child Abuse

The Child Protective Services Law recognizes that school employees are in an excellent position to identify students who may be subject to child abuse. School employees who have reasonable cause to suspect child abuse are mandated by law to report it. It is important that all school employees become aware of the definition of child abuse and follow the necessary procedures for reporting suspected abuse. Read the USCSA Administrative Regulations 6011 R for specific information.

Child abuse includes: serious recent physical injury which is non-accidental, mental injury which is non-accidental, sexual abuse, or serious physical neglect of children under age 18 caused by the acts or omissions of a perpetrator. Child abuse also includes any recent acts, failure to act, or series of acts or failures to act by a perpetrator that creates imminent risk of serious physical injury to or sexual abuse or exploitation of a child under 18 years of age.

If you suspect that a child is a victim of child abuse take the following steps:

1. Contact the principal, nurse, or counselor.
2. Stay in contact with the principal, nurse or counselor to provide necessary information.
3. The principal, nurse or counselor will contact the Supervisor of Pupil Services. The Supervisor of Pupil Services shall make the report or cause the report to be made as required by law to Childline and Allegheny Co. CYF.
4. School employees are not to contact the child's family or any other person in an effort to determine the cause of any suspected abuse.

Confidentiality of Student Information and Records

Professional employees are expected to understand the need for and maintain the confidentiality of student information. All professional employees are expected to be familiar with federal and state requirements regarding the confidentiality of student information. Specific direction related to privacy requirements and release of information is provided by school board policy and regulation available in the board policy book.

Access to student's records is limited to those who have a current direct professional relationship with the student and a valid professional reason to access related information. Requests for access to student records must be made through the assigned counselor.

Theatre Policy

- The stage crew is in charge of preparing the stage for all school activities
- Teachers who must use the theatre are to contact the sponsors at least two weeks before the date of the first rehearsal. No groups will be permitted to rehearse in the theatre unless arrangements are made in advance.
- The stage crew should not be on the stage unless arranged for by the stage crew sponsors
- Play or show personnel will never be permitted on stage to rehearse if it interferes with previously scheduled activities
- Any equipment used for performances must be removed after each rehearsal if it interferes with previously scheduled activities
- Any stage set-up that is disturbed must be replaced before participants leave
- Electrical equipment and apparatus are to be operated by the stage crew and not teacher assigned personnel

School Policy Regarding Educational Trips

Any pupil desiring to have his/her absence excused for educational trips must follow the procedure listed below:

- The pupil should notify the appropriate counselor prior to his/her absence for this purpose.
- Complete the Educational Trip form prior to leaving. (These forms can be secured in the assistant principals' office)
- Pupils making this kind of trip should notify their teachers in advance of the trip. If the teacher requires written work to be made up prior to the absence for this purpose, the pupil must do so. Work not made up according to the schedule arranged with the teacher will receive an "F" grade unless the teacher grants an extension.

Types of absences included in this policy are:

- approved educational trips/tours
- legitimate job interviews (by appointment) in relation to vocational courses
- visits to armed forces recruiting stations
- visits to vocational and technical schools
- visits of an educational planning nature (such as visits to prep schools)

FACULTY

Staff are required to comply with applicable federal and state laws and regulations, The Code of Professional Practice and Conduct for Educators (appendix C) and school district policies and procedures.

TEACHERS' JOB DESCRIPTION

Teachers are very important to the success of the school district. They are entrusted with the education of young people. They must always be aware of their abilities and limitations and must be understanding and sympathetic toward student differences and needs.

Teachers have a responsibility to the entire school. Although their primary responsibility is to the students in the classroom, they assume the responsibility for all students within the school and on school property as they come in contact with them.

Teachers must, at all times, keep in mind that they are professional people, and should be dedicated to the task of molding young lives into mature and worthwhile citizens capable of assuming the duties of adulthood.

Summary: To help students learn subject matter and skills that will contribute to their development as mature, able and responsible men and women; motivate and establish effective rapport with students; establish good relationships with parents and staff.

Essential Duties and Responsibilities: *Other duties may be assigned.*

- Teach the district-approved curriculum.
- Meet and instruct assigned classes/students in the locations and at the times designated.
- Plan a program of study and develops lesson plans and instructional material that is developmentally appropriate and meets the individual needs, interests, and abilities of the students.
- Create a classroom environment that is conducive to learning and appropriate to the maturity and interest of the students.
- Employ a variety of instructional techniques and instructional media, consistent with the physical limitations of the location and the needs and capabilities of students.
- Guide the learning process toward the achievement of curriculum goals and established clear objectives for all lessons, units, projects, etc.
- Encourage students to set and maintain standards of classroom behavior, maintain discipline, utilize appropriate classroom management techniques, and contact parents/guardians for behavioral issues.
- Evaluate students' academic and social growth, seeking the assistance of district specialists as required.
- Assess student accomplishments on a regular basis, maintain accurate, complete and correct records and prepare progress reports and other assessments and reports as required by law, district policy and administrative regulations.
- Assist the administration in implementing policies and rules governing student life and conduct.
- Communicate regularly with parents by means such as newsletters, notes, phone calls, conferences, email, etc.
- Confer with students, parents, school counselors and administrators to resolve student problems.
- Be available to students and parents for education-related purposes outside the instructional day
- Cooperate and collaborate with other staff members.
- Participate in the curriculum development process.
- Participate in the development and implementation of IEP's.
- Attend meetings, orientations, open house, etc.
- Perform resource, cafeteria, and other duty assignments as scheduled and on time.
- Arrange and supervises approved field trips or other activities outside of the regularly scheduled program.
- Take all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Select, store, issue and inventory materials and supplies.
- Follow district policy, guidelines, regulations and procedures.
- Maintain confidentiality according to law and policy.
- Keep up-to-date on educational theory and methodology.

TEACHER, PHYSICAL EDUCATION / HEALTH

Summary: Plans and teaches health and physical education activities; motivates and establishes effective rapport with students; establishes good relationships with parents and staff.

Essential Duties and Responsibilities: *Other duties may be assigned.*

- Teach the district-approved health and physical education curriculum.
- Meet and instruct assigned classes/students in designated locations and at scheduled times.
- Plan a program of study that meets the individual needs, interests and abilities of students.
- Create a classroom environment that is conducive to learning and appropriate to the maturity and interest of students.
- Encourage students to set and maintain standards of classroom behavior; maintain discipline for behavioral issues, utilize appropriate classroom management techniques, and contact parents/guardians for behavior issues.
- Teach and referee individual and team sports, utilize knowledge of sports techniques and physical capabilities of students, and organizes, leads and instructs physical activities such as swimming.
- Guide the learning process toward the achievement of curriculum goals and established clear objectives for all lessons, units, projects, etc.
- Evaluate students' academic and social growth, seeking the assistance of district specialist as required.
- Maintain accurate, complete and correct records and prepares progress reports and other reports as required by law, district policy and administrative regulations.
- Assist the administration in implementing policies and rules governing student life and conduct; develops reasonable rules of student behavior and procedure and maintains order.
- Communicate regularly with parents by means such as newsletters, notes, phone calls, conferences, email, etc.
- Confer with students, parents, school counselor and administrators to resolve student problems.
- Be available to students and parents for education-related purposes outside the instructional day.
- Cooperate and collaborates with other staff members.
- Participate in the curriculum development process.
- Participate in the development and implementation of IEP's.
- Attend meetings, orientations and open house.
- Perform resource, cafeteria and other duty assignments as scheduled and on time.
- Arrange and supervise approved field trips or other activities outside of the regularly scheduled program.
- Take all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Select, store, issue and inventory equipment, materials and supplies used in the physical education program.
- Follow district policy and guidelines.
- Maintain confidentiality according to law and policy.
- Keep up-to-date on educational theory and methodology.

TEACHER, SPECIAL EDUCATION

Summary: Responsible for planning instruction and/or adoption of the education program to enable students to benefit from educational experiences.

Essential Duties and Responsibilities: *Other duties may be assigned.*

- Provide instruction to individuals and groups.
- Coordinate and supervises work experience and life skills programs.
- Plan curriculum, lessons, and Special Education programs and teaching methods.
- Evaluate student progress based on papers submitted, test scores and observations and prepare progress reports.
- Maintain the physical environment of the classroom.
- Maintain contact with parents of students.
- Work with staff to coordinate goals and objectives.
- Assist in assessing student abilities and in establishing educational and occupational goals in keeping with these abilities.

- Assist in screening, evaluating and recommending placements for students.
- Evaluate student progress based on work output and observation, determine goals, objectives and directions.
- Assist in the development and implementation of IEP's.
- Attend meetings, conferences, orientation, open house, etc.
- Be available to students and parents for educational related purposes outside the instructional day.
- Plan and coordinates the work of paraprofessionals and volunteers in the classroom and on field trips.
- Communicate regularly with parents by means of newsletters, notes, phone calls, conferences.
- Maintain accurate, complete and correct records and prepares reports as required by law, district policy and administrative regulations.
- Take all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Establish and maintain standards of student behavior to achieve an effective learning atmosphere, and contact the parents/guardians about behavior issues.

COUNSELOR, HIGH SCHOOL

Summary: To provide, a comprehensive guidance program for students in grades 9-12 and specifically provide activities to meet the needs of the assigned case-load; consult with teachers, staff and parents to enhance their effectiveness in helping students; and provide support to other high school educational programs.

Essential Duties and Responsibilities: *Other duties may be assigned.*

- Administer tests and interpret results.
- Maintain accurate, complete and correct records and prepare reports as required by law, district policy and administrative regulations.
- Counsel groups or individual students through the development of educational and career plans.
- Provide information on colleges, universities and technical/vocational schools, and assist in the application process.
- Counsel small groups and individual students with issues affecting school performance or behavior; refer severe problems to appropriate resources.
- Consult with teacher, staff and parents regarding meeting the developmental needs of students.
- Develop and evaluate various counseling programs in conjunction with department goals.
- Conduct counseling activities in the classroom in conjunction with administration and teachers.
- Assist the administration in developing and implementing policies and rules governing student life and conduct.
- Consult with teachers to facilitate the infusion of counseling learning activities into regular education curricula.
- Participate in the development and implementation of IEP's.
- Coordinate special programs.
- Respond to crisis situations when appropriate.
- Attend meetings including evening conferences for support groups, test interpretations with parents, new student orientation with parents, and other meetings as required.
- Assist with course selections and scheduling.
- Assist in conducting assessment and evaluation programs including statewide and district-wide testing.
- Participate in the curriculum development process.
- Coordinate the pre-referral process for students referred for evaluation as potential candidates for special services/programs.
- Participate on the Student Assistance Program Team.
- Perform cafeteria and other duty assignments as scheduled and on time.

SCHOOL NURSE

Summary: Assists in the development and maintenance of the student health program and provides health room services.

Essential Duties and Responsibilities: *Other duties may be assigned.*

- Teach district-approved curriculum.
- Meet and instruct assigned classes in the locations and at the times designated.
- Plan a program of study that meets the individual needs, interests and abilities of the students.
- Encourage students to set and maintain standards of behavior.
- Guide the learning process toward the achievement of curriculum goals and established clear objectives for all lessons, units, project, etc.
- Provide counseling and guidance to pupils, parents, and school personnel for eliminating or minimizing the health problems of pupils that interfere with effective learning. Lend support in promotion and maintaining their optimum growth and development.
- Recognize attitudes and cultural patterns that affect health.
- Maintain and administers medications.
- Administer first aide and emergency treatment.
- Review workers compensation procedures with employees and completes forms.
- Conduct health screenings such as ear and eye examinations.
- Maintain accurate, complete and correct records and prepares reports as required by law, district policy and administrative regulations.
- Communicate with parents.
- Perform resource, cafeteria and other duty assignments as scheduled and on time.
- Attend meetings, orientation, etc.
- Participate in the development and implementation of IEP's.
- Participate in the curriculum development process.
- Take all necessary and reasonable precautions to protect students, equipment, materials and facilities.

LIBRARIAN

Summary: Responsible for planning, developing and improving the program of school library services within the philosophy of the libraries of the Upper St. Clair School District.

Essential Duties and Responsibilities: *Other duties may be assigned.*

- Plan and implement the library program.
- Schedule the use of the library by classes and groups.
- Implement the library budget.
- Plan with the administrative staff for the integration of the library program with the educational program.
- Organize and supervise the circulation of library materials.
- Publicize the services and resources of the library.
- Evaluate the building library program, services and materials in terms of adequacy in meeting curricular needs, student needs, community needs, and state and national standards.
- Provide materials for the professional growth of the faculty.
- Establish routines and procedures for selecting, ordering, processing, organizing and circulation materials.
- Assess and promote the effective use of instructional technology.
- Maintain accurate records of library holdings.
- Remove obsolete and worn materials from the collection.
- Teach district –approved curriculum.
- Meet the individual needs, interest, and abilities of the students.
- Create a welcoming environment that is conducive to learning and appropriate to the maturity and interest of the students.
- Encourage students to set and maintain standards of behavior, and contact the parent/guardian for behavioral issues.
- Guide the learning process toward the achievement of curriculum goals.
- Assist the administration in implementing policies and rules governing student life and conduct, develop reasonable rules of behavior and procedure and maintain order.

- Maintain accurate, complete and correct records and prepare reports as required by law, district policy and administrative regulations.
- Be available to students and parents for education-related purposes outside the instructional day.
- Perform resource, cafeteria and other duty assignments as scheduled and on time.
- Attend meetings, orientation, open house, etc.
- Participate in the development in implementation of IEP's.
- Participate in the curriculum development process.
- Take all necessary and reasonable precautions to protect students, equipment materials and facilities.

GENERAL RESPONSIBILITIES FOR PROFESSIONAL STAFF

Hall Duty

- Report to duty as scheduled and on time.
- Become familiar with your assigned area. See school map.
- Become familiar with other teachers who have classrooms in the immediate area.
- Locate the nearest phone in case of emergency.
- Locate the nearest rest rooms.
- Locate nearest fire extinguisher and fire alarm.
- Send all visitors to the office for a visitor's pass.
- Students without hall passes should be sent back to their last teacher to obtain a pass.
- If a student is out of order, send the student to the office.
- Maintain a courteous attitude toward the pupils to avoid any unnecessary conflicts or confrontations.
- Do not struggle to bring a student to the office if he/she is unwilling. Attempt to identify and report the student to the principal, assistant principal, or school police
- Immediately report any mysterious behavior or unusual circumstances.

Nutrition Center Responsibilities

The following guidelines were developed for those assigned to the nutrition center.

Supervision Techniques

- Circulate throughout the area.
- Request each pupil to police his/her area - that litter be picked up and deposited in refuse receptacles.
- Solicit cooperation; make requests not commands, unless necessary.
- Communicate closely with cafeteria aide and coordinate supervision of the area.

Corrective Measures

- Refer to discipline policy.
- Send referral to the dean's office.
- If the situation warrants, pupils will be given detention/suspension or, if they desire, volunteer custodial duty.
- Some pupils may be assigned to eat their lunch in another location.

Homeroom Advisor Program

Homeroom teachers will be the advisors for their homeroom students. Each advisor will assume a helping role as an advocate for his/her homeroom students.

Goals of the program include:

- to interact with students on a regular basis,
- to provide students with a sense of belonging to the school community,
- to give an additional support system to those in need,
- to build rapport and trust between students and teachers,
- to foster personal interaction with students,
- to provide additional resources for students,
- to help students reach their full potential,
- to establish an additional program for identifying possible crisis situations,

- to assist students in learning to deal with stress and make responsible choices.

OPERATIONAL PROCEDURES AND REGULATIONS

Parental Expectations of the High School Teaching Staff

- Distribute some type of procedure/expectations sheet.
- Contact parents as often as possible regarding grades, behavior, etc.
- Provide quick feedback on tests and quizzes after the need for make-ups has been accommodated. The next test should not follow until after the previous test has been reviewed.
- Review every test and quiz.
- Make provision for current academic status to be monitored and reviewed by the parents throughout the course of the year.
- Give pupils the opportunity to see all work that counts as part of the letter grade determination.
- Return work to the pupil in lieu of its being discarded.
- Notify the parent/guardian of an unsatisfactory grade as well as a failing grade.
- Give adequate notice of expectations, e.g. tests, assignments, etc.
- Inform any pupil or parent of a pupil's current academic standing, when requested.
- Respond to parental contact/requests as soon as possible.
- Use the comment section on the report card.

Miscellaneous Requirements for Teachers

- During change of classes, each teacher should check the hall traffic in the vicinity of his/her room.
- Teachers in the planning rooms should be conscientious of student behavior in area hallways.
- Each professional employee is responsible for pupil behavior regardless of the time or place of school activity or event. Do not hesitate to use this authority.
- Teachers will lock their rooms when they are not in use. All desks, file cabinets, and teacher closets should be locked when direct supervision is not possible. Do not open homerooms until you are prepared to stay and supervise.
- Generally, preparation time is free professional time. On occasion, this time may be usurped for other duties.
- Faculty members should take all possible security measures when tests are given. This includes active monitoring of exams by walking through the students and watching them.
- School personnel may leave the school grounds if prior permission has been secured from the appropriate principal/designee. Upon returning to school, the appropriate principal/designee should be notified.
- Teachers may not excuse a student from another class unless permission is secured from the other teacher involved.
- Teachers should constantly emphasize proper pupil care of classroom facilities. Pupils are not permitted to sit on or abuse window-sills or classroom furniture.
- Interruptions interfere with instruction. All personnel should attempt to reduce the number of such interruptions. Any communication between the office and the classroom or between classrooms should be made at the end of the period unless it is an emergency.
- Money should never be left in the classroom and should be deposited daily. Please see Kristie Dawson if you need to keep money in the school safe.
- For professional staff, the use of the district's website, teacher pages, and e-mail is appropriate when communicating about academic issues. The use of social network sites (i.e., Facebook, MySpace, etc.) to communicate with students is not acceptable.
- Classroom doors are to be closed and locked at all times when rooms are empty.

Staff Attendance

Information on professional staff attendance is provided in School Board Policies # 5101 – Personal Necessity Leaves, #5102 – Sabbatical Leaves, # 5201 – Conferences and Meetings, and #5213 – Sick Leave - Professional Personnel. Additional information on attendance expectations and procedures and leave benefits can be found in the professional collective bargaining agreement.

Substitute Coverage - Telesub System

Call Telesub - 412-831-2800. The thirty-second message will read, "Upper St. Clair School District. This is a recorded message. Please state your name, school, grade level, and subject area, and your reason for calling. Thank you." The teacher then has 30 seconds to complete the directions.

Procedure for obtaining substitute:

- Call the Telesub by 11:00 p.m. the night before you will be out if possible.
- If this is not possible, call Telesub by 6:30 a.m. on the morning of the absence.
- Initially Telesub will call new people added to the sub list, so principals can evaluate their capabilities.
- If teachers wish to request a specific substitute, they must secure pre-approval from their principal.
- Telesub is contacted by the principal's secretary by 6:50 a.m. each school day.
- On the day you are out, you are to call your assigned principal's office by 2:20 p.m. to state whether or not you will teach the next day.
- The appropriate principal/designee will notify the present substitute whether or not to return the next day.
- If a substitute is needed unexpectedly during the day, the appropriate principal/designee will contact the sub.
- In the event of absences due to conferences, workshops, or conventions, it is the responsibility of each teacher involved to notify Telesub of the need for a substitute.
- If you do not need a substitute but will be absent, contact Telesub.
- If you know you will be absent, leave detailed plans in the main office for the substitute. Otherwise, attempt to send in your plans with another faculty member or phone in instructions to the office.

If you have any questions, please see your principal's secretary.

Professional Dress and Grooming

Professional employees set an example in dress and grooming for their students to follow and should present an image of dignity and encourage respect for authority. These factors contribute to the maintenance of school and classroom discipline.

The Board has the authority to specify reasonable dress and grooming guidelines for staff. All professional staff members are expected to:

1. Be physically clean, neat and well-groomed.
2. Dress in a manner reflecting professional assignment.
3. Dress in a manner that does not cause damage to district property.
4. Comply with the provisions of the Pennsylvania School code of 1949 regarding wearing religious dress, emblem or insignia.

Tutoring for Pay

There may be an occasion when a teacher will be asked to tutor an Upper St. Clair student for pay in the district's schools. If you decide to accommodate such a request, the following guidelines must be followed:

- The tutoring for pay is scheduled before or after the teacher's regular workday.
- The students are enrolled in the Upper St. Clair School District.
- Teachers should not be paid to tutor assigned students in school unless it is approved by the building principal.
- Teachers who tutor students for pay in school are responsible for giving a written list of those students' names to the principal. The principal will acknowledge receipt of the list in writing.

Textbooks - Lost & Damaged

Curriculum leaders are responsible for keeping an active inventory of the textbooks provided for each subject area. In areas where there is no curriculum leader, the individual subject teacher or teachers must assume this responsibility.

All teachers are responsible for the textbooks assigned to them. An accurate record of these must be kept at all times. At the beginning of each semester each teacher will complete the "Book Issue Receipt Form" in which the pupil's name, the book number, and the condition of the book is recorded.

When a student has a financial obligation, such as a book fine, the following procedure should be followed:
The teacher will:

- Complete the Book Fine form. The only spaces not to be completed are those marked Date, Paid, and Office.
- For lost or damaged (unusable) textbooks, the charge shall be the following:
 - full original price of the book if the book is no more than 2 (two) years old
 - after 2 years, the price will be reduced by five (5) percent per semester
 - for damaged but useable textbooks, the fine shall be one-half of the original cost of the book.
 - give the pupil the Book Fine Form with directions for paying.

The student will take the Book Fine form to the office, pay the amount indicated, and return the receipt to the subject teacher.

The teacher will retain book fine receipt for his textbook record, and issue the pupil another textbook.

Class Officers

Upper St. Clair has class officers (president, vice-president, and secretary) for the freshman, sophomore, junior and senior classes. Due to the nature of the activities of the senior class, a treasurer is elected for the class.

Fund Raising

All fund raising must be approved by the activities director. Any money raised must be deposited in an account established through student activities.

Building Use

- Pupils may remain in the building after class hours if a faculty member is present.
- Pupils are not permitted to use the gymnasium at any time unless a faculty member is present.
- Pupils or faculty desiring to use the building on weekends or evenings must submit a written permit to central office. (Ext. 2202)
- Teachers desiring to use the Theatre and LGI must register with Theater Coordinator.

Requesting a Room/Facility

If a room is needed after 4:00, call ext. 2202. These requests include but are not limited to:

- Clubs/Activities
- PTSO
- Staff Development

If a classroom is needed during the school day, call Linda Dalzell at ext. 2407.

To reserve Rooms 148/149 during the school day, call the library at ext. 2390.

The Theater, LGI, and Nutrition Center are available for meetings. Please check both the Fine and Performing Arts calendar and the Public Theater calendar (on the USC website) to view available dates. Email Judi Paternostro to schedule an event in these rooms.

In-district requests will be supported by the use of technology. The staff member making the request will consult a facilities web-site calendar, complete the application on the web-site, and send it to Kristie Dawson to be scheduled.

Cameras

To ensure the safety and security of the students/staff and for other purposes, surveillance cameras have been installed in the building.

Field Trips

Field trips are considered a "tool" of instruction and, as such, should meet specific educational objectives. As with any instructional activity, field trips should be thoroughly planned to include student orientation to the trip, at which time all of the objectives of the trip are defined. Since the students will miss other classes, the proposed trip should be of great significance in their educational development.

Teachers must request permission to conduct a field trip at least three weeks prior to the desired date by completing in triplicate the Transportation Request form. This will be reviewed by the building principal and submitted to the central office for approval or disapproval. Teachers must secure a Parental Consent Slip for each student.

For specific operational procedures, please refer to the district policy manual.

STUDENT ATTENDANCE

Advisory Period/Attendance

- Each homeroom teacher must report all pupils who are absent. Attendance must be taken by the homeroom teacher.
- Students reporting to homeroom between 7:30 and 7:40 should be marked tardy. Students should be notified that they have been marked tardy and parents contacted.
- Students reporting after 7:40 must enter class with a tardy admission slip from the attendance office
- Tardiness will be noted on the daily attendance bulletin.
- Homeroom teachers are to initial all admission slips when roll is taken. The pupil should retain the admission slip to show his/her teachers.
- Pupils should be sent to the attendance office by the homeroom teacher if the pupil has not reported to the attendance office with his/her excuse for a previous absence.
- Attendance Bulletins will be e-mailed by 1 p.m. to all high school staff. Students' arrival and early departures will be available to see in MMS by early morning.

Procedure for Classroom Attendance

- **Roll must be taken during class and a record should be kept in the grade book and/or computer file.**
- Teachers are required to complete the Daily Attendance Report according to instructions and turn it in daily.
- If it is ascertained that the student cut class, the teacher may assign that student an "F" for the day's work.

Excuses for Absence

- Upon arrival to school after an absence, all pupils are required to turn in a written excuse to the attendance secretary in Room 106. Here the pupil receives an admission slip.
- Excuses need to contain the following:
 - date submitted
 - reason for and dates of absence
 - parent or guardian signature
 - grade level
 - homeroom number
- Upon entering homeroom and other classes after an absence, the pupil is required to present the admission slip to the teacher at the beginning of the homeroom/class session.
- The teacher initials the slip and immediately returns it to the pupil so it can be taken to the next class.
- If the pupil appears without an admission slip, he/she should be sent to the attendance office immediately.
- Pupils with unexcused absences, except truants, are permitted to make up their work. Truants are recorded on the daily attendance bulletin for the teacher's information.

Suggestions in Relation to Tardiness

- **Stand near your door prior to bell time and begin class immediately after the bell rings. Pupils will realize that all teachers are starting class at once.**
- Don't answer individual questions until the whole class is under control and work has commenced. If you give your attention to one person, the others are waiting so they see no reason to be on time.
- Always assume that arriving on time is necessary. Pupils need to know that you really believe it.
- Emphasize the importance of being on time and expect it of every pupil. Timeliness is an area of social growth applicable to each pupil, and the necessary time on this area should be spent requiring it of pupils. Some attention must be given to each violator. Notify the students that they have been marked tardy. Do not send students to an office for a tardy excuse, there is no such thing.

STUDENT ATTENDANCE (continued)

- There is no magic formula in solving the tardiness problem. However, if adequate attention is given by each of us, much improvement can be expected.

Tardy Procedures

- Tardiness should be discussed on an individual basis with the student who violates the teachers' classroom policy.
- Chronic tardiness and teacher action should be brought to the attention of the appropriate assistant principal. When students accumulate **tardies to school**, the assistant principal will automatically see them. This will be reported to the assistant principal through the attendance office. A warning/detention will be assigned as appropriate and the parents will be contacted.
- When a student is tardy to class it is the responsibility of the classroom teacher to take action prior to notifying the assistant principal through a discipline report. **Do not send students to an office for a tardy excuse.** Classroom teachers should **first conference with the student and contact the parents/guardian.** Discipline reports should be written for students as they accumulate sets of three tardies.

Early Dismissal

Any pupil desiring to leave school before the usual dismissal time must submit an Early Dismissal Request form signed by his/her parent or guardian. Students should take their request for early dismissal to the attendance office the morning of their early dismissal. The attendance bulletin will list these pupils each day. **All students must sign out with a parent or guardian before leaving the building.**

A Permit to Leave receipt will be issued. The pupils will have only the teacher from whose room he/she is leaving sign the receipt. The pupil will take the receipt with him/her when leaving the building so that, if a school authority outside the building stops him, the pupil will have valid evidence for his/her early departure. Early dismissals should only be granted for doctor's appointments and urgent (emergency) reasons at home. Pupils who leave the building for non-valid reasons will be considered unexcused and the minutes will be recorded as such.



DISCIPLINE AND PUPIL CONTROL

Responsibility Regarding Pupil Control

Specific regulations concerning the control of students by certified personnel shall include the following:

- All well-organized programs depend upon fair, consistent, and firm teacher discipline. The teacher is responsible for class discipline, but **serious** discipline problems should be brought to the attention of a building administrator.
- Under no circumstances shall a teacher excuse a pupil to leave the school building or the school grounds during the regular school day without a Permit to Leave form.
- When discipline measures are needed, they should be administered in privacy.
- **Professional employees shall not punish a group of students for the actions of one pupil.**
- Teachers should make every effort to handle classroom discipline in a timely fashion.
- It is the responsibility of the teacher to contact parents regarding inappropriate behavior or actions.
- The teacher shall write a disciplinary referral to the assistant principal **only after** exhausting all other behavioral management options (e.g. conference with the student, conference with counselor, contacting the parent/guardian).
- Disciplinary referral forms are located in the principal's/assistant principal's offices.

Keys to Handling Discipline Problems

Rules for good discipline vary from one classroom to another. However, some basic policies exist that serve as a foundation for discipline in any teaching situation.

- **Provide meaningful instruction and appropriate classroom activities.**
- Provide each student with a textbook and a syllabus.
- Provide appropriate instructions.
- Cut time for routine chores to a minimum. Example: roll call, passing out papers, etc.
- Make sure that class activities last the entire period.
- Keep accurate records of grades, and make students aware of grades.
- **Be responsible for classroom discipline.**
- Document the student's behavior and what you have done in order to correct the student's behavior.
- **Establish a set of rules to govern class.**
- Post a list of classroom rules where they are visible to the entire class.
- Discuss the rules with the class, and get input from the class about rules.
- Duplicate the rules and give each student and parent a copy.
- **Be consistent with punishment.**
- Grades cannot be used as punishment.
- Follow your own rules each day.
- Do not vary the punishment from one student to another.
- **Establish and maintain communication with parents – call them about the behavior.**
- One of parents' typical criticisms is, "Why didn't someone call me, I would have gotten it straight."
- Better responses are received from students when they know that parents will be called.

Classroom

Teachers should maintain an atmosphere in which learning can take place. This should occur through creative, dynamic teaching. Constructive teacher discipline may be invoked to maintain this environment.

Discipline in Specific Areas

School rules apply to all school sponsored activities and on all district properties.

Bus

- All Safety rules will be followed.
- No boisterous conduct will be permitted.
- Items will not be thrown from the bus.
- It is the bus driver's responsibility to enforce these regulations. He/she will notify the assistant principal of any violation by means of a discipline report form. The assistant principal may use any school punishment deemed necessary.

DISCIPLINE AND PUPIL CONTROL (continued)

Activities

Only socially acceptable conduct will be tolerated. All school rules are in effect for school sponsored activities.

Nutrition Center

- Pupil behavior in the nutrition center is the responsibility of the **faculty supervisor and aide**.
- Socially acceptable behavior is required of all pupils.
- Pupils are not permitted to leave the nutrition center/lobby area without permission from the faculty supervisors.
- Pupils are responsible for policing their area. All garbage should be put in garbage cans.

Halls and Lockers

- No boisterous conduct is permitted in the halls at any time.
- Lockers are to be kept neat, clean and sanitary.
- Pupils may use their lockers at any time convenient to them while passing from one class to the next.
- Pupils should not be excused from the classroom unless absolutely necessary. Pupils must sign out of classrooms and carry a hall pass.
- Lockers are property of the school and can be inspected at any time without the permission of the student.

Administrative Discipline

Discipline Report: After the teacher has exhausted his/her own discipline plan (conference w/student, conference w/counselor) and **contacted the parents/guardians**, a disciplinary referral should be completed regarding the inappropriate behavior/incident or violation of school rules.

The school's faculty and administration believe that every attempt should be made on our part to have a constructive policy which is intended to help students with behavior problems. This will help students adjust to school rules rather than merely be punished. We feel our policy will help develop an intrinsic desire on the part of the student to develop self-discipline. Further, the school believes that it is important to find, whenever possible, the causes of student misbehavior and to discuss these causes with the parent in a constructive atmosphere. The discipline policy now in effect has been designed on the preceding philosophy. A copy of the **Reasonable and Necessary** Rules is provided in the Student Handbook.

In-School Suspension/Detention Center Rules

Students assigned to this room must adhere to the following rules:

- Report on time.
- Report for all assigned mods.
- Bring study materials and/or other reading material that meet acceptable community standards.
- Talking and whispering are not permitted.
- The marking of furniture or the walls is not permitted.
- Do not rearrange the furniture.
- No radios, walkmans, or personal stereos are permitted.
- No sleeping.

After School Detention

- Teachers may assign students to after school detention as an alternative to in school detention.
- Assigning teachers will monitor student in his/her classroom to no later than 3:30 p.m.
- Teachers should notify the responsible administrator and or school police using the traditional behavioral referral form of the assigned detention.
- One day notice must be given to the student/parent and administrator prior to the assigned day of detention.

GRADING

General Requirements

- We need to keep grades and marks in proper perspective - and help students and parents keep them in perspective. We cannot dismiss them with the comment, "Grades are not important." They are important - for promotion, for parent information, for future employment, and for colleges.
- The report card grade is merely one of many devices a good teacher uses to inform the student and parent about progress concerning achievement of course objectives and state standards. Test marks, conferences, grades on projects, and written notices are all part of the continuous process of evaluation. We have found it helpful to have students keep a record of all these marks so that at any given point a student or parent can see where he stands. If there is much objective evidence of this sort, then there is a greater likelihood that the grade will be a fair and valid one.
- A teacher should not let discipline be a factor in the grading process except where unexcused absence prohibits the make-up work. A teacher can validly give weight to what might be called "class participation" or "recitation" only if it is related to assessment of course objectives.
- It is necessary in this context for a teacher to inform the students and parents/guardians about the basis on which the student will be graded. A report card grade should **never come as a surprise** to a student or parents. Students who are achieving poorly should be notified about their lack of progress. Progress reports must be sent home on students who are receiving a poor grade in your class. Prior to issuing a failing grade, **a teacher must send an unsatisfactory progress report to the students' parents in a timely fashion.**
- Submit to the curriculum leader procedures that are used in determining grades.
- The Upper St. Clair School District transcript displays semester grades; therefore, grades given at each quarter serve as a progress report.
- When calculating semester grades, teachers will utilize cumulative grading and have the flexibility to weigh categories, not terms, which must be consistent between teachers teaching the same classes.
- In courses where final exams are given, the final exam will count no more than 10% of the semester grade.

Bonus Points

- Teachers may use bonus points.
- All bonus points must be consistently offered between teachers teaching the same classes.
- All bonus points must be aligned with the curriculum being taught.
- All bonus point opportunities must be made available to all students.
- All bonus points must be initiated by the teacher as opposed to student request.

Rounding

The practice of rounding up to determine a student's grade is acceptable, but it must be consistent with each teacher who is teaching the same course.

Teacher Authority

The teacher shall maintain the right and responsibility to determine grades and other evaluations of students within the existing framework of the grading of the school district. No grade or evaluation shall be changed without prior consultation with the teacher involved. If a grade is changed by an administrator, the administrator changing the grade shall sign a Grade Change form which will be attached to the student's file. The Grade Change form may be removed from the file after three (3) years.

The grading process is such a vital and integral part of the instructional process that it must have a place in the teacher-chairman dialog. As part of their responsibilities, curriculum leaders are expected to help teachers do a good job of grading and marking. This may involve holding department meetings, reviewing grade distribution patterns with individual teachers, discussing specific cases of grading, etc. This will always be done in a mood of helpfulness. "Do you have any questions about school grading policy? Can I be of help with specific problems? Are you interested in knowing how other teachers with similar classes are finding their grades distributed?"

GRADING (continued)

Grade distributions will also be a part of the teacher-curriculum leader/administrators dialog. Since grades are such an important part of the teaching process, grade distribution patterns will be examined carefully. We will in effect say to a teacher, "In comparison with other teachers with similar groups and in terms of our grading policy, it looks as if the failure rate in your class was disproportionately high. Can you help us understand why?"

Grouping Students

In all student activity programs, and in non-academic learning areas, an attempt is made to group students without regard to scholastic aptitude and performance.

Academically-able pupils with high scholastic attainment may be invited to enroll in Honors and Advanced Placement classes offered in those academic areas where there is sufficient enrollment to warrant forming classes of this kind. In order to be considered for the Advanced Placement or Honors program, however, a student must first indicate a desire to participate in this type of program. Honors and Advanced Placement classes will typically differ from regular classes in pace, breadth, and depth. Membership in these classes will be noted on all college transcripts. Students who are successful in these courses should be especially well prepared for special examinations such as the College Entrance Examination Board and Advanced Placement Examination. Most colleges offer advanced placement and/or credit to students who do well in these examinations.

Teachers and counselors who are in a position to evaluate the student's ability and performance will make the selection of a pupil for a given group. A review process is available for those students who would like to take Honors and Advanced Placement Courses but do not meet the criteria for enrollment.

Make-up Work

Most students begin to realize the importance of attending school regularly when the choice of make-up work or a failing grade for the days missed is presented. The responsibility of having to make up missed work or receive a failing grade for the time missed should rest with the student. Teachers are requested to use the following procedure from the **Student/Parent Handbook** as to absence and make-up work:

The responsibility for making up missed homework, assignments, tests, projects, etc. is strictly up to the student. Following a legal absence from class, the student must make arrangements with the teacher to complete missed work. Students will be allotted one day for every day of absence to complete missed assignments up to a maximum of two weeks. Students who do not complete the assigned work within the allotted time period will receive a failing grade for work not completed. If the student has extended or recurring absences or there are extenuating circumstances, the situation will be treated individually. Students who know they will be missing class should see their teacher(s) in advance to determine what work will be missed and when the work will be due. Students who are truant, must make up work but may receive a failing grade for any missed work, tests, projects, etc.

- Students who are unexcused because of family trips, etc., are permitted to make up work.
- **Record in your class roll book each day a student is absent.**
- Upon request of the student, assign and check a make-up assignment. A reminder from you will help.
- Our primary goal is for students to demonstrate proficiency on all course content and objectives.

Incomplete Grades on Report Cards

In determining class rank, we have a problem with incomplete grades, especially over the summer. Let the following be a guide for all teachers:

GRADING (continued)

Generally, the policy is that all work not made up by the student within a two-week period following the absence becomes an "F" unless extenuating circumstances exist. At the close of school, this policy creates a problem and it may need to be waived.

Responsibility for make-up work for days missed rests with the student. Students with extenuating circumstances should be considered on an individual basis. If an incomplete is necessary for the fourth nine-week period, a definite assignment of problems and materials should be made. The counselor should be notified of the grade to be assigned if work is turned in and/or the grade to be assigned if the work is not turned in.

SYSTEM OF GRADING

A – Outstanding	100-90
B – Good	Below 90-80
C – Average	Below 80-70
D- Below Average	Below 70-60
F – Failing	Below 60
I – Incomplete	
P/F – Pass Fail (60% achievement warrants a passing grade)	

Progress Reports

These reports are used to supplement the nine weeks' report. They may be mailed at any time; however, certain designated dates are scheduled during the year. Prior to issuing a failing grade, a teacher must mail an unsatisfactory progress report to the student's parents. No report should be sent during the two weeks preceding the end of any report period. If parents need to be notified during this time, it is mandatory that you call them to explain the student's difficulty.

Pupil Cheating and Plagiarism

- Definitions - To take ideas, answers etc. from others and pass them off as one's own. Dishonesty or deception in dealing with someone to obtain some advantage.
- Areas of Cheating/Plagiarism - Homework, projects, papers, and tests.
- Types of Cheating/Plagiarism - Copying, providing answers, receiving answers, theft of papers/tests/answers.
- Cheating/Plagiarism is unacceptable and will not be tolerated. It is the responsibility of each student to submit work, assignments, and projects that represent their own work.
- Teachers should use all necessary caution and security when preparing, administering, and collecting student work and tests.
- Suggestions to Prevent Cheating:
- Any make-up test should be taken in the classroom or testing center.
- Ask the pupils if they are ready to take the test. Do they need more instruction; do you have enough understanding so that you don't need to cheat.
- Make introductory comments at the beginning of each term. RE: cheating, consequences and penalties.
- Assign a failing grade for that piece of work, call home, and send a progress report.
- Move about the room during the test.
- Use more essay type tests.
- Move the desks throughout the room to take full advantage of the room area.
- Create "test banks" to vary question items from class to class.

Suggestions to Prevent Plagiarism

- Impress upon students the definition of plagiarism, i.e., theft (of an idea).
- Watch for sudden change in style and level of vocabulary.
- Check note cards.
- Consider assigning topics.
- Identify to the class your feelings about plagiarism.
- Teach how to avoid plagiarism. For example, show a class an original source (a paragraph), show the pupils how someone might plagiarize, and asks them to report without plagiarizing.
- Emphasize the importance of learning, as opposed to collecting grades.
- Make up alternate forms of tests.



SCHOOL COUNSELING

The teachers and the counseling personnel work toward the goal of assisting the student to develop as a person. We must be concerned about intellectual life, social relationships, educational plans, vocational goals, and personal problems. The teacher and the counselor have a joint partnership in the growth of our students.

The counseling department engages in the following activities, which may help in the classroom:

- It gathers from many sources information about each student. This material is kept in the counselor's office in the student's cumulative folder. This folder is at your disposal and will help you understand the overall characteristics of your pupils.
- It gathers data that can change or contribute information to the curricula of the school. The follow-up study on student graduates is helpful in this respect.
- The counseling department plans and supervises the administration of all tests and inventories. Teachers, also, will help with the administering of tests. We measure scholastic ability, achievement, special aptitudes, interests and behavior adjustment.
- The department will make studies and recommendations to the administration.
- The orientation of new students to the school will originate in this department. The classroom teacher will support orientation efforts.
- The department organizes and operates each of the following services: special diagnostic work related to social, vocational, and educational problems, counseling of all students, counseling of parents, and placement assistance.
- The department plans and conducts research projects relevant to counseling services. It makes the findings of these projects known to teachers and to administrators.
- The counseling department serves as a referral agency for students who are in need of specialized services.
- The department will assist in scheduling students. This part of the program must have the cooperation of everyone to be effective.
- The counseling department will endeavor to help prevent discipline problems. Students should be referred for counseling before overt disciplinary problems arise. Once a student requires disciplinary action he/she should be referred to the assigned assistant principal. We should all be alert to symptoms which may indicate that a problem could be developing in order that we may work together to prevent these problems.

Whether in the counseling department or in the instructional departments of the school, all staff members must be willing to make adjustments to students' needs and the resources available for meeting them. There are two times during the school year when the students must select courses or change the schedule. One of the times is during November and December when students may make a change in schedule for the second semester. The other time is during the spring when the student will elect courses for the following year.

Student Support Services S³

The Student Support System (S³) is a service designed to help students who are having difficulty experiencing success in school. Situations such as the loss of a parent, a move to a new home, or the failure to achieve major personal goals can contribute to this lack of success. A drop in grades, irregular attendance, difficulty in interpersonal relationships, chronic disciplinary problems, etc. may indicate a need for the type of help that the Student Support Service will provide. S³ consists of teams made up of teachers, counselors, psychologists, principals, and a nurse. The teams meet regularly to devise strategies of assistance to the student. Discussions are kept in confidence. Once a plan is organized, a member of the team meets with the student and his/her family. Suggestions are made to help resolve the problem and thus open the way to a more successful social and academic life at school. A teacher or parent can refer a student by completing the appropriate referral form which is available in the Counseling Office.

SCHOOL COUNSELING (continued)

Academic Support

The goal of this program is to reduce student failures by identifying those students who may need appropriate/additional services through the facilitation of resources and the coordination of services which the student is presently receiving: to develop a holistic approach to meeting the needs of students.

The Academic Support Team has been created to address the academic needs of any students through the coordination of resources throughout the school.

The goal of this program is to identify and assist students who may need appropriate/additional support through the facilitation of resources and the coordination of available services to develop a holistic approach to meeting the needs of students.

Academic Support core team members, with input from Student Support Services (S³) and other relevant personnel, will problem solve/explore/coordinate appropriate resources for students.



SCHOOL HEALTH PROGRAM

The school health program is designed to promote student, staff, and community wellness. The intent of the program is to provide health counseling, appraisal, screening, referral and follow-up through program planning, development, and evaluation.

School health personnel collaborate with students, parents, educators, staff members, and other community resources to assist the student. The program is designed to assure a safe, healthy environment that is conducive to learning, and to provide professional care for those who become ill or injured while at school.

There are several goals for the school health program:

- To advocate and help provide an environment conducive to the promotion and maintenance of health.
- To detect and to provide nursing care for any physical condition which impedes learning or threatens optimum health.
- To provide liaison among the school, home, community agencies, physicians, and other health personnel.

The school nurse is the individual responsible for carrying out the efforts of the school in attaining optimum health for all students. The nurse assists the school administration, school physicians and dentists in planning, organizing, and implementing the school health program. The school nurse informs school personnel about any health conditions of the students that could interfere with learning.

Three major roles the school nurse plays in implementing a comprehensive program of wellness are:

- Develops an individualized plan to resolve any health problems that are identified in students.
- The school nurse collaborates with other professionals in assessing, planning, implementing, and evaluating programs and other school health activities.
- The school nurse assists students, families, and groups to achieve optimal levels of wellness through health education.

The school, as determined by Pennsylvania School Code, provides certain services. Height and weight measurement and vision screening are done on all students each year.

Other services include:

Audiometric screening - grades kindergarten, 1, 2, 3, 7 and 11.

Physical exams - grades kindergarten or 1, 6 and 11.

Dental exams, grades kindergarten or 1, 3 and 7.

Ultimately, the goal of the school health program is to strengthen the educational process through improvement of the health status of the students. The school health program works to protect the health of the students and promote wellness and prevent disease so that each child can be successful in school.

Medications

Assisting a student in taking medication is a responsibility that the school district views with considerable concern. Providing assistance to students in taking medication during school hours in accordance with the direction of a parent and physician will be permitted only when failure to take such medication would jeopardize the health of the student or the student would not be able to attend school if the medicine were not made available during school hours. Permission forms and instructions can be obtained from the health office. Necessary forms must be completed and on file in the health office before the medication can be taken at school.

Medication is to be registered and kept in the health office. This includes prescription medication and over the counter medication. All medications must be in a properly labeled container. Prescription labels must include the name and telephone number of the pharmacy, the student's name, the physician's name, the name of the medication, prescribed dosage, the interval of distribution, the prescription number, and the date of the prescription. Over-the-counter medication must be in the original package/container along with any instructions packaged with them. Doctor's orders and parental permission must be renewed at the start of each school year and within six months from the date of each prescription. Any medication that must be taken immediately due to a life threatening concern, i.e., inhalers, epipen, etc. may be carried by the student with written permission of the parent and physician.

SCHOOL HEALTH PROGRAM (continued)

High school students will be provided the lock-up facilities for their medication in the health office. High school students may carry their own medication to school but are to take their medication in the health office. High school students are permitted to carry on their person a single day's dose of medication and may assume responsibility to self-administer their medication. To self-administer medication, the student must be able to:

- Respond to and visually recognize his/her name.
- Identify her/her medication.
- Measure, pour, and administer the prescribed dosage.
- Sign his/her medication sheet to acknowledge having taken the medication.
- Demonstrate a cooperative attitude in all aspects of self-administration.

Any student who is found to be in possession of an excess of a daily dose of medication will be subject to discipline in accordance with the school discipline policy. Any student who is found to be in possession of one day's dose of medication, which is not registered with the health office, will be subject to a disciplinary warning and parent conference for the first offense. Subsequent offenses will be dealt with according to the school discipline policy.

On the Job Accidents and Injuries (Staff)

Any injury or accident occurring during the school day during the school year must be reported to the building nurse. Injuries should be reported on the same day that the injury occurs, but not later than twenty-four (24) hours following the injury.



UPPER ST. CLAIR HIGH SCHOOL LIBRARY THE MISSION

The mission of the library media program is to ensure that students and staff are effective users of ideas and information. The mission is accomplished:

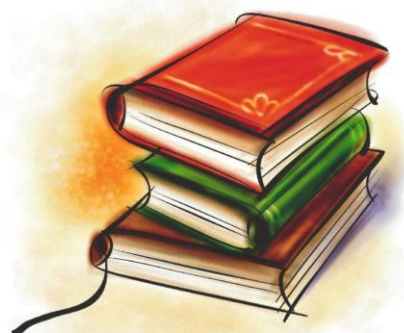
- *by providing intellectual and physical access to materials in all formats*
- *by providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas*
- *by working with other educators to design learning strategies to meet the needs of individual students.*

Information Power; Guidelines for School Library Media Programs. American Library Association, 1988.

The Upper St. Clair High School Library functions as an integral support component of the total teaching learning enterprise. Information literacy - the ability to find and use information - is the keystone of lifelong learning. The sequential library information processing skills development culminates in students growing in their ability to find, generate and apply information so that they will function effectively as individuals and to participate fully in society. The goal is to provide a technology rich learning environment with an array of information resources, to allow each child to develop to his /her greatest potential.

The library serves as an information center for students and teachers. The librarians work with faculty members in the selection of library materials which contribute to the teaching program. Librarians cooperate and collaborate with teachers and administrators in programs for curriculum development and professional growth of the staff. The librarians/library media specialists are members of the instructional staff and are actively involved in team teaching.

The overall aim of the library program is to work with students individually and create meaningful library activities in cooperation with the classroom teacher. The library is an integral part of the academic curriculum for students of all abilities.



ACTIVITIES AND ATHLETICS

Responsibilities Regarding Activities/Athletics

In meeting their responsibility regarding activity programs, teachers shall give professional consideration to the following areas:

- Planning of activities.
- Health and Safety of participants.
- Relationship between student participation and their academic progress.
- Quantity of activities in which each student engages.
- Quantity and quality of the activities involved in the total program.

Trip Request for Activities (Class, Band, Choral, Athletic, etc)

Trip requests will not be approved if the request is not in the principal's office two weeks prior to the date of the trip. Any trip will be cancelled if the list of pupils and the trip information is not submitted to the attendance secretary as soon as possible after having received approval. This information is necessary to alert faculty on the daily attendance bulletin so that plans can be made for classes.

Selection of Students for Extra-Curricular Activities

When selecting students for roles, offices, or other positions, make sure that all rules, regulations and requirements are plainly stated before competition begins. When there is more than one candidate available for a position, role, or an office, and the selection is to be made by the sponsor, it can be helpful if at least two other qualified people serve with the sponsor on a committee to make the selection. Sponsors are responsible for keeping their group together during meetings and rehearsals.

Supervision of Co-Curricular Activities

The purposes, aims, and standards of each organization should be defined so that the sponsor, administration, and students know exactly the guidelines within which they operate. All extra-curricular activities are chartered through Student Council. The curricular constitution of any new activity must be approved by Student Council.

Disciplinary Action in Co-Curricular Activities

When a student violates the standards established by the sponsor of an extra-curricular activity, the following steps should be taken:

- The sponsor has the prerogative of temporarily suspending the student from the activity for a maximum of 48 hours (for two school days).
- The sponsor should notify the building principal or designee the day of the suspension from the activity.

Within the 48 hours (or two school days) period, the sponsor and principal will discuss the situation and reach a joint decision, to either

- reinstate the pupil with the temporary suspension serving as the disciplinary action taken for the incident.
- or extend suspension permanently suspend the pupil.

Benefits to the sponsor:

- Provides the prerogative of immediate disciplinary action without the possibility of adverse repercussions.
- Provides a means by which immediate disciplinary action can be taken without usurping the organization's allotted time.
- Allows the activity to continue without student's emotional reaction to the situation interfering with the day's activities.
- Provides an opportunity for the sponsor to evaluate the situation more closely and arrive at a just and reasonable decision.
- Provides an opportunity for the sponsor to better understand the pupil.
- Provides an opportunity to create better public relations.

Benefits to the student:

- Reduces student's embarrassment before his/her peers.

ACTIVITIES AND ATHLETICS (continued)

- Provides an opportunity for the pupil to evaluate his/her actions and/or obligations to the group.
- Eliminates the possibility of the pupil being subjected to unfair punishment due to hasty action.

Benefits to all:

- Provides a direct line of communication between the sponsor and administrator, so that he/she is aware of situations as they arise.
- Provides the opportunity for the administrator to be aware of the final disposition of the case and to lend support to it.
- Provides closer contact and knowledge of the extra-curricular program.

Rules for Activity Participants

The following rules will apply to pupils who use tobacco, alcohol or other controlled substances. Any pupil who violates these rules will be subject to the following:

- For a first offense - any pupil using alcohol, tobacco or other controlled substances on school property will receive a suspension from school sponsored activities and will receive the discipline listed in the Rules and Regulations.
- For a second offense - the participant will receive a two-week suspension from activity participation and receive the discipline listed in the Rules and Regulations.
- For a third offense - the participant will be suspended from the activity for the remainder of the current year and receive the discipline listed in the Rules and Regulations.
- A pupil who violates these rules off school grounds will receive a three-day suspension from activity participation or will be subject to the coach/sponsor's rules if they are approved by and on file with the athletic director and/or principal.
- After each offense the pupil will be counseled by his coach/sponsor.

Activity Absence

Rationale - Pupil's participation in an activity means accepting more responsibility including regular class attendance.

Policies- The rules are an attempt to stress to each member of the school community the importance of school and class attendance. The policies cover all co-curricular activities including musical-related programs.

- Participants should be in most classes on the day of game, event, or they can't practice or play in the game after school.
- Participation on teams or events depends upon consistent class attendance.
- Poor class attendance initially should result in a warning from the classroom teacher and sponsor of activity.
- Continued poor classroom attendance could result in forfeiting the privilege of participating.
- The implementation of these policies is the joint responsibility of the pupils, the sponsors/coaches, the faculty and the administration.
- If any exception to any of the above is made, it is to be done so only with administrative approval.
- Any trip will be cancelled if the list of students and the trip information is not submitted to the attendance secretary as soon as possible after being approved. This information is necessary to alert faculty on the daily attendance bulletin so plans can be made for classes.
- In some cases where there is a highly desirable program appropriate to a particular class' objectives, but for which a fee is charged, a field trip may be scheduled on non-school time. If a teacher should request this type of field trip, several precautions are necessary.
- No student who is unwilling to participate should be required or coerced, in any manner, to do so.
- Parents should be informed regarding all aspects of the field trip including the departing and returning times.
- Supervisory arrangements must be specific and complete to assure the safety of the students and to discourage any behavioral problems.

APPENDIX A

ORGANIZATIONS / ACTIVITIES / SPONSORS

3-D Art Club.....	TBA	Law Club.....	Mr. Sivillo
Anime/Manga Club.....	Dr. Ghilani	Library Media Aides.....	Ms. Rentschler
Art Club.....	Mrs. Luck	Lifesavers.....	Ms. McElroy / Ms. Hess
Campus News Video Club.....	Mr. Froelich	L.I.N.K.S.....	Mr. Cramer
CHANGES.....	Mr. Cramer	Make-a-Wish.....	Ms. Mostowy
Cheerleading.....	Ms. Sanderson	Majorettes.....	Mr. Pickell
Chess Club.....	Ms. Heins	Magic Club.....	Mr. Shefler
Chinese Yo Yo.....	Mr. Miller	Marching Band.....	Mr. Pickell
Choral Groups.....	Ms. Milovac	Mathematics League.....	Mr. Shefler
Classic Rock Club.....	Dr. Rullo	Model UN Club.....	Mr. Martocci
Color Guard.....	Mr. Pickell	Montage.....	Ms. Cecelia
Computer Programming Club.....	Mr. Ollendyke	Multi-Cultural Club.....	Ms. Davidovich
Cornerstone.....	Mr. Martocci	National Honor Society.....	Ms. Moeller
Crew (Rowing).....	Ms. Clark	Natural Helpers.....	Mr. Marquis / Ms. Vargo
Culinary Chemistry Club.....	Dr. Frollini	Orchestra.....	Mr. Fox
Culinary/Nutrition Club.....	Ms. Criner	Panther Pride.....	Mr. Holzer
Dance Team.....	Cami Hulin	Pantherettes (Marching Band).....	Ms. Olkowski
Entertainment for the Elderly.....	Ms. Dwulit	Paper Club (Recycling).....	Ms. Despines
Environmental Awareness.....	TBA	Philosophy Club.....	Ms. Moeller
Fall Play.....	Mr. Fox	Pickelball Club.....	Ms. Findley
FBLA (Future Business Leaders).....	Ms. Cusick	Pink Ribbon Club.....	Ms. Gouker
Fishing Club.....	Dr. Frollini	Quill and Scroll.....	Ms. Tungate
Forensics (Speech and Debate).....	Mr. Platts	Robotics Club.....	TBA
French Club.....	Ms. Wolf	S.A.D.D.....	Mr. Manion
FRIENDS.....	Ms. Ryan	Science Club.....	Ms. Kistler
Futso Club.....	Mr. Subosits	Ski Club.....	Mr. Coffman
German Club.....	Frau Baird	Spanish Club.....	Ms. Leeds
Global Awareness & Activity Club.....	Ms. Tungate	Spring Musical.....	Mr. Fox
Gymnastics Club.....	Ms. Zapp	St. Clarion (Newspaper).....	Ms. DeWalt
GSA.....	TBA	Stage Crew.....	Mr. Williard
Healthy Living Club.....	Ms. McElroy	STAND.....	Ms. Seaman / Ms. Mostowy
HELP Club.....	Ms. Moeller	Stock Market Club.....	Ms. Alloway
Hip Hop Club.....	Ms. Dressler	Student Council.....	Mr. Holzer / Ms. Lloyd
ICE (Inter Community Excellence).....	Dr. Ghilani	Super Smash Brothers.....	TBA
Ice Hockey.....	Ms. Storer	Thespian Society.....	Ms. Milovac
Improv.....	Ms. Buccilli	USC Ballroom Dancing Club.....	Ms. Alloway
India Club.....	Ms. Chothani	USC Serves.....	Dr. Ghilani
Interact.....	Mr. Kirchner	Ultimate Frisbee.....	Mr. Miller
Japanese Club.....	Ms. Kapples	World Affairs Club.....	Ms. Heins
Junior Classical League.....	Ms. Lardas	Yearbook (Clairvoyant).....	Mr. Ollendyke
		Youth Against Tobacco ..	Ms. McElroy / Ms. Hess

ATHLETIC ACTIVITIES

Athletic Director..... Mr. Matt Mellinger
Athletic Secretary..... Mrs. Cindy Storer

Baseball

Mr. Jerry Malarkey.....Head Coach
Mr. Justin Gremba..... Assistant Coach
Mr. Garrett Beard Assistant Coach (9th)
Mr. Brad Wilson..... Assistant Coach
Mr. Corey Langley Assistant Coach

Basketball (Boys)

Mr. Dan Holzer Head Coach
Mr. Gavin WilliamsJV Coach
Mr. David Gambridge Assistant Coach
Mr. Darelle Porter Assistant Coach
Mr. Tim Sabram.....Freshman Coach
Mr. Ted Barnett Assistant Coach

Basketball (Girls)

Mr. Ernie Koontz.....Head Coach
Mr. Greg Wagner..... Assistant Varsity Coach
Mr. Mike Vuono Assistant Varsity Coach
Mr. Gary Anselmino..... Assistant Varsity Coach
Mr. Jim Koontz Assistant Varsity Coach

Cheerleaders

Ms. Amanda Sanderson..... Sponsor
Ms. Shanay Vietmeier Assistant Sponsor
Ms. Jessica Mineo Assistant Sponsor (9th)

Cross Country (Boys)

Mr. Doug Petrick..... Coach

Cross Country (Girls)

Ms. Maureen Chermak..... Coach

Field Hockey

Ms. Katie Robison Coach
Ms. Jackie Rutkowski Assistant Coach

Football

Mr. Jim Render.....Head Coach
Mr. Shawn Morton Assistant Coach
Mr. Chuck McKinney Assistant Coach
Mr. John Trovato Assistant Coach
Mr. Terry Coleman Assistant Coach
Mr. Pat Corr Assistant Coach
Mr. Matt Martocci..... Assistant Coach
Mr. Tim Robbins Assistant Coach
Mr. Mike Voelker Assistant Coach
Mr. Damien Patragas Assistant Coach
Mr. Phil Reynolds Assistant Coach

Golf (Boys)

Mr. Todd Flynn Coach
Mr. Matt Mellinger..... Assistant Coach

Golf (Girls)

TBA..... Coach

Lacrosse (Girls)

Mr. Dave Palcho Coach
Mr. Mike Palcho Assistant Coach
TBA..... Assistant Coach

Lacrosse (Boys)

Mr. Mike Messina Coach
Mr. Brooks Criswell..... Assistant Coach
Mr. Michael Caruso Assistant Coach
Mr. Ryan Schneiders Assistant Coach

Rifle

Mr. Tom Smedley Coach
Mr. Chuck Karashin Assistant Coach

Soccer (Boys)

Mr. Uwe Schneider Head Coach
Mr. Ryan Schwoebel Assistant Coach
Mr. Fred Jackson..... Assistant Coach
Mr. Kevin Coffman..... Assistant Coach

Soccer (Girls)

Mr. David Gray Head Coach
Ms. Stephanie Pagnataro Assistant Coach
Ms. Jane Sharpless Assistant Coach
Mr. Mike Gray Assistant Coach
Mr. Greg Wagner Assistant Coach

Softball

Ms. Jen Wagner Head Coach
Ms. Lauren Draksler Assistant Coach
Ms. Elisabeth Henry Assistant Coach
Mr. Michael Welhorsky Assistant Coach

Swimming

TBA..... Coach

Tennis (Boys)

Mr. Ron Mercer..... Head Coach
Mr. Kevin Coffman..... Assistant Coach

Tennis (Girls)

Ms. Janice Irwin Head Coach
Ms. Donna Reicher Assistant Coach
Mr. Tim Wagner Volunteer Assistant Coach
Ms. Karol Kommer Volunteer Assistant Coach

ATHLETIC ACTIVITIES (continued)

Track (Boys & Girls)

Mr. Doug Petrick.....Head Coach
Mr. Steve Miller Assistant Coach
Mr. Tim Robbins Assistant Coach
Mr. Greg Wagner..... Assistant Coach
Mr. Matt Martocci..... Assistant Coach

Volleyball (Boys)

Mr. Jack Zebo.....Head Coach
Mr. Josh Ficorilli Assistant Coach
Mr. Mark Killinger Assistant Coach

Volleyball (Girls)

Ms. Yoko Nagao Head Coach
Ms. Rebecca Myers..... Assistant Coach
Ms. Melissa Ferguson Assistant Coach
Mr. Enrique Camacho..... Vol. Assistant Coach

Wrestling

Mr. Emil Deliere Head Coach
Dr. Dom Frollini..... Assistant Coach
Mr. Scott Holtkamp Assistant Coach

Supervisor of football conditioning, training: Mr.
Render

FACULTY 2009-2010

(* Curriculum Leader / Department Head

English

Buccilli, Daniella
Tungate, Melissa*
Cecelia, Liz
DeWalt, Caty
Duchi, Jianina
Gouker, Giulia
Klingler, Sarah
Kountz, Christopher
Leonard, Cheryl
Moeller, Laura
O'Rourke, Sean
Watson, David
Yochum, Tom
Zapp, Patti

Foreign Language

Ali, Janet
Baird, Deanna*
Claermont, Marc-Andre
Darakos, Joanna
Kang, Lixia
Kapples, Junko
Kopaz, Lynne
Lardas, Dina
Leeds, Leslie
Moore, Cephus
Rennhoff, Johanna
Schneider, Uwe
Wolf, Bethany
Zhao, Pu

Learning Support

Bower, Phil
Chermak, Maureen
Giegerich, Erin
Steigner, Christine
Strayer, Shannon
Welhorsky, Melissa
Zirngibl, Michelle*

Library

Despines, Janine
Rentschler, Debbie

ESL

Krizner, Helen

Mathematics

Alloway, Emily
Bennett, Bryan
Erbrecht, Chad
Fisher, Stephanie
Funfar, Michael
Hughes, Melissa
Langley, Corey
Miller, Steve*
Ollendyke, Todd
Petrick, Doug
Serniak, Theresa
Shefler, Alex
Watt, Kim
Wildenhain, Paul

Social Studies

Chothani, Tanya
Durkin, Dan
Dwulit, Keera
Holzer, Dan
Kirchner, Doug*
Loboda, Luke
Manion, Pat
Martocci, Matt
Sivillo, Ron
Zelinski, Dan

Fine and Performing Arts

Eisenreich, Frank
Fox, Paul*
Hofrichter-Watts, Susan
Luck, Estelle
Milovac, Lorraine
Pickell, Don

School Nurse

McElroy, Fran

Science

Cramer, Ben
Erwin, Monica
Frollini, Dominick
Hartnett, Tim
Irwin, John
Kistler, Lynn*
Marks, Laura
Mostowy, Dawn
Olkowski, Tracey
Seaman, Heather
Syme, Colin
Yonker, Clayton
Zebo, Jack

Technology Studies

(Technical Ed, Family & Consumer
Science, Business Ed.)

Bowen, Cathy
Crum, Nikki
Cusick, Carolyn
Momyer, Karen
Peskorski, Fred
Stash, Tim

Physical Education

Findley, Becky
Hess, Betsy*
Morton, Shawn
Robbins, Tim

School Police

Conner, Joseph
Ficorilli, Corrin

School Counselors and Grade Assignments

<u>Counselors</u>	<u>All Grades</u>
Mr. Jerry Malarkey	A-De
Ms. Jamie Vargo	De-H
Dr. Bill Rullo*	I-K
Mr. Tom Marquis	L-Ni
Ms. Tonia Garofalo.....	No-Se
Ms. Jennifer Kirk	Sh-Z

* Supervisor of Counseling Services

APPENDIX B

3015 Procedures for Complaints for Violation of Policy 3015R

These regulations are intended to protect the rights of students, employees, administrators and school directors of the school district and visitors to school district property and to outline the procedures which will be followed in the event that a charge of harassment in violation of Policy 3015 is made.

Complaints

Any person who believes that he or she has been subjected to harassment should report all incidents of such conduct to the Superintendent or the Director of Human Resources within fifteen (15) work days of the occurrence of the incident.

All complaints which allege harassment in violation of Policy 3015 will be promptly and thoroughly investigated, in a confidential manner, by the person designated by the Superintendent, consistent with these procedures, to hear such complaints. In general, the Director of Human Resources shall be involved in the investigation of all complaints of harassment. In the event that it is inappropriate for the Superintendent or the Director of Human Resources to investigate a complaint, the President of the school board will designate another person to investigate the complaint.

The thorough investigation of complaints should include the taking of a detailed statement from the accuser and from any other persons who may have knowledge of the information related to the charge of harassment, and the taking of a detailed statement from the accused, and from any other persons who have knowledge or information related to the position taken by the accused in response to the charge of harassment.

Complaints Against Represented Employees

A complaint filed against an employee of the school district who is represented by a collective bargaining agent, shall be investigated by the Superintendent or his designee consistent with the terms and conditions of any applicable collective bargaining agreement and of all applicable laws.

Complaints Against Non-Represented Employees

The following procedure shall be used to investigate and resolve complaints filed against non-represented employees alleging harassment in violation of Policy 3015.

A. Against Employees

Step 1. Informal Review

The director of human resources will promptly investigate the complaint, interview both parties to provide complainant and accused with the opportunity to discuss charges made, explore personal feelings with confidentiality and impartiality and evaluate complaints which might be irresponsible, unfounded, or involve misperceptions of fact or intent. A check of the personnel file will be made to determine evidence of prior friction between parties, if possible. The Director of Human Resources will attempt to remedy the situation by reaching mutual agreement. If the matter is not resolved within ten (10) working days of the communication or the complaint, either party shall have the right to require that the superintendent proceed with Step 2 procedures.

Step 2. Administrative Conference

If the complaint is not resolved to the satisfaction of either party at Step 1, the complainant and the accused will each submit a detailed written statement of account to the Director of Human Resources. Upon receiving such written statement, the Director of Human Resources will inform both parties of an Administrative Conference. Such notice shall be given to each of the parties at least three (3) working days before the date of the Administrative Conference.

During such an Administrative Conference, the complainant and the accused will have the right to be represented by competent counsel of their choice, at their expense.

Should the Administrative Conference be resolved in favor of the accused, no further action will be necessary except that the charges and resolution will be placed in the accused and accusers personnel files if the accused so requests; otherwise, the charges and the transcript will be sealed and impounded in the Superintendent's office. Release from impounding may be made only upon formal action of the school directors or a court order.

If the conference is resolved against the accused, appropriate disciplinary action will be taken.

Both parties shall receive written notice of the decision rendered within three (3) working days of the Administrative Conference. If the accused employee so requests; or, if the school district determines to recommend that an accused employee should be demoted or dismissed or that the employee should be suspended without pay, then a hearing shall be scheduled before the school directors no later than their next regularly scheduled meeting, provided that the scheduling protects the employee's right to notification.

The school district may temporarily suspend the accused's employment until the proposed dismissal is acted upon by the school directors. The payment of salary and benefits will be discontinued until action is taken by the school directors; if a decision is later made in the accused employee's favor, back pay and benefits will be provided. Recommendations for demotion or dismissal of the accused, together with a detailed statement of charges on which the proposed demotion, dismissal or suspension is based, shall be given to the employee and shall be presented to the school directors in writing.

Step 3. Board Hearings

Hearings before the school directors will be conducted promptly and according to the Local Agency Law and the following procedures:

- a) Board hearings for not tenured or classified employees will be conducted in public session, unless the employee requests a private hearing. The employee will have the same rights for administrative conferences including the right to notification period of three (3) working days prior to the Board hearing.
- b) Board hearings for tenured, professional employees will be conducted in accordance with the provisions of the Pennsylvania School Law and the Code of Regulations and other applicable state and federal laws, including the right of a tenured employee to notification at least ten (10) working days prior to the board hearing.

The accused employee shall have the right to reply, in writing, to any charges or discipline taken against him/her, and to include such reply in his/her personnel file. Any disciplinary action taken by the school directors will be appropriate to the infraction involved.

If an employee chooses to resign in the face of charges made against him/her at any stage in the above procedures, the written documentation of charges made against the employee will be sealed and impounded in the Superintendent's office, and acceptance of the resignation will be recommended to the school directors without prejudice. If there is a request for references or recommendations by prospective employers, the reference will be limited to a statement that the person was employed by the school district, and a statement that the person resigned voluntarily. If the resigned employee files a claim for unemployment compensation benefits, the sealed charges will be opened to allow the district to appeal the unemployment claim.

The procedures contained in these administrative regulations are not intended to supersede or circumvent any procedures outlined in the School Code for determination of competence or any procedures for redress of grievances outlined in collective bargaining agreements made with the school directors.

These provisions shall not be construed so as to supersede any section(s) of the School Code of Pennsylvania or any state or federal laws regarding discipline or separation of employees; nor shall these regulations in any way be construed so as to limit the intent of other policies.

A person hired to fill a vacancy created as a result of staff discipline procedures will be considered a temporary employee until such time as the disciplinary procedures are completely resolved.

B. Proceedings Against Students

1. Definitions

Student: As used in this Policy, a student is a person who is enrolled in the school district.

Principal: Shall mean the building Principal or his designee. Should the Principal be a party to the complaint, the Superintendent or his designee shall be Principal for purposes of these regulations. The Principal shall designate a sufficient number of building Employees trained to investigate harassment complaints.

Superintendent: Shall mean the Superintendent of Schools or his designee. Should the Superintendent be a party to the complaint, the President of the School Board or his designee shall be Superintendent for purposes of these regulations. the Superintendent shall designate a sufficient number of School Employees trained to handle harassment complaints.

Employee: Any School District Employee.

Visitor: Any person on school property or involved with a School District function or activity who is not a Student or Employee.

2. Discipline/Consequences

Any Student who engages in harassment of any one in the school setting, at school sponsored activities, or in the conduct of all School District business may be subject to disciplinary action as set forth in the current Code of Student Conduct.

3. Complaint Procedure/Investigation

- a) Students shall immediately make complaints of incidents of harassment by a student to a teacher or counselor or to the Principal within the School.
- b) No student shall be required to report an allegation of harassment to the individual who is the harasser.
- c) Employees (collectively "Staff") receiving complaints of or observing or otherwise learning of an incident of alleged harassment of a Student by any person shall immediately report it to the Principal together with a summary statement providing background information regarding the incident.
- d) Verbal complaints of harassment should be put in writing by the individual complaining or by the person who receives the complaint and should be signed by the person complaining; however, if a complaining person chooses not to sign a written complaint for any reason, a thorough and complete investigation of the complaint may still be made.
- e) Upon receipt of a complaint against a Student for harassment, the Principal will initiate an investigation into the complaint promptly and will proceed with the investigation and preparation of findings and appropriate written determinations and recommendations for discipline as soon as practicable.
- f) Each complaint of harassment shall be promptly investigated in a way that respects the privacy of all parties concerned to the extent permitted by law and to the extent practical and appropriate under the circumstances.
- g) Within one week after concluding his/her investigation of an allegation of harassment by a Student against a Student, the Principal will deliver his/her recommendations, in writing, to the Superintendent, the complainant, the alleged harasser, and parents of both parties. Results may be indeterminate. If so, the matter will be recorded as unresolved.
- h) Disciplinary action shall be initiated as appropriate.
- i) When appropriate, a reasonable attempt should be made to bring resolution to the matter between the complainant and the alleged harasser under the mediation of the Principal.

- j) A record of the investigation with findings and any recommendation for discipline and any discipline imposed will be maintained by the School District, in the offices of the Superintendent, separate and apart from any student file.
- k) All reports will be subject to periodic review by the Superintendent or his/her designee for the purposes of identifying and evaluating further needs in the area of anti-harassment in the School District.
- l) Proceedings involving harassment by a School Employee or Visitor shall be governed by parts A and C of these regulations, respectively.

The above complaint/investigation procedures apply to internal investigation of complaints by the School District.

Nothing in this reporting procedure shall relieve any employee at the school District from the reporting obligation and other requirements imposed under the child abuse reporting acts. See Policy 6011 and related regulations.

4. Retaliation Prohibited

The School District prohibits retaliatory behavior against any complainant or any participant in the complaint process; any party engaging in retaliation action or threats of retaliation shall be subject to discipline. Except as provided in paragraph 7, below, the initiation of a complaint will not reflect negatively on the Student who initiates the complaint nor will it affect the student's academic standing, rights, or privileges.

5. Enforcement

Each Principal has the responsibility of maintaining an educational environment free of harassment and shall take appropriate actions to reinforce the School Districts harassment policy. These actions will include:

- a) Providing staff information at the beginning of each school year.
- b) Providing student instruction about harassment through at least two full class periods each school year. Written copies of the School Board Policy and these regulations shall be given to each high school student as part of these discussions. Written material shall be distributed to each elementary and middle school student containing information that is age-appropriate and must assure students that they need not endure any form of harassment.
- c) In addition, all teachers, counselors and administrators shall instruct students on the procedures for reporting harassment within the educational setting on an as-needed basis.

6. Notifications

A copy of the Anti-harassment Policy shall:

- a) Be included in the notifications, handbooks and/or other publications that are sent to parents/guardians at the beginning of each school year.
- b) Be displayed in a prominent location near the school Principal's office.
- c) Be provided as part of any orientation program conducted for new students upon enrollment.
- d) Appear in any school or School District publication that sets forth the school or School District's comprehensive rules, regulations, procedures, and standards of conduct.

7. Penalty for falsely accusing a person of harassment

Any Student covered by this policy who has filed a complaint alleging that he/she has been a victim of harassment within the School District and a subsequent investigation reveals that the student has falsely accused the purported harasser of harassment and that, in fact, no harassment occurred, shall be subject to discipline as set forth in the current Code of Student Conduct.

A. Against Visitors

The following procedures shall be used to investigate and dispose of complaints against visitors involving harassment in violation of Policy 3015.

Visitors for the purpose of the regulations are defined as any person on school property other than a school employee or student.

1. Notice of Policy. School property shall be posted with notices in conspicuous places so as to advise visitors and others of policy 3015. Such notice shall state that visitors violating this policy may be asked to leave school district property.
2. Reporting: Preliminary Disposition. Any person witnessing or becoming aware of a visitor's alleged violation of Policy 3015 shall promptly report such violation to the principal (or the superintendent) as defined in these regulations. The principal shall immediately make a preliminary investigation of the alleged violation, and, based upon his preliminary evaluation of the report and the credibility of any witnesses may require the accused to leave school district property, subject to the right of the visitor to request a hearing.
3. Investigation: Any visitor accused of harassment shall have the right to request a full investigation and a hearing by the superintendent or his designee, as soon as practicable and at a time that suits the reasonable convenience of the parties, or the principal may elect to conduct such full investigation and hearing.
4. Disposition. The superintendent, or his designee, based on his full investigation and hearing with or without the cooperation and participation of the accused upon determining that the accused has violated Policy 3015 shall fashion an appropriate remedy which may include a termination of any license or right the accused may have to enter school district property indefinitely or for a term as well as any conditions of accused future entry onto school district property. The accused shall be notified of such findings and disposition of the matter.

ADOPTED: 5/19/95

REVISED: 8/27/97

APPENDIX C

Professional Practice and Conduct for Educators

§ 235.1. Mission.

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§ 235.2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

§ 235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§ 235.4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

§ 235.5. Conduct.

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

§ 235.6. Legal obligations.

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101—27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401—413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

§ 235.7. Certification.

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

§ 235.8. Civil rights.

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

§ 235.9. Improper personal or financial gain.

The professional educator may not:

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

§ 235.10. Relationships with students.

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

§ 235.11. Professional relationships.

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

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(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.

(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

**UPPER ST. CLAIR SCHOOL DISTRICT
HARASSMENT COMPLAINT FORM FOR STUDENTS**

STATEMENT REGARDING ALLEGED MISCONDUCT

(Must appear in Original Written Form)

Please specify the event and the exact date, time and place when the event occurred and identify the person(s) involved by name and position.

THE ABOVE STATEMENT WAS MADE OF MY OWN FREE WILL AND ACCORD, AND IT IS A TRUE STATEMENT TO THE BEST OF MY KNOWLEDGE.

Signature Date Time

Witness/School Professional Signature Date Time

APPENDIX C

Professional Practice and Conduct for Educators

§ 235.1. Mission.

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§ 235.2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

§ 235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§ 235.4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employe Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

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