

Student Planner

Name	_____
Year	20____ to 20 ____
School	_____
Grade	_____
Homeroom	_____

Alma Mater

Sing a song of Indiana, school we love so well:
Of our noble Alma Mater
All her praises tell

Chorus

Hail to Indiana High
Hail, all hail again
Red and black thy colors fly
Soaring upwards to the sky.
Thee we've loved in days gone by,
And we will to the end.

2nd Stanza

Sing a song of fame and glory,
Friendship, faith, and love:
Thee we'll raise in song and story,
Other schools above.

WELCOME TO ALL STUDENTS

On behalf of the entire faculty and staff, we extend our best wishes to you for a successful school year. We look forward to supporting you in another year of academic growth.

We hope that with clear expectations, a strong instructional program, and the cooperation of you and your family, the year will be an outstanding one. We are proud of you and of the talents you possess and hope that you will work hard to utilize them in the best way possible.

Please remember that our first and most important priority is to assist you in the further development of your talents in all areas including academics, the arts, athletics, and relationships with your teachers and classmates.

If you need help, make sure that you ask your parents, teachers, or other school personnel for assistance. Be sure to use this handbook as a means to that end as well.

Sincerely,
The Administration

INDIANA AREA SCHOOL DISTRICT

501 East Pike, Indiana, PA 15701-2298

Phone (724) 463-8713

Web Site www.iasd.cc

SECONDARY SCHOOLS

Indiana Area Senior High.....	724 463-8562
Guidance Office.....	724 463-3531
Athletic Office.....	724 463-3530
Indiana Area Junior High	724 463-8568
Guidance Office.....	724 463-9718

ELEMENTARY SCHOOLS

Benjamin Franklin	724 465-5637
East Pike.....	724 463-8567
Eisenhower.....	724 463-8566
Horace Mann.....	724 463-8560

*“If you plan to LEARN,
you must learn to PLAN.”*

CONTENTS

Secondary Students’ Day.....	2
Attendance, Behavior Guidelines & Discipline Policy	4
More Important Information	42
Years-at-a-Glance	55

2019-2020 School Calendar

August 15—21	In-Service Days
August 22	First Student Day
September 2	No School
October 11 & 14	Act 80
November 11	No School
November 12	Parent/Teacher Conference
November 27—29	No School
December 2	No School
December 23—31	No School
January 1—2	No School
January 2 & 20	Act 80
February 14	Act 80
February 17	Parent/Teacher Conference
March 20	Act 80
March 23	Act 80 Day
April 8 & 9	Snow Day
April 10—13	No School
April 14	Snow Day
May 8	Act 80 (1/2 Day)
May 22	Snow Day
May 25	No School
June 2	Last Student Day (1/2 Day)

Senior High Schedule

Period	Start	End
1	7:30 AM (Attendance)	8:13 AM
2	8:17 AM	8:56 AM
3	9:00 AM	9:39 AM
4	9:43 AM	10:22 AM
5	10:26 AM (1st Lunch)	11:05 AM
6	11:09 AM (2nd Lunch)	11:48 AM
7	11:52 AM (3rd Lunch)	12:31 PM
8	12:35 PM	1:14 PM
9	1:18 PM	1:57 PM
10	2:01 PM (Academic Period)	2:40 PM

REPORT CARD DISTRIBUTION DATES		
Quarter	End Of Grading Period	Report Cards Distributed to Students
1	October 24, 2019	November 1, 2019
2	January 15, 2020	January 23, 2020
3	March 3, 2020	March 31, 2020
4	June 2, 2020	June 8, 2020

**Dates are subject to change

MISSION

To provide supportive and engaging educational experiences that prepare students to be productive citizens who positively impact society.

Vision—Indiana Area School District: Where everyone is inspired and challenged to excel.

Shared Values:

Individual

We value the individuality of every child and believe every student must be provided opportunities to strive for excellence.

- Encourage scholastic achievement
- Nurture and enhance character development
- Expose to a range of new ideas and cultural experiences

Academics

We believe that all individuals will be afforded opportunities to be challenged through rigorous instruction and programs.

- Develop students' critical thinking skills, problem solving skills, and provide real world applications
- Bolster continuous improvement
- Collaborate and utilize resources

Society

We believe in a strong partnership among students, families, schools, and community.

- Foster active and responsible citizenship
- Uphold the schools as the educational, civic, social, and athletic center of our community
- Prepare students for diverse career pathways

Diversity

We believe that all students and staff should respect and value the differences of society's diverse ethnic, racial, religious, and socioeconomic population.

- Promote self-advocacy
- Cultivate an inclusive environment
- Provide a safe, welcoming, and supportive environment

IASD

Indiana Area School District

This "*Attendance, Behavioral Guidelines and Discipline Policy*" section has been prepared for your information so that you may become familiar with many of the policies that have been developed to make your school years productive and successful.

We urge you to take full advantage of every opportunity to participate in activities which are offered at your school. A highly capable faculty, support staff, and excellent facilities provide aids to your learning. It is only through personal involvement that you will develop that sense of pride in yourself and your school.

This is your school district. Make the most of what it has to offer and contribute your time and talents wisely. Be proud of your school district and always conduct yourself in such a manner that your actions will reflect pride in yourself, your school, and your community.

This "Attendance, Behavioral Guidelines, and Discipline Policy" section of the Indiana Area School District's Student Planner for secondary students is a reprint of the "Indiana Area School District Attendance, Behavioral Guidelines, and Discipline Policy," revised June 2013. The original publication, on file at the Indiana Area School District Administrative Offices, 501 East Pike, Indiana, PA 15701, shall be the administered policy.

**INDIANA AREA SCHOOL DISTRICT
ATTENDANCE, BEHAVIORAL GUIDELINES,
AND DISCIPLINE POLICY**

Preface	5
Attendance	
Introduction.....	6
Home-School Communication.....	6
Recognition of Attendance.....	7
Absence from School.....	7
Returning to School after an Absence.....	7
Right to Makeup Work	8
Irregular Dismissal from School.....	8
Unexcused Absence from School	9
Unlawful Absence from School.....	9
Excessive Absence and Homebound Instruction	9
Tardiness.....	10
Behavioral Guidelines	
Extra-Curricular School-Sponsored Activities.....	10
Athletic Ineligibility.....	11
National Honor Society	11
Dress and Grooming	11
Medication	12
Drug and Alcohol.....	13
Use of Tobacco	14
Weapons	14
Searches	15
Unlawful Harassment.....	17
Hazing.....	20
Terroristic Threats/Acts	20
Vandalism	21
Use of Electronic Technology.....	21
Electronic Communication	23
Bicycle and Motor Vehicle Use.....	24
Bus Conduct and Safety Procedures	24
Flag Salute and Pledge of Allegiance	25
Student Parking.....	25
Discipline	
Discipline Response Structure	28
State Board Regulations (Student Rights/Responsibilities)	33
Student Records	38
Definitions	39
Important Information for Parents and Students.....	42

INDIANA AREA SCHOOL DISTRICT ATTENDANCE, BEHAVIORAL GUIDELINES, AND DISCIPLINE POLICY

PREFACE

The school district mission statement indicates that “To provide supportive and engaging educational experiences that prepare students to be productive citizens who positively impact society.” In support of this mission, it is necessary to provide an environment in which each student can move toward self-realization. Such an environment can only be provided in an atmosphere that is regulated by appropriate rules for behavior and attendance. While the appropriateness of rules will vary from one setting to another, the Board of School Directors believes that policies can be established for utilization throughout the district to provide a framework to standardize expectations for behavior and attendance.

All individuals in a society live by rules which serve to smooth the process of working together in an effort to reach certain goals. In a school setting, such rules are usually cast in the form of a code so that there is respect for each other's rights.

Our legal system attempts to strike a balance in regulating a relationship between student and school. On the one hand it attempts to preserve the student's rights afforded by the Constitution. On the other hand, it makes every effort to make certain that in affording each individual such rights, it does not disrupt the rights of other individuals and the interests of the school district.

Students have most of the same rights as adults. With these rights come certain citizenship responsibilities in a democratic society. Student rights are designed to assist them in reaching certain objectives. The school's rights help to preserve order.

This attendance and discipline code is designed to balance the responsibilities of the students, the parents, the administration, and the employees of the school district in order to maintain and support a thorough and efficient system of public education with personal rights and freedoms for all students. Adherence to this code by students and school personnel, together with the parental support which is needed, will not only create an atmosphere conducive to learning but will also protect the rights of our youths. This policy is designed to provide a guide which is reasonable in dealing with attendance and discipline problems and one which will establish the parameters for students and staff to follow so that all parties know what is expected of them.

ATTENDANCE—INTRODUCTION

In order for the Indiana Area School District to function as a system for public education and in order for students to benefit from this district's planned educational program, it is necessary that students assigned to district schools be in regular attendance. Regular attendance is a prerequisite for educating the students of our district. Curricula are planned and courses taught as a progression of learning activities and ideas, with each day's work building on work previously done. When students are absent, they miss one or more steps in the learning hierarchy; absent students cannot be taught.

The laws covering school attendance are explicit, and attendance shall be required of all students enrolled in the school when school is in session.

The school district will assist parents and students who are experiencing attendance problems. Such assistance may involve frequent parental contact, counseling and/or psychological services provided within the resources of the school system, the development of a Student Attendance Improvement Plan (SAIP), or referral to agencies which provide support to the school district.

It may also be necessary to invoke disciplinary action against those students as suggested in the Discipline Response Structure. Since parents and guardians are legally responsible for their student's attendance at school, they may find themselves in conflict with the law. A pattern of poor attendance/tardiness for any student, grades K through 12, will be cause for both school and community agency intervention.

The following definitions are provided to assist in understanding the policies and procedures established by the Board of School Directors:

Compulsory School Age: The period of a student's life from the time the student's parents elect to have the student enter school, which shall not be later than eight (8) years of age, until the age of 17 years.

Tardiness: Absence of a student at the time a given class and/or school day begins, provided the student is in attendance before the close of that class or day.

Truancy: The failure of a student to attend school regularly as required by law without acceptable reason, or willful violation of the compulsory attendance laws.

Unexcused Absence: The absence from school of a student who is not excused by a teacher or principal.

Unlawful Absence: The unexcused absence of a student under 17 years of age.

HOME-SCHOOL COMMUNICATION

Parental attitude is a factor which greatly influences the regularity of student attendance. Therefore, communication and cooperation between home and school are of high importance. The school has the responsibility to inform the parents of the attendance regulations which apply to their student.

The principal may call upon the services of the support staff of the school, district, or county to improve the attendance of a student. This would include the guidance staff, nurse, psychologist, attendance officer, ARIN, Children and Youth Services and other student support services. Communication may be accomplished by any one or a combination of the following:

Phone Calls: Phone calls provide an immediate, yet informal, opportunity to discuss the absence of a student. Such contacts may be made when the absence is excused to foster open communication between the home and school. Most frequently, however, they will be made to verify excuses or the reason for absence of a student. **Parents are requested to call the school when the student is absent.**

Written Correspondence: Such correspondence will serve to formalize a concern which, if unmodified, may lead to serious disciplinary action and/or legal intervention.

Conferences: These provide a means to involve various support agencies along with the parent and school personnel to collectively provide for the needs of the student.

Home Visitations: Home visitations will be made to tie together the efforts of the school, home, and community concerning students, as well as to identify problems a student may be experiencing at home which may affect performance at school. For most students in school, communication with the parents and a cooperative home-school environment are the most effective methods of achieving and maintaining good attendance. Parents need to know why school is important, believe that regular attendance is vital, and communicate this attitude to their student.

RECOGNITION OF ATTENDANCE

Each school will recognize those students who have perfect or outstanding attendance at the conclusion of each school year.

ABSENCE FROM SCHOOL

Attendance is required of all students enrolled in the schools during the days that school is in session. A principal or teacher may excuse a student's absence when one of the following conditions presents reasonable cause for absence from school:

- | | |
|------------------------|---------------------------|
| Illness | Quarantine |
| Recovery from accident | Required court attendance |
| Death in family | |

Education trip as approved by the building principal in advance up to 10 days cumulative per year. Requests for days beyond the 10 day limit will be reviewed/approved by the superintendent. A pre-approval form must be obtained and processed in advance of absence, otherwise days may be unexcused.

If a student has exceeded the ten day absences, and is required to have a medical excuse, and is absent for one of the above reasons the absence will be unexcused unless administrative approval is given with proper documentation for an exception.

Most absences for other reasons are unexcused and may be classified as parental neglect or truancy.

Students will be considered to be in attendance if:

- receiving approved instruction
- engaged in an approved supervised work study or career education program
- receiving approved homebound instruction
- on a school approved and sponsored field trip

Absences not listed above or approved on a special basis by the school administration shall be unexcused.

Absences for a portion of the school day, class cuts, and tardiness will be considered on a cumulative basis and may be translated into equivalent days.

In instances where the school administration believes that absences due to illness are irregular, or there is reason to question the absence of a student, the administration may request a physician's statement certifying the date(s) of absence.

RETURNING TO SCHOOL AFTER AN ABSENCE

When a student returns to school after an absence, it is necessary that a written excuse from the parent or guardian be presented to the homeroom teacher. The excuse shall be signed by the parent or guardian and shall state the date and cause of absence. The excuse shall be presented to the homeroom teacher within three full school days or no later than homeroom period of the fourth day after the absence. Parents and guardians are reminded via the automated telephone message system on the day of an absence of their child to submit a written excuse by the homeroom period of the fourth day of subsequent attendance. If the excuse is not presented by homeroom period of the fourth day following the absence, then the absence will be unexcused. The responsibility for providing the excuse rests upon the student and parent...not upon the school district. E-mail excuses are not accepted.

RIGHT TO MAKE UP WORK

Students are expected to make-up work when absent. However, class work including tests, quizzes and assignments may not be made up for unexcused absences. Unexcused absences include absences caused by class cutting and unexcused tardiness.

Upon returning from an absence, the student is responsible for contacting teachers to arrange for completing work missed. If it is anticipated that a student will be absent for more than three days, the parent/guardian should contact the school guidance office to obtain books and assignments. A student who is excused from class for a school sponsored activity is responsible for contacting his/her teachers prior to their absence to obtain assignments.

Make-up work is to be completed in a timely manner. For the purposes of this policy, a timely manner is considered to be one day per day of absence up to a maximum of three days. Extensions to the three day maximum may be granted at the discretion of the classroom teacher. However, class work assigned during a suspension of three or more days must be submitted on the day the student returns to school.

Failure to complete work in the given time will result in academic penalty.

IRREGULAR DISMISSAL FROM SCHOOL

Due to the difficulty in arranging appointments with various health care services, students may find it necessary to arrive late or leave school for a portion of the school day to keep such appointments.

Requests to excuse a student for an early dismissal will be granted provided the written request from the parent or guardian is received stating the time and reason/location of the appointment. This request should be submitted to the office or attendance station upon arrival to school.

At the time of dismissal, the student should report to the Office/Attendance Office and "sign out". Upon returning to school following the appointment, the student should "sign in". Should it not be possible to return to school at the time specified on the excuse, then the school should be alerted by the requesting parent. At the elementary level, it is the responsibility of the parent to sign out.

On occasion, the school will permit the release of a student for a portion of the school day for reasons other than health care services. They include:

1. Funerals
2. Visits to institutions of higher education (pre-approval necessary)
3. School or church related conference
4. Military physicals
5. Court hearings (student involved)
6. Driver test and eye exams (sign out no earlier than 12:30 pm)
7. Religious holidays
8. Educational trips with parents as approved by the building principal in advance.
9. Family emergencies, *fully explained in a written excuse*, will be determined on an individual basis.

Refer any questionable excuse request to the principal's office.

Students who become ill during the school day must report to the nurse's office. Such students may not leave the building unless excused by the nurse or principal. These students must sign out in the office before leaving, or the nurse must notify the office of the circumstances when the student leaves. Elementary students must be signed out by the parent, guardian or emergency card designee.

- Students will be assessed a half day absence if they leave school any time between 10:26 am and 12:31 pm (secondary) or between 11:30 and 1:00 pm (elementary), and do not return to school.
- If a student misses more than three hours but less than four hours during a school day, he/she will be assessed a half day of absence.

UNDER NO CIRCUMSTANCES MAY A STUDENT LEAVE THE BUILDING DURING THE DAY WITHOUT SECURING PERMISSION THROUGH THE OFFICE.

UNEXCUSED ABSENCE FROM SCHOOL OR UNEXCUSED TARDINESS TO SCHOOL

For each unexcused absence from school, the parent or guardian will be so advised. The Discipline Response Structure will be applied on each occasion.

Class cutting and truancy are considered serious offenses and may require the services of our school psychologist, ARIN, Children and Youth Service and similar support agencies.

A student having unexcused absences *from school or from any class* during any marking period can cause failure in the affected courses during that marking period. Furthermore, class work, including tests, quizzes, and assignments, may not be made up for unexcused absences. This policy also applies to unexcused absences caused by class cutting or unexcused tardiness.

UNLAWFUL ABSENCE FROM SCHOOL

When a student has accumulated three days of unlawful absence (unexcused absence of a student under the age of 17), the homeroom teacher will report the student to the attendance officer or principal. The school district will then serve notice upon the parents or guardian in accordance with the Compulsory School Attendance Laws. After the accumulation of four days of unlawful absence, a Student Attendance Improvement Plan (SAIP) will be developed by a team including the school administrator, guidance counselor, truancy officer, and parents/guardians. After notice is served and a T.E.P. is activated, the next unlawful absence by a student becomes a second offense, and charges will be appropriately filed through the local magistrate.

EXCESSIVE ABSENCE AND HOMEBOUND INSTRUCTION

Excessive absence, whether it is excused or unexcused, may seriously affect a student's performance in school. This includes excessive full day absence, tardiness, and early excuses such as for medical/dental appointments.

Oftentimes, the school may not be aware of a medical concern which does not permit the student to attend school on a regular basis. A physician's statement should be provided which can be taken into consideration in support of recurring absences.

The district will consider modifying educational programs to meet particular needs. Homebound instruction is also available where instruction in the school cannot be given due to the incapacity of the student. Requests for homebound instruction may be submitted on a form which is available through each building principal.

When a student is absent eight or more days, parents/guardians will be informed by a warning letter. When a student is absent ten days, for any reason other than a doctor's excuse, parents/guardians will be notified again by letter. This letter will require the parent/guardian to obtain a medical excuse for each subsequent absence from school.

A student who receives homebound instruction may elect at the beginning of homebound instruction to receive letter grades should the student meet comparable challenge and workload of the course. Otherwise, the student will receive pass/fail grades for any coursework due to limited instructional time and modification to assignments. A student may revert from letter grades to pass/fail while on homebound instruction if the challenge and workload are too much for the student. A student cannot earn pass/fail grades and convert them to letter grades. Also, the inability of the teacher to provide comparable challenge and workload can prevent a student from receiving letter grades. The homebound instructor will have discretion regarding the appropriate challenge and workload of homebound courses and instruct a homebound student accordingly.

TARDINESS

The habit of tardiness is a serious obstacle to the success of any individual in adult life. Just as for any employee, it is only under the most unusual circumstances that student tardiness can be justified. Therefore, all student tardiness will be classified as unexcused except in very rare and unusual situations. Medical emergencies may require documentation by a physician's excuse. Parents are asked to provide a written explanation for their student who enters school tardy after 7:53 am.

Tardiness, to school or class, tends to disrupt the learning climate of the school. Parents will be alerted of their student's repeated tardiness and their assistance requested in preventing further occurrences. Chronic tardiness will result in disciplinary action as outlined by the Discipline Response Structure. Chronic tardiness could result in loss of privileges such as extracurricular activities and parking privileges at the secondary level.

TARDINESS TO SCHOOL

Any student who has not entered period one before the tardy bell is considered tardy. Such students will not be admitted to homeroom without first securing an admission slip from the Office/Attendance Office. Such tardiness will be recorded and monitored. The time of entry may require that the admission slip be initialed by each teacher prior to admittance to class.

At the secondary level, a student is tardy if arriving between 7:30 am and 8:54 am. At the elementary level, a student is tardy when arriving between 9:05 am and 10:40 am. Arrival after 8:54 am (secondary) and 10:40 am (elementary) will be considered a 1/2 day absence. Students must report to school by 8:54 am to participate in extra-curricular activities.

Discipline for school tardiness will be administered by the office. Occurrences of unexcused tardiness after 7:53 am during any marking period can cause failure in affected courses during that marking period. A progressive discipline response structure will be administered for students who are habitually, unexcused late to school.

TARDINESS TO CLASS

Any student who has not entered his/her assigned class before the tardy bell is considered tardy. Such tardiness may be excused if an admittance slip is furnished from the teacher of the previous class. Under no circumstances will the office issue a permit to a student tardy to class unless that student has been detained by the office.

Discipline for classroom tardiness will be administered by the classroom teacher.

BEHAVIORAL GUIDELINES

EXTRA-CURRICULAR SCHOOL-SPONSORED ACTIVITIES

Participation in social or extra-curricular activities is considered a privilege rather than a right. Individuals who engage in these activities have the honor of representing their school before the public. The school has an obligation to see that these students exhibit the type of behavior and responsibility befitting this privilege.

Violation of the policies set forth in this code may require a disciplinary response which includes restricting student participation in extra-curricular activities either as a spectator or a participant.

A student who is on suspension shall not participate in nor attend any extra-curricular activity during the period of suspension. This will be in effect immediately upon notification of suspension through the last day of suspension.

A student who is involved in an extra-curricular activity and is referred to the Student Assistance Program (SAP), will participate in SAP or an approved private practice provider of drug and alcohol counseling to continue his/her involvement in the extra-curricular activity. Documentation of proof of involvement is required. A student who fails to participate in such a program is prohibited from participating in an extra-curricular program at the senior high school.

A student who incurs injury that results in absence of practice or competition that requires medical attention, will provide a signed medical release and written parent/guardian permission to return to the activity. Failure to produce both items will result in suspension of participation in the activity.

A student must be considered present for school in order to participate in any extra-curricular activity scheduled that school day. A student must arrive by 8:54 am on the day of the activity to be considered present for school and be eligible to participate in after-school activities. In addition, students are expected to be in school and on time the day following participation in after-school activities.

ATHLETIC INELIGIBILITY

The PIAA (Pennsylvania Interscholastic Athletic Association), the WPIAL (Western Pennsylvania Interscholastic Athletic League) and the Indiana Area School District govern and guide the athletic department at the Indiana Area Senior and Junior High Schools. Guidelines of academic eligibility and ineligibility have been established for all student athletes to follow. Listed below are the most common infractions to the PIAA, the WPIAL and the Indiana Area School District eligibility rules.

- If a student is failing two classes and is reported to the athletic department by 2:00 p.m. on Friday, the student will be ineligible for competition and practice from Sunday through Saturday of the following week.
- If a student has not passed four credits at the end of a quarter grading period, the student will be ineligible for 15 school days beginning on the first day the report cards are issued.
- If a student has been absent from school during a semester for a total of twenty or more school days, the student will be ineligible for forty-five school days.
- If a student athlete does not meet attendance eligibility guidelines and participates in practice/competition, the student athlete will be suspended from the next occurrence of athletic competition.
- A senior student athlete who participates in early release from the school day, must schedule and be passing four credits of coursework at the time they are participating in a sport.
- Reference: PIAA Handbook, Section I: Constitution and By-Laws

NATIONAL HONOR SOCIETY

According to the National Honor Society and the Indiana Area School District, guidelines for eligibility and ineligibility have been established for all students. In addition to the national guidelines, the following will also apply:

- Beginning with the 9th grade year, any student with a disciplinary record or a history of disruptive behavior may be ineligible for membership in the National Honor Society.
- A discipline record may result in removal of a student's membership in the National Honor Society.
- A Level III/IV discipline violation will exclude a student from consideration for membership.
- A Level III/IV discipline violation by a current member will be cause for dismissal from the National Honor Society.

**Additional eligibility guidelines information is included in student applications.

DRESS AND GROOMING

The Indiana Area School District recognizes that each student's mode of dress and grooming are an expression of personal style and individual preference. Dress guidelines serve as a guide for students who are expected to exhibit cleanliness and good taste in their personal appearance. Students are expected to choose attire that does not disrupt the educational process or distract others from participating in the learning process, or create a potential safety hazard to self or to others. Students are to dress in a manner that will protect their modesty and not be revealing. Clothing should be tasteful and appropriate.

A student's appearance is a source of pride not only to his/her school, but also to the individual and his/her family. If there is a question about the appropriateness of dress, the principal or designee will make the final determination.

Students not adhering to the dress guidelines will be required to modify their dress or parents will be called to make arrangements for an appropriate change of clothing. Students who are defiant or disrespectful will be subject to disciplinary action imposed by the teacher or principal.

The following list identifies examples of **unacceptable** clothing and accessories. The Indiana Area School District recognizes the following items as potentially causing a disruption of the educational process or constituting a health or safety hazard. Be aware that the appropriateness may vary accordingly for elementary and secondary students. This is not considered to be a comprehensive listing of inappropriate dress for the school environment, but is a guide to better understand the parameters set by IASD.

- Bare feet – Shoes are required at all times. Discretion should be used as to the appropriateness and safety of certain types of shoes.
- Hats, bandanas, and sunglasses
- Shirts or tops that expose the midriff (the bottom of the top garment and the top of the bottom garment must meet, overlap or be tucked inside the other), halter tops, strapless or one strap tops, see-through tops or mesh clothing, tank tops with straps that are too thin, low cut shirts or low cut armholes.
- Short shorts or biking shorts. All shorts and skirts must be mid-thigh length or longer.
- Pants/shorts/skirts worn below the waist and/or in a manner that reveals undergarments, underwear or skin when standing or sitting, pajamas, and pants that are excessively too large.
- Coats, jackets or garments designed for outdoor protection from the weather. Students needing additional warmth are advised to wear sweaters.
- Spiked jewelry, dog collars or jewelry with the potential for creating a hazard
- Chains of any length hanging from clothing, purses, wallets or book bags
- Clothing, body art or other items that display or promote alcohol, illegal substances, tobacco products or are obscene, vulgar, demeaning, disrespectful, or convey double meanings.

While dress is only one small facet of the total school environment, it is one that will be monitored closely throughout the year.

MEDICATION

The school district recognizes the need for medication to be provided to students when prescribed by a licensed physician. To avoid any possible misinterpretation of this need, the following provisions shall be followed:

1. Prescription and over-the-counter medication, vitamins, and all dietary supplements should be given at home by the parent or guardian whenever possible. Students should not be in possession of any type of medication, vitamins, or dietary supplements on school grounds. Exceptions are listed under #10.
2. The parent/guardian shall inform the school nurse of any medication to be taken at school.
3. All medication must be in the original package or pharmacy labeled container.
4. In order to administer medications, including over-the-counter medicines, the prescribing physician must complete an “**Authorization for the Administration of Medicines**” form or provide a written physician’s order.
5. In order to administer medications, including over-the-counter medicines, the parent must complete their portion of the “**Authorization for the Administration of Medicines**” form or provide a note specifying the name of the medication, dosage, time and duration (days) for medication administration.

6. Delivery of Medication:
 - Long-term maintenance medications such as Ritalin must be delivered by the parent, guardian, or designated adult. If unable to personally deliver this medication, alternative plans must be approved by the school nurse.
 - Short-term medication such as antibiotics may be delivered by the student. This container should be in a sealed envelope addressed to the school nurse. The student will deliver the medication to the nurse's office immediately upon entering the school building. The parent or guardian should notify the school nurse by telephone early in the school day when the medication will be delivered.
7. Tylenol, Ibuprofen and antacids will be given only if indicated by a parent signature on the emergency card. These medications will be administered in a limited number before requiring an individual order from the student's private physician.
8. Medication, including over the counter medications, may only be administered by a licensed medical practitioner.
9. All medications brought to the school shall be securely stored in a locked medication cart located in the nurse's office.
10. Under direction of school nurse, student may carry medications such as asthma inhalers, epinephrine, and insulin if necessary. Students will notify the school nurse immediately following the use of these emergency medications. Written instructions must be obtained from the student's physician and parent or guardian.
11. The emergency medication , epinephrine via auto-injector, is available as a stock medication in all of Indiana Area School District's school buildings. This medication is used to treat severe allergic reactions known as anaphylaxis and can be a life-saving medication. The Pennsylvania Public Code, Section 1414.2(g) permits parents/guardians to request an exemption to the administration of an epinephrine auto-injector for their child. In order to request this exemption, contact the school nurse to make an appointment to discuss this decision, review and sign the opt-out form in the presence of the school nurse.

*These procedures comply with the State Board of Nursing Standards (Administration of Drugs, October 1976)

DRUGS AND ALCOHOL

Misuse of drugs is a serious problem with legal, physical and social implications for the whole school community. As the educational institution of this district, the schools should strive to prevent drug abuse.

For the purpose of this policy, "drugs" shall mean:

- all dangerous controlled substances prohibited by law
- all alcoholic beverages
- any substance illegal or legal used purposely as a mind altering substance
- any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board Policy.

The Board prohibits the use, possession or distribution of any drug at "school." This includes, but is not limited to, field trips, exchange trips, athletic events, academic events, music trips, etc. "School" includes the buildings of, the grounds of, school-sponsored activities on or off school property, bus stops, walking students to and from school, any conveyance providing transportation to or from "school", and circumstances in which the district is acting "*in loco parentis*."

The privileged confidentiality between students and guidance counselors, school nurses, school psychologists, home and school visitors, and clerical workers shall be respected, and no confidential communication made to any such employee shall be required to be revealed without the consent of the student or his/her parent unless the best interest of the student can be served only by doing so.

The Superintendent shall prepare rules for the identification and control of drug abuse in the schools which shall discourage drug abuse; establish procedures for dealing with students suspected of drug use; establish procedures for dealing with students suspected of the possession or distribution of drugs in school; and establish procedures for the instruction and re-admission to school of students convicted of drug offenses.

Rules developed by the Superintendent shall follow these guidelines; in all cases involving the students and drugs, the need to protect the school community from undue harm and exposure to drugs shall be recognized.

NOTE: A student who voluntarily comes, or is referred, to the principal seeking help and is not under the immediate influence of, or transferring, or in the possession of alcohol or other drugs, narcotics, or other health endangering compounds within the school, is not subject to the provisions of this policy.

USE OF TOBACCO PRODUCTS

The use/furnishing/selling/possession of tobacco products or tobacco look-alikes including vapor/electronic smoking devices and associated supplies will result in disciplinary action as a Level III offense. Penalties imposed extend to smokeless tobacco regardless of quantity. Violators will also be subject to the tenets of the School Tobacco Control Act (Act 145, Section 6306.1A, of 1996). Smoking offenses will be additionally prosecuted in accordance with the No Smoking Ordinance adopted by the Indiana Borough Council and the White Township Supervisors.

WEAPONS

The Pennsylvania Crimes Code makes it a criminal offense for any person to possess a weapon in the buildings of, on the grounds of, or in any conveyance providing transportation to or from any secondary or elementary public school. Indiana Area School District also prohibits a student from bringing onto or being in possession of a weapon on any school property, at any school-sponsored activity (whether on or off school property), or any school authorized vehicle-providing transportation to school, or school-sponsored activity.

Weapons and replicas of weapons are forbidden on school grounds, in school buildings, in any school vehicle, or at any school-sponsored activity. Such weapons include, but are not limited to, firearms, knives, metal knuckles, straight razors, explosives, noxious, irritating or poisonous gases, poisons, or other items fashioned with the intent to use, sell, harm, threaten, or harass students, staff members, school officials, parents, or patrons.

Weapon does not include any implement that is authorized by the school for a legitimate educational purpose, such as tools, scissors, compasses, or pencils. Any student, however, using any such object with intent to threaten or physically harm another shall be considered in possession of a weapon.

A destructive device is also considered a weapon. A destructive device means any explosive, incendiary, poison gas, bomb, grenade, a rocket having propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or any device similar to any of the devices described above. A firecracker fitting this definition can be considered a destructive device.

A student is in possession of a weapon when the weapon is found on the person of the student, in a purse or book bag, in the student's locker, or was otherwise under his or her control at any time while the student was on school property, on property being used by the school, or at any school function or activity, or at any event held away from the school, or while the student is on his or her way to and from school. If a student has a weapon in a car used for purposes of transporting the student to or from school, or which is parked on school property, the student will be in violation of the weapons policy.

A violation of the weapons policy will lead to any or all of the following:

1. Notification of Law Enforcement Officials.
2. Notification of Parent/Guardian.
3. Ten (10) days out-of school suspension and referral to the School Board for an expulsion hearing. The Safe School's Act states that a school shall expel, for a period of not less than one (1) year, any student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school sponsored activity.

Dangerous Weapons means any weapon, device, instrument, material or substance, animate or inanimate, which under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing death or serious physical injury. Any loaded or unloaded firearm or dangerous weapon possessed on or about a person while on district property is subject to seizure or forfeiture.

SEARCHES and PRIVACY

The Indiana Area School District recognizes that all people want and expect the security and privacy of their persons. For safety and security, the district uses surveillance and screening equipment in and around the buildings and on buses. When reasonable suspicion exists, school officials have the right to conduct a search, announced or unannounced. This may include legal authorities and an animal search team. The purpose of the search may be to determine possession or storage of contraband, illegal substances or objects, or materials that pose a hazard to the safety, security, and good order of school. Such searches will be carried out by a school administrator or his/her designee and a witness when appropriate. These searches may include a student's personal property such as clothing, books, backpack, and/or vehicle parked on school property. Student lockers and desks, which are the property of the school, are also subject to search. The need to protect all students, to ensure school discipline, and to protect school property limits the student's expectation of privacy while in the school environment.

LOCKERS

Indiana Area School District acknowledges the need for safe in-school storage of books, clothing, school materials and other personal property. As such, the School may from time to time provide lockers, cabinets or other storage facilities (hereinafter referred to as "lockers") for such use by students.

A. School Ownership

All lockers are and shall remain the property of Indiana Area School district. Students are merely being permitted by the School to utilize the lockers. Lockers and contents are the responsibility of the person(s) assigned.

B. No Expectation of Privacy

Students shall have no expectation of privacy in their lockers. Any locker assigned to a student is subject to being searched at any time. Any locker assigned to a student is subject to being targeted for a physical search as a result of an unannounced, random detection of school lockers for dangerous devices or illegal drugs by mechanical means or the use of trained dogs.

C. **Prohibition**

No student may use a locker as a depository for a substance or object which is prohibited by law or School regulations and policies, or which constitutes a threat to the health, safety or welfare of the occupants of the School building or the building itself. Any such materials may be used as evidence against the student in disciplinary proceeding, and may also be turned over to the law enforcement agencies.

D. **Occupancy**

Each locker shall be assigned to one student and shall be used only by that student. Sharing lockers is prohibited. As such, students are expected to be aware of the contents of their locker. Students will be deemed to have knowledge of any prohibited items that are found in their assigned locker.

E. **Search Procedure**

1. School officials are authorized to inspect a student's locker any time for the purpose of determining whether the locker is being improperly used for the storage of contraband, a substance or object, the possession of which is illegal, or any material that poses a hazard to the safety and good order of the School.

2. School Officials, in the presence of the student, if available, and another member of the school staff, may search the student's locker. Prior to a locker search, the student shall be notified and be given the opportunity to be present.

In the case of an emergency or if the student is absent, the locker may be searched without the student being present.

3. In the case of an emergency, such as a bomb threat, a locker may be searched without the student being present. When the School official has a reasonable suspicion that the locker contains materials that pose an immediate threat to the health, welfare and safety of the school community, the student's locker may be searched without prior warning and without the student being present.

4. The School official shall be responsible for the safe keeping and proper disposal of any substance, object or material found to be improperly stored in the student's locker, unless the contents have been confiscated by a law enforcement officer. The Principal or designee shall be responsible for the prompt recording, in writing, of each locker inspection, which record shall include the reasons for the search, persons present, objects found and their disposition. After a search has taken place, the parent/guardian of the student shall be notified.

5. Absent the existence of a search warrant, the School official may open a student's locker upon the request of a law enforcement officer, provided the School official or a designee receives information from the officer that the locker contains illegal or hazardous materials, contraband, or any object or substance the possession of which is illegal. In such event, the search shall be conducted without the law enforcement officer and pursuant to the above procedures.

6. The School official shall open a student's locker for inspection on the request of a law enforcement officer on presentation of a duly authorized search warrant or on the intelligently and voluntarily given consent by the student. In such event, the School official shall not act as the student's informed adult for the purposes of any Miranda warnings or for any other purpose; rather the School official shall attempt to contact the student's parent/guardian.

F. **No Insurance**

The School is not obligated to insure the contents of lockers. Items stored in lockers are the responsibility of the students. The School District is not responsible for any loss/theft of items; however all losses should be reported to the School authorities immediately. Locker problems should be reported to the 1st period teacher or administration. With the exception of the student lunch, no food or drink may be kept in lockers.

G. **Student Notification**

Students shall be notified at least annually or more often if deemed appropriate by Administration, concerning the contents of this Policy.

H. **Police Investigation**

If local police are summoned, the parent/guardian of the student shall likewise be notified. School officials shall cooperate with any police investigation. Upon the police appearing, however, under no circumstances shall the School official act as the student's informed adult in regard to any Miranda warnings or for any other purpose.

UNLAWFUL HARASSMENT

The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the Indiana Area School District to maintain an educational environment in which harassment in any form is not tolerated.

The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.

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

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

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

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

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

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

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

In order to maintain an educational environment that discourages and prohibits unlawful harassment, the Board designates the Superintendent as the district's Compliance Officer: Mr. Dale Kirsch, 501 East Pike, Indiana, PA 15701, 724-463-8713.

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

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

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

The building principal shall be responsible to complete the following duties when receiving a complaint of unlawful harassment:

1. Inform the student or third party of the right to file a complaint and the complaint procedure.
2. Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

Complaint Procedure – Student/Third Party

Step 1 – Reporting

When a student or third party believes s/he is being harassed, s/he is encouraged to inform the harasser that his/her behavior is unwelcome, offensive, and/or inappropriate.

A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or a district employee.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, who will then notify the Superintendent, Compliance Officer.

If the building principal is the subject of a complaint, the student or third party shall report the incident directly to the Compliance Officer.

The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.

Step 2 – Investigation

Upon receiving a complaint of unlawful harassment, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

Step 3 – Investigative Report

The building principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

Copies of the report shall be provided to the complainant, the accused, and the Compliance Officer.

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur.

Disciplinary actions shall be consistent with the Student Code of Conduct, Board policies and district procedures, applicable collective bargaining agreements, and state and federal laws.

If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action consistent with the student disciplinary code.

Appeal Procedure

1. If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.
2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.
3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused, and the building principal who conducted the initial investigation.

HAZING

It is the intent of the Indiana Area School District to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

For purposes of understanding, hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any organization recognized by the school district.

These activities shall include but not be limited to any brutality of a physical nature such as beating, forced calisthenics, exposure to the elements, forced consumption of any food, alcoholic beverage, drug or controlled substance, or forced activity that could adversely affect the physical health or safety of the individual. In addition, activities that would subject an individual to extreme mental stress, forced conduct that could result in extreme embarrassment such as dress or other similar behaviors related to personal appearance, or any other forced activity that could adversely affect the mental health or dignity of the individual, or any forced conduct in general would be considered hazing.

Any hazing activity, whether by an individual or group, shall be presumed to be a forced activity, even if a student willingly participates. When a student believes that she/he has been subject to hazing, the student shall promptly report the incident, orally or in writing to the building principal. Following a timely, impartial, thorough and comprehensive investigation of the alleged hazing, if the investigation results in a substantiated finding of hazing, disciplinary action as circumstances warrant and in accordance with the district Attendance, Behavioral Guidelines, and Disciplinary Policy manual will be administered as appropriate.

TERRORISTIC THREATS/ACTS

The Indiana Area School District recognizes the danger that terroristic threats and acts by students present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such a threat or act.

Terroristic Threat shall mean a threat to commit violence communicated with the intent to terrorize another, resulting in the evacuation of a building, serious public inconvenience, or reckless disregard of the risk of causing such terror or inconvenience.

Terroristic Act shall mean an offense against property or involving danger to another person.

The Board prohibits any district student from communicating terroristic threats or committing terroristic acts directed at any student, employee, board member, community member, or school property or leased facility.

When an administrator has evidence that a student has made a terroristic threat or committed a terroristic act, he/she shall suspend the student according to the district's discipline policy, inform the Superintendent, and may report the student to law enforcement officials. The Superintendent may recommend expulsion of the student to the school board, according to district policy.

School personnel and students who supply information relating to this policy, provided this information is given in good faith and with the school community in mind, shall not be disciplined in the event the information is determined to be inaccurate.

To the greatest extent possible, information, which is supplied by individuals, shall be kept confidential to protect the individuals making the reports.

VANDALISM

The Indiana Area School District, in a sincere effort to curb vandalism and other forms of unnecessary destruction to school district property which, thereby, result in excessive and unwarranted expenses and an unnecessary tax burden to residents of the school district, does hereby enact a vandalism policy whereby a monetary reward shall be granted to the person supplying information that leads to both the arrest and conviction of the person or persons committing or causing such acts of vandalism to be committed. Details of the policy are available on request.

Any attempt to misuse technological materials and/or equipment belonging to the district is prohibited. This includes any attempt to breach activated computer security codes. Violators will be subject to our discipline code.

USE OF ELECTRONIC TECHNOLOGY

The Indiana Area School District recognizes and supports the value and utility of the various applications of electronic technology, including the Internet, telecommunications technology, and electronic media (hereafter collectively referred to as "electronic technology") to public education. It also recognizes the importance of responsible and orderly use subject to reasonable policies and regulations.

Student and staff use of electronic technology is a privilege. Use must be in support of education and research and consistent with the educational objectives of the district. Use must be ethical, responsible, and legal in accordance with district policy, accepted rules of network etiquette, and federal and state law. The Superintendent, in consultation with building administrators, shall have final authority in determining what is inappropriate use.

All students in the Indiana Area School District are understood to be users of electronic technology and are bound by district policy and the User Agreement which follows. Students will have access to district technology resources unless (1) parent/guardian requests in writing that a student not use this technology, or (2) the district terminates user status due to a related disciplinary action. A student's image and work may be featured on District websites, unless permission is denied, in writing, to the building principal by the student's parent/guardian.

You are required by the Child Internet Protection Act to use school Internet access, transition.fcc.gov/cyb/consumerfacts/cipa.pdf *To follow this guideline, IASD recommends setting the device on airplane mode, and then turning on your Wi-Fi antenna.

Indiana Area School District User Agreement

1. Acceptable Use

The purpose of telecommunications and electronic information is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. Use must be in support of education and research, and consistent with the educational objectives of the Indiana Area School District. Use of other organizations' network or computer resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or materials protected by trade secret. Use for commercial activities, advertisement, or political lobbying is also prohibited.
2. The use of telecommunications and electronic devices is a privilege and inappropriate use will result in a cancellation of those privileges. The adult in charge of the Internet access will determine when misuse has occurred. Appropriate disciplinary action will be taken in accordance with the Indiana Area School District Discipline Code. The building principal may deny access at any time for inappropriate behavior.
3. All users of the systems are expected to abide by the general rules of acceptable behavior including, but not limited to:
 - a. Be polite.
 - b. Use appropriate language. Do not swear, use vulgarities, or other inappropriate language.
 - c. Do not reveal personal addresses or phone numbers of students or colleagues.
 - d. Electronic mail is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to authorities.
 - e. Do not use the network in such a way that would disrupt the use of the network by other users.
 - f. All communication and information accessible via the network should be assumed to be private property.
 - g. Do not circumvent district network security.
 - h. Do not possess/promote/distribute inappropriate electronic communications including sexting/photographs of naked/lewd/obscene images of private body areas of self or others.
4. If the user can identify a security problem on the system, he/she must notify the building principal. Do not demonstrate the problem to others. Attempts to log on to any system under assumed identification will result in cancellation of the user's privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to any additional system.
5. Vandalism will result in cancellation of privileges by the building principal. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the system, or any connection to the system itself, including but not limited to the uploading or creation of computer viruses.
6. The electronic information available to students and staff does not imply endorsement of the content by the school district, nor does the district guarantee the accuracy of information received on the Internet. The district shall not be responsible for any information that may be lost, damaged, or unavailable when using the network for any information that is retrieved via the Internet.

ELECTRONIC COMMUNICATION

Pennsylvania State Law, School Code §13-1317.1, prohibits students from carrying pagers while in public schools. The use of personal electronic devices (PED's) , including cell phones, in the classroom is permitted only with teacher/administrator-approval. Electronic devices in the classroom should be used in association with school-related or curricular-based activities. Otherwise, such devices are required to be kept turned off and put away.

The use of PED's during non-instructional time and locations of such use is determined by a building administrator. Student use of PED's is prohibited in hallways, stairways, locker rooms and restrooms, as matters of safety and privacy are paramount to the orderly and respectful operation of a school learning environment.

Violations of this guideline can result in a Level II or greater disciplinary action and/or confiscation of the cell phone. A confiscated cell phone will be given to the main office to be released to the parent/guardian of the student. Students who are eighteen(18) years of age and are associated with the local fire department are the exception. However, written consent from their fire chief and approval of administration are required.

Indiana Area School District is not responsible for the investigation or retrieval of personal property that is misplaced, lost, or stolen. IASD encourages students to secure such items while in attendance at school.

IASD Technology Shared Vision: Transforming Education, Empowering Learners

The Indiana Area School District (IASD) is committed to its shared technology vision of transforming learning and empowering learners. This vision includes all learners but at the heart is the student. Student-centered learning is just one of [The ISTE Essential Conditions](#) IASD uses to leverage technology for learning. All students will receive a district-provided Google account and will have varying access to Google Apps for Education (GAFE) and other digital tools based on developmental and age criteria. IASD values student privacy and employs best practices to adhere to [Children's Online Privacy Protection Act \(COPPA\)](#) and [Family Education Rights and Privacy Act \(FERPA\)](#). Network and device filters are utilized across the district. While the district does not monitor student files or email correspondence, it is important to note that created documents and correspondence via email or the Chat feature of Google Hangouts are archived and will be accessed if the district suspects a violation of the Internet, Telecommunications Technology and Electronic Media Usage Policy. Several links regarding student privacy and security, as well as other informational resources, are listed on the IASD website. District-provided Google accounts include a combination of a student's last name, first initial and graduation year. These accounts do NOT include birthdates, social security numbers or home addresses. The district-provided Google account log-in structure, third-party apps/vendors, privacy and security agreements, as well as specifics regarding GAFE access by grade level, are available on the district website under the "Technology" tab.

IASD is reshaping instruction and learning for the 21st century and beyond, employing soft skills and the 4C's of education. These include: communication, collaboration, critical thinking and creativity. These digital tools provide enhanced instructional strategies and improved student engagement. Student engagement is essential for academic growth. IASD is proud to offer students cutting-edge tools to empower their learning.

Indiana Area School District 1:1 Chromebook Initiative Lending Agreement

IASD Technology: Transforming Education, Empowering Learners

The Indiana Area School District is pleased to provide students with the opportunity to participate in the *IASD 1:1 Chromebook Initiative*. All learners are given the privilege of utilizing a Chromebook that is the sole property of the Indiana Area School District.

This district-issued device is to be utilized for the *IASD 1:1 Chromebook Initiative*. The student and his/her parent(s)/guardian(s) agree and ensure that the Chromebook will be used solely for educational purposes and not for any other unauthorized use. The student shall use the Chromebook in a lawful, prudent, and careful manner and shall not make any alterations to the Chromebook without the consent of school district personnel. No music or games shall be downloaded or installed on the Chromebook. The student and parents shall not permit the Chromebook to be used by anyone other than the student. Unauthorized use of the Chromebook will constitute grounds for discipline as outlined in the Discipline Response Structure of the Student Planner.

Students and parent(s)/guardian(s) are responsible for maintaining this equipment in the condition in which it is issued. Parent(s)/guardian(s) and students will incur all expenses resulting from damaged or lost equipment or attempts to tamper with equipment. Below are the pricing guidelines for equipment repairs and replacements if the *IASD 1:1 Insurance Plan* is not purchased or if insurance claims exceed two in a school year:

Power cord	\$ 25.00
Keyboard replacement	\$ 75.00

Screen replacement	\$ 75.00
New Computer	\$250.00

If insurance coverage is not purchased and the Chromebook is damaged, the parent(s)/guardian(s) will be invoiced for the cost of repairs. The Indiana Area School District accepts payment in the form of check, money order or by credit card via [MySchoolBucks](http://www.myschoolbucks.com) (www.myschoolbucks.com). No cash will be accepted.

The Indiana Area School District will adhere to the policies and guidelines in the Student Planner for any student who has not returned the Chromebook in good working order or who has not paid for repairs. Additionally, the Indiana Area School District reserves the right to contact a collection agency and/or file a complaint with the District Magistrate to recover lost equipment or expenses that result from any damages to its property.

BICYCLE AND MOTOR VEHICLE USE

The school district regards the student use of bicycles and motor vehicles for travel to and from school as a privilege for which full responsibility must be assumed by parents and students. All bicycles should be locked in the racks. The school is not responsible for theft or damage to bicycles. The use of bicycles and automobiles by students is permitted in accordance with the rules of the district and each building principal.

All rules of the Pennsylvania Vehicle Code will be enforced while cars are on school property.

The parking privileges of any student may be withdrawn by the building administrator for violation of rules or regulations established at the respective buildings. Additional disciplinary measures may be imposed upon those students who refuse to comply with building policies. This may include the requested assistance of the proper law enforcement agency.

BUS CONDUCT GUIDELINES AND SAFETY PROCEDURES

The conduct of students to and from school is an important part of the total school program. Protection of the safety of all students is the primary responsibility of the school bus driver and must take precedence over all other considerations while the bus is going to or from school. The school bus driver shall endeavor to enforce the School District Bus Conduct Guidelines pertaining to safety and conduct. The use of a school bus is a service which may be denied if any of the rules are violated.

1. The driver may direct students to behave. If misconduct persists, the driver shall refer, in writing on a form provided by the school district, the student or students to the applicable school principal, or his/her designee, to review the matter. Only where the health, safety and welfare of other students on the bus is in danger may the driver take reasonable and appropriate corrective action to enforce the Bus Conduct Guidelines pertaining to safety and conduct.
2. The school principal, or his/her designee shall investigate each disciplinary referral and shall give the student(s) accused of misconduct an opportunity to respond. Any disciplinary action shall be in accordance with the Discipline Response Structure.
3. Parents of students disciplined shall be advised of the district's action. The school shall also keep the driver and/or bus company informed of any action taken on the driver's written report on student misconduct.
4. Students may be videotaped on the school buses for safety and disciplinary purposes. These tapes will be used for safety and disciplinary purposes if necessary.

Specific provisions concerning student behavior on school buses are listed below.

1. Be on time. Plan to leave home at the same time each day so as to arrive the bus stop just five minutes before the bus.
2. Students must ride the bus assigned to them.
3. No excuse will be accepted from any student absent from school because he/she missed the bus.
4. Good conduct at the bus stop must be observed.
 - a. Stay as far off the road as possible
 - b. Wait until the bus stops completely before approaching it to load.
 - c. Proper respect and care of property must be observed while waiting for the bus.
5. Report anything damaged in the bus to the driver.
6. Throwing objects of any kind from the bus is dangerous and will not be permitted. A litterbug fine of \$100 is enforced.
7. Profane or indecent language will not be tolerated.
8. Students shall be taken on and discharged from the bus only at designated loading zones. Students getting off the bus at any stop other than his/her assigned stop must have written permission from the parents of both students and approval by the building principal.
9. Students shall wait their turn to enter the bus as directed by the teacher or driver.
 - a. Students shall be seated immediately.

- b. Moving about on the bus is prohibited; students must remain seated.
- 10. Aisles must be kept clear of obstructions at all times.
- 11. Students must remain in their seats until the bus comes to a full stop.
- 12. Before opening windows, permission must be obtained from the driver.
- 13. Never stick hands, arms, or any other part of the body out of the windows or doors.
- 14. No animals are permitted on the bus.
- 15. Eating on the bus is prohibited.
- 16. Show respect for the driver and obey his/her instructions. The school bus is an extension of the classroom, and rules must be obeyed.
- 17. Avoid unnecessary noise which might divert the driver's attention and cause an accident.
- 18. Use of tobacco in any form on the bus is prohibited.
- 19. Students and parents will be responsible for any intentional damage to the bus.
- 20. Never experiment or tamper with the bus or any of its equipment.
- 21. In case of an emergency, remain in the bus unless otherwise instructed.

FLAG SALUTE AND PLEDGE OF ALLEGIANCE

In support of Section 12.10 of Chapter 12, Student Rights and Responsibilities, a student who chooses not to participate on the basis of personal belief or religious convictions may either stand or sit, remaining respectfully silent.

Indiana Area Senior High School Student Parking

The Indiana Area School District provides for a vehicle student permit parking policy for the senior high school. This policy restricts permit parking to designated spaces.

Rationale

The Pennsylvania School Code Section 779 authorizes school boards to make rules concerning traffic and parking on school property. Indiana Area School District promotes a safe and orderly environment for its students. The student parking policy increases measures of safety and well being of students, strengthens school security, and provides students with opportunities to participate in after-school co-curricular and extra-curricular activities.

Eligibility

Permit parking is available to seniors and juniors. Preference is given to senior students who need to drive to school five days per week. Sophomores are not eligible to receive school parking privileges, unless they are required to have parking permits due to medical appointments or other health-related reasons, as verified by an excuse of a physician.

Permit parking is provided to students who demonstrate the following qualifying considerations:

- Extra-curricular seasonal activity (validated by Athletic Director or Activity Sponsor)
- IUP class participation (validated by the Guidance Office)
- Employment (starting times before 3:45 p.m. each day, validated by employer)
- Medical reasons (validated by physician's slip)
- Temporary emergency requirements (validated by Main Office)

Guidelines

The following actions are included in the implementation of the student permit parking policy:

1. Student parking is generally restricted to the lower parking lot. This allows the district to secure the school facility by limiting building access to the upper and lower commons doors. The additional rear student parking lot will be available to those students with permits who participate in after-school activities.
2. Seasonal parking permits are issued/reissued in support of our fall, winter, and spring extra-curricular programs. An approved permit is in effect for only one season. A student must re-apply and qualify for each separate season (Fall, Winter, Spring).
3. One-day permits may be issued, based upon the need to each request and upon available space. One-day permits must be requested no later than the school day before the date needed, and such daily permits must be returned to the office by the end of homeroom period the following school day. Failure to follow these guidelines may result in denial of future requests for one-day and seasonal parking permits.
4. A limited number of designated spaces in the faculty lot may be used to support daily/special student transportation needs, as approved by the school office (e.g. Dual Enrollment, temporary, medical.)
5. ~~2~~ Vehicle parking permits **are not transferable**. The parking permit is "on loan" to a specific

student, and the permit is **only** to be used for vehicles listed in the application for permit parking. Students with approved permits may **not** share their permit with another student driver even if the approved student is a passenger in the vehicle. **Any unauthorized use of a permit will lead to loss of parking privileges in our school lots.** Each seasonal permit must be returned to the school office by the expiration date for that Fall, Winter or Spring season. A permit must be returned promptly to the school office upon request from school administrators. Students who do not return seasonal permits promptly may forfeit access to permits for any subsequent season. Students are responsible for notifying the school office of any change in their eligibility for a parking permit (e.g. team/membership, job status, etc.).

6. Any student who believes that he/she meets the eligibility guidelines, and who wishes to request a parking permit, should secure an application form from the main office. After all information has been verified, a permit may be issued. This permit will need to be conspicuously placed on the interior rearview mirror of the vehicle. It is the student's responsibility to comply with all of the guidelines, as explained on the Student Parking Information sheet that accompanies the parking permit application.
7. Applications for each seasonal cycle are available in the office during a specified time period. These dates are communicated to students via daily announcements and (in the summer) letters to students. Completed applications must be turned in to the school office by 3:30 p.m. on the designated final day of application for each season. Decisions are not made on a "first come, first served" basis. All applications received by the deadline will be reviewed before permits are approved.
8. Permits will be provided first to seniors and juniors who are involved in after-school activities. Additional permits will then be distributed to eligible students with seniors given priority.
9. Permits are color coded: Red placards are for faculty; fall, winter, and spring placards will vary in color with each season as will Temporary/Emergency one-day or short-term permits.
10. Student drivers and their passengers are subject of the rules and regulations of the PA Code of Motor Vehicles and the Indiana Area School District Discipline Code. Any violation of these codes may cause permits to be revoked in addition to any other penalties, which may need to be imposed. This may include reckless driving to and from school and towing (at owner's expense) of cars, that are illegally parked on school property.
11. Driver and passenger misbehavior may lead to the revocation of parking permits. All drivers are expected to follow the posted speed limit, and all drivers are to comply with directions given by any security guard or any supervising faculty. Failure to follow directions will result in revocation of the parking permit.
12. It is expected that all drivers/passengers will leave their vehicles immediately upon arrival. There will be no loitering in the parking lot before school, during the school day, or at the conclusion of the school day.
13. Students may not return to their parked vehicles during the school day unless they are signed out for the remainder of the school day. If a student does need to retrieve a forgotten item from his/her vehicle, the student should report to the school office and the security card will accompany the student to his/her vehicle.
14. A security guard provides daily oversight of school grounds, with specific emphasis on all in-use parking facilities. School administrators and their designees reserve the right to search any vehicle on the school premises providing they have reasonable suspicion that the vehicle contains prohibited/illegal items.
15. Vehicles are to be parked "front end in" in parking spaces. The parking permit should be attached to the inside rearview mirror, and the card number should be facing toward the outside of the car, in order to be easily seen by the security guard. School security, supervising faculty or administrators will randomly check all permit spaces during each season.
16. Excessive tardiness and/or unexcused absences will be cause for revocation of parking privileges.
17. Any student whose parking privilege at the Indiana County Technology Center is suspended or revoked is not eligible to park at Indiana Senior High School for the duration of the suspension or revocation.
18. Student drivers who park in the lower student parking lot must wait until after school bus and student walker traffic are dismissed to depart from the Senior High School. Students are encouraged to plan accordingly their work schedules or other after-school commitments.
19. There will be a \$10.00 fee charged for seasonal student parking permits. The fee must be paid in full upon receipt of parking permit.
20. Indiana Area School District does not assume any responsibility for losses/thefts from vehicles

nor any damages to vehicles while parked on school property.

Note: If you do not receive a parking permit, please be aware of the restrictions on parking in the neighborhood of the high school. Students **will not** be summoned from classes to move vehicles that are parked illegally in the area.

DISCIPLINE

Effective discipline should serve two purposes: First it should prevent a recurrence of a particular misbehavior in a student, and second, it should be a learning experience for the student, permitting him/her to see why certain school rules have been made and why they must be followed. Discipline is more than “making” a student do what is right; it should encourage a student to “choose” to do what is right.

It is clearly understood that policies and procedures will vary from school to school and level to level, but all are to comply with the guidelines as established in this policy. The responsibility for discipline within each building extends to every area considered as “school.” “School” includes the buildings of, the grounds of, school-sponsored activities on or off school property, bus stops, students walking to and from school, any conveyance providing transportation to and from “school,” and circumstances in which the school is acting “*in loco parentis*.” “*In loco parentis*,” granted by Section 1317 of the School Code, defines this as granting to teachers, coaches, sponsors of extracurricular activities, and administrators in the public schools the same authority as to conduct and behavior over students while in attendance at “school” that parents have over their charges.

In working to maintain the standards of discipline, all the necessary supportive services will be brought into play. These will include (in addition to teachers) the use of counselors, parents, administrators, psychologists, psychiatrists, social workers, home and school visitors, local authorities, and all others who might contribute to solving any discipline problem or to maintaining the approved standards of discipline.

DISCIPLINE RESPONSE STRUCTURE

Central to any effective school discipline system is that element which presents the categories of student misbehaviors or infractions as well as the prescribed disciplinary responses or punishments associated with each. This element serves several important functions. First, it is through its articulation that students, parents, and school staff come to learn which types of student behavior are unacceptable and to understand the consequences of these acts.

In addition to communicating to the school community important information about the discipline system, this pairing of misbehaviors and disciplinary responses also serves as a point of reference for policy making. All practices and procedures relating to student conduct and discipline should be directly tied to this element. For example, the disciplinary referral and records system, the hearing procedures, and all of the day-to-day practices associated with the actual application of discipline by school staff should originate in this infraction/response component.

Finally, it is through the careful development of these categories of misconduct and their appropriate pairing with a range of sound disciplinary response and options that the school attempts to ensure that its disciplinary practices and procedures will be consistent, reasonable, fair, and equitable.

The purpose of the code of behavior is to provide an appropriate disciplinary response structure that can serve as a reference point for the school community on matters of discipline.

The specific conduct and consequences prescribed by this response structure are examples of conduct and consequences that are subject to punishment under the code. Each discipline response will be based on the seriousness of any single infraction or the continuation of misbehaviors which remain unmodified.

**DISCIPLINE RESPONSE STRUCTURE
LEVEL I**

1. **Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school or school-sponsored activities. These misbehaviors should be handled by the individual staff member. However, such misbehaviors may be indicative of a problem that should be reported to appropriate staff.**
4. Cheating/plagiarism* (i.e., homework, quiz, class participation, group work, etc.)
5. Abusive, profane and obscene language; agitating others
6. Non-defiant failure to complete assignments or carry out directions
7. Non-defiant failure to follow school or class rules (gum, appropriate attire, eating/drinking in unauthorized areas, etc.)
8. Inappropriate written, verbal comments (offensive jokes, sexual remarks, etc.), physical contact (bumping, stroking, hugging, grabbing, kissing, etc.), visual abuse (staring, leering, etc.)

PROCEDURES

1. There is immediate intervention by the staff member who is supervising the student or observes the misbehavior.
2. A proper and accurate record of the offenses and disciplinary action is maintained by the staff member.
3. The staff member may wish to discuss the behavior with the parents, the administrators, and/or appropriate support personnel.

**DISCIPLINARY OPTIONS/
RESPONSES**

1. Verbal reprimand
2. Special duties/activities
3. Classroom contract
4. Withdrawal of privileges
5. Teacher Detention (3 day max.)
6. Supervised study
7. Parental conference
8. Mediation
9. Confiscation of inappropriate materials
10. Academic penalty *

EXAMPLES

1. Classroom, hall, study hall, cafeteria, auditorium, locker room disturbance
2. Classroom tardiness
3. Dishonesty and lying

LEVEL II

II. Misbehavior which is frequent or serious enough to disrupt the learning climate of the school or school-sponsored activities.

These infractions, which usually result from the continuation of Level I misbehaviors, require the intervention of personnel on the administrative level because the execution of Level I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.

PROCEDURES

1. Student is referred to the administrator for appropriate disciplinary action.
2. Administrator meets with the student and/or teacher and effects most appropriate responses.
3. Teacher is informed of administrator's action.
4. Parents are notified of student's misconduct.
5. A proper and accurate record of the offense and disciplinary action is maintained by the administrator.
6. The services of the ARIN Intermediate Unit or another appropriate agency or resource may be utilized to aid in better understanding the reason for the student misconduct.

EXAMPLES

1. Continuation of unmodified Level I misbehavior
2. Repeated tardiness to school
3. Truancy
4. Forgery* (i.e., absence excuse, early dismissal excuse, hall pass, student-sign in/out sheets, fieldtrip forms, etc.)
5. Plagiarism* (i.e., test, exam, research paper, project, etc.)
6. Cutting class, leaving building/assigned area
7. Lack of respect for staff
8. Possession of obscene material
9. Failure to attend teacher assigned detention
10. Dressing in such a manner to cause disruption in the educational process or safety hazard
11. Misuse of school property

12. Bus misconduct
 13. Gambling
 14. Inappropriate or unwelcomed sexual advances, lewd behavior, request for sexual favors, deliberate or repeated written or verbal comments, gestures or physical contact of a sexual nature
 15. Harassment/ethnic intimidation/bullying (includes electronic communication that impacts on or relates to the school environment).
 16. Hazing
 17. Possession of any incendiary devices (e.g. lighters, matches, etc.)
 18. Violation of student parking policy/guidelines
 19. Violation of User Agreement/Internet guidelines
 20. Defiance
 21. Breach of Building Security (i.e. unauthorized admittance of visitors to building).
 22. Unauthorized possession/use of cell phone
 23. Possession of laser pointing device
 24. Unauthorized/inappropriate use of technology or electronic devices.
- #### DISCIPLINARY OPTIONS/RESPONSES
1. Verbal reprimand by principal
 2. Schedule change
 3. Exclusion from extra-curricular school-sponsored activities
 4. Parental conference
 5. Agency referral
 6. Detention—maximum 5 days (principal assigned)
 7. In-school suspension
 8. Suspension
 9. Loss of bus privileges
 10. Loss of parking privilege
 11. Loss of computer/Internet privilege
 12. Academic penalty *
 13. Elevation to Level III or IV based on severity of circumstances.

LEVEL III

III. **Acts directed against persons or property but whose consequences do not seriously endanger the health or safety of others in the school.**

These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake are dependent upon the extent of the school's resources for remediating the situation in the best interests of all the students.

- 6. Petty theft (stealing)
- 7. Threats to others
- 8. Leading or participating in a walkout
- 9. Inappropriate using/furnishing/selling/possession of prescription drugs and/or over-the-counter drugs
- 10. Possession/Use of smoke bombs or simple explosive devices
- 11. Unlawful Harassment or Sexual Harassment as defined herein.
- 12. Look-alike weapons with the intent of intimidation or misrepresentation
- 13. Violation of electronic communication policy
- 14. Misuse or destruction of technology (computers, audio visual equipment, telephone, etc.)
- 15. Failure to cooperate fully with school officials in the investigation of a Level IV offense
- 16. Noncompliance of administrative direction during a school emergency
- 17. Non-compliance with In-school suspension expectations
- 18. Use of a laser pointing device
- 19. Possession of ammunition
- 20. Possession/use/distribution of novelty-type electric shock device
- 21. Student witness harassment or intimidation

PROCEDURES

- 1. Disciplinary action is initiated by investigating the infraction and conferring with the staff on extent of consequences.
- 2. Administrator meets with the student and notifies the parent of the student's misconduct and resulting disciplinary action. Law enforcement officials may be notified.
- 3. A proper and accurate record of offenses and disciplinary actions is maintained by the administrator.
- 4. There is restitution of property and damages if appropriate.
- 5. The services of the ARIN Intermediate Unit or another appropriate agency or resource may be utilized to aid in better understanding the reason for the student misconduct.

DISCIPLINARY OPTIONS/ RESPONSES

- 1. Temporary removal from class
- 2. Modified day
- 3. Parental conference
- 4. Agency referral
- 5. Exclusion from extra-curricular school-sponsored activities
- 6. In-school suspension
- 7. Suspension
- 8. Loss of privileges (bus, Internet, etc.)
- 9. Criminal prosecution if appropriate
- 10. Elevation to Level IV based on severity of circumstances.

EXAMPLES

- 1. Continuation of unmodified Level II misbehavior
- 2. Assault/Battery (e.g. fighting)
- 3. Hazing
- 4. Vandalism (minor)
- 5. Use/Furnishing/Selling/Possession of tobacco products or tobacco look-alikes including vapor/electronic

LEVEL IV

- IV. Acts which result in violence to another person or property or pose a direct threat to the health and safety of others in school.
12. Using/Furnishing/Selling/Possession/Under the influence of alcohol, any drug or drug look-alike or any item defined and prohibited by the Pennsylvania Controlled Substance, Drug, Device, and Cosmetic Act of 1972 as the same may be amended from time to time, and related paraphernalia. (Examples of such prohibited items include, but are not limited to, marijuana, opiates, and other narcotics.)

These acts are clearly criminal in nature or are so serious that they always require administrative action resulting in the immediate removal of the student from the school. Cases involving using/furnishing/selling/possession of drugs or drug look-alikes, shall be considered Level IV offenses solely due to the threat posed to health and safety by the circulation of items whose chemical make-up is unknown.

13. Leading or participating in a riot
14. Harassment through conduct or communications of a sexual nature; sexual assault.

PROCEDURES

1. The administrator verifies the offense, confers with the staff and meets with the student.
2. The student is immediately removed from class.
3. Parents and/or law enforcement officials are notified.
4. A parental conference, as well as restitution of property or damages, may be required in some cases.
5. The services of the ARIN Intermediate Unit or another appropriate agency or resource may be utilized to aid in better understanding the reason for the student misconduct.

The intervention of law enforcement authorities and/or action by the Board of School Directors or designee will be required.

DISCIPLINARY OPTIONS/RESPONSES

1. Suspension
2. Expulsion
3. Criminal prosecution if appropriate
4. Other board or administrative action which results in appropriate disciplinary action

EXAMPLES

1. Unmodified Level III misconducts
2. Extortion
3. Bomb threat
4. Unlawful Harassment or Sexual Harassment as defined herein.
5. Possession/Use/Transfer of weapon(s) or explosive device(s) or failure to report knowledge of weapon(s) or explosive device(s)
6. Assault/Battery (serious)
7. Hazing
8. Vandalism
9. Theft/Possession/Sale of stolen property
10. Arson
11. Inappropriate Using/Furnishing/Selling/Possession of prescription

What if I possess/distribute/use look-alike drugs, drug paraphernalia, or alcohol, or possess/distribute/use weapons, or commit serious physical violence on IASD school property, school transportation, school-sponsored trip, or at a home/away school event?

1. Pennsylvania State Police are notified and criminal charges are filed whether the student is a minor or a student who has reached the age of 18 years old.
2. Parents/Guardians are notified to come to the school or report to the Pennsylvania State Police barracks.
3. Student is suspended from school. An informal hearing is held with Parents, Student and Principal. Thereafter, the suspension may be extended to 10 days.
4. Parents/Guardians are afforded a meeting with IASD Superintendent.
5. If an agreement with the superintendent is not reached, a formal expulsion hearing is held before the Board of School Directors where student can be expelled from IASD.
6. Student can be court ordered into placement at an alternative education program.
7. Student can receive court-ordered counseling and treatment.
8. Student under the age of 18 years old can be placed on juvenile probation.
9. Student is prohibited from school property and attendance at home and away school events.
10. Act 126 discipline offense information (Drugs, Alcohol, Weapons, Serious Physical Violence) is placed into permanent student folder.

STATE BOARD OF EDUCATION

CHAPTER 12.

STUDENT RIGHTS AND RESPONSIBILITIES

§12.1 Free education and attendance.

- (a) All persons residing in this Commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the Commonwealth's public schools.
- (b) Parents or guardians of all students between the ages of 8 and 17 are required by the compulsory attendance law to ensure that their student attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 17 years of age if they are fulfilling their responsibilities as students. A student may not be excluded from the public schools nor from extracurricular activities because of being married or pregnant.

§12.2 Student responsibilities.

- (a) Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
- (b) No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
- (c) Students should express their ideas and opinions in a respectful manner.
- (d) It is the responsibility of the students to conform with the following:
 - (1) Be aware of all rules and regulations for student behavior and conduct themselves in accord with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
 - (2) Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
 - (3) Dress and groom to meet fair standards of safety and health, and not to cause substantial disruption to the educational processes.
 - (4) Assist the school staff in operating a safe school for all students enrolled therein.
 - (5) Comply with Commonwealth and local laws.
 - (6) Exercise proper care when using public facilities and equipment.
 - (7) Attend school daily and be on time at all classes and other school functions.
 - (8) Make up work when absent from school.
 - (9) Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and local school authorities.
 - (10) Report accurately and not use indecent or obscene language in student newspapers or publications.

§12.3. School rules.

- (a) The school board has the authority to make reasonable and necessary rules governing the conduct of students in school. The rule-making power, however, is not unlimited: it must operate within statutory and constitutional restraints. A school board has only those powers which are enumerated in the statutes of this Commonwealth or which may reasonably be implied or necessary for the orderly operation of the school.
- (b) School boards may not make rules which are arbitrary, capricious or outside their grant of authority from the General Assembly. Their rules must stand the test of fairness and reasonableness. A rule is generally considered reasonable if it uses a rational means of accomplishing some legitimate school purpose.
- (c) Each board of school directors shall adopt a code of student conduct which shall include policies governing student discipline and a list of student rights and responsibilities as outlined in this chapter. This conduct code shall be published and distributed to students and parents. Copies of the code shall also be available in each school library. **§ 12.4. Discrimination.**
Consistent with the Pennsylvania Human Relations Act (43 P.S. §§951-963), no student shall be denied access to a free and full public education on account of race, religion, sex, national origin, or handicap.

§ 12.5. Corporal Punishment.

(The Indiana Area School District prohibits the use of corporal punishment as a disciplinary response option.) However, reasonable force may be used by teachers and school authorities:

- 1. to quell a disturbance
- 2. to obtain possession of weapons or other dangerous objects
- 3. for purposes of self defense
- 4. for the protection of persons or property

§ 12.6. Exclusions from school.

- (a) The board of school directors shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain exceptional students shall be governed by 13.62 and 341.91 (relating to right to education and disciplinary expulsions of certain handicapped students from special education placement).
- (b) Exclusion from school may take the form of suspension or expulsion.
 - (1) Suspension is exclusion from school for a period of from 1 to 10 consecutive school days.
 - (i) Suspensions may be given by the principal or person in charge of the public school.
 - (ii) No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety and welfare of the school community is threatened.
 - (iii) The parents shall be notified immediately in writing when the student is suspended.
 - (iv) The Superintendent shall be notified of any suspension from school greater than one day.
 - (v) When the suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in §12.8(c) (relating to hearings).
 - (vi) Suspensions may not be made to run consecutively beyond the 10 school day period.
 - (vii) Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the board of school directors.
 - (2) Expulsion is exclusion from school by the board of education for a period exceeding 10 school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing under § 12.8 (relating to hearings).
- (c) During the period prior to the hearing and decision of the board of school directors in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (d).
- (d) If it is determined after an informal hearing that a student's presence in this normal class would constitute threat to the health, safety, morals or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative education which may include home study.
- (e) Students who are less than 17 years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education.
 - (1) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, through tutorial or correspondence study or through another educational program approved by the district's superintendent.
 - (2) If the parents or guardian are unable to provide for the required education, they must with-

in 30 days submit to the school district written evidence so stating. The district then has the responsibility to make some provision for the student's education. If 30 days pass without the district receiving satisfactory evidence that the required education is being provided to the student, it must re-contact the parent and, pending the parents' or guardians' provision of such education, the district must make some provision for the student's education or proceed under paragraph (3) or do both.

(3) If the approved educational program is not complied with, the school district may take action in accordance with Chapter 63 of the Juvenile Act (41 Pa. C.S. § §6301-6308), to ensure that the student will receive a proper education. See § 12.1 (b) (relating to free education and attendance).

§ 12.7. Exclusions from class—in-school suspension.

- (a) No student may receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- (b) Communication to the parents or guardian shall follow the suspension action taken by the school.
- (c) When the in-school suspension exceeds 10 consecutive school days, an informal hearing with the principal shall be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in § 12.8 (relating to hearings).
- (d) The student's school district has the responsibility to make some provision for the student's education during the period of the in-school suspension.

§ 12.8 Hearings.

- (a) Education is a statutory right, and students must be afforded all appropriate elements of due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing, which is a fundamental element of due process.
- (b) The student and the student's parent or guardian may be given the option of a hearing with the Superintendent in lieu of a formal hearing with the Board of School Directors to attempt to reach an amicable disciplinary resolution. However, if no agreement is able to be reached with the Superintendent, the student may be referred for a formal disciplinary hearing before the Board of School Directors pursuant to Section 12.8(a).
- (c) A formal hearing is required in all expulsion actions. This hearing may be held before the board of school directors or a duly authorized committee of the board, or a qualified hearing examiner appointed by the board. Where the hearing is conducted by a committee of the board or a hearing examiner, a majority vote of the entire school board is required to expel a student.
 - (1) The following due process requirements are to be observed with regard to the formal hearing:
 - (i) Notification of the charges shall be sent to the student's parents or guardian by certified mail.
 - (ii) Sufficient notice of the time and place of the hearing must be given.
 - (iii) The hearing shall be held in private unless the student or parent requests a public hearing.
 - (iv) The student has the right to be represented by counsel.
 - (v) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - (vi) The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.

- (vii) The student has the right to testify and present witnesses on his own behalf
- (viii) A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled, at the student's expense, to a copy of the transcript.
- (ix) The proceedings must be held with all reasonable speed.
- (2) Where the student disagrees with the results of the hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate Federal district court.
- (d) The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.
 - (1) The informal hearing is meant to encourage the student's parents or guardian to meet with the principal to discuss ways by which future offenses can be avoided.
 - (2) The following due process requirements are to be observed in regard to the informal hearing:
 - (i) Notification of the reasons for the suspension shall be given in writing to the parents or guardian and to the student.
 - (ii) Sufficient notice of the time and place of the informal hearing shall be given.
 - (iii) A student has the right to question any witnesses present at the hearing.
 - (iv) A student has the right to speak and produce witnesses on his own behalf.
 - (v) The district shall offer to hold the informal hearing within the first 5 days of the suspension.

§ 12.9. Freedom of Expression.

- (a) The right of public school students to freedom of speech was affirmed by the United States Supreme court in the case of *Tinker v. Des Moines Community School District*, 393 U.S. 503 (1969).
- (b) Students have the right to express themselves unless such expression materially and substantially interferes with the educational process, threatens immediate harm to the welfare of the school or community, encourages unlawful activity, or interferes with another individual's rights.
- (c) Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, and other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities.
 - (1) Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression.
 - (2) Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views
- (d) Identification of the individual student or at least one responsible person in a student group may be required on any posted or distributed materials.
- (e) School officials may require students to submit for prior approval a copy of all materials to be displayed, posted or distributed on school property.
- (f) Bulletin Boards shall conform with the following:
 - (1) School authorities may restrict the use of certain bulletin boards.
 - (2) Bulletin board space shall be provided for the use of students and student organizations.
 - (3) School officials may require that notices or other communications be officially dated before posting, and that such materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.

- (g) School newspapers and publications shall conform with the following:
 - (1) Students have a right and are as free as editors of other newspapers to report the news and to editorialize within the provisions in paragraphs (4) and (5).
 - (2) School officials shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause a substantial disruption or interference with school activities.
 - (3) School officials may not censor or restrict material simply because it is critical of the school or its administration.
 - (4) Prior approval procedures regarding copy for school newspapers shall identify the individual to whom the material is to be submitted and shall establish a limitation on the time required to make a decision. If the prescribed time for approval elapses without a decision, the material shall be considered authorized for distribution.
 - (5) Students who are not members of the newspaper staff shall have access to its pages. Written criteria for submission of material by non-staff members shall be developed and distributed to all students.
- (h) The wearing of buttons, badges, or armbands shall be permitted as another form of expression within the restrictions listed in subsection (c)
- (i) School officials may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school.
 - (1) A proper time and place set for distribution is one which would give the students the opportunity to reach fellow students.
- (2) The place of such activity may be restricted to permit the normal flow of traffic within the school and at exterior doors.
- (j) School officials should adopt and publish guidelines for student use of school facilities and equipment.
- (k) The constitutional right of freedom of speech guarantees the freedom of public school students to publish materials on their own.
 - (1) The school has no responsibility to assist students or to provide facilities in the publishing of such materials.
 - (2) The students themselves have sole responsibility for any statements published.
 - (3) Approval procedures must be followed prior to distribution or display of materials on school property. See subsection (i).

§ 12.10. Flag Salute and Pledge of Allegiance.

It is the responsibility of every citizen to show proper respect for his country and its flag.

- (a) Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions.
- (b) Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

§ 12.11. Hair and Dress.

- (a) Students have the right to govern the length or style of their hair including facial hair. Any limitation of this right shall include evidence that the length or style of hair causes a disruption of the educational process or constitutes a health or safety hazard. Where length or style of the hair presents a problem, some types of covering should be considered.
- (b) School officials may not impose limitations on dress unless the attire causes the disruption of the educational process or constitutes a health or safety hazard.
- (c) Students may be required to wear certain types of clothing while participating in physical education classes, shops, extra-curricular activities, or other situations where special attire may be required to ensure the health or safety of the student.
- (d) Students share the responsibility to keep themselves, their clothes, and their hair clean. School officials may impose limitations on student participation in the regular instructional program where there is evidence that the lack of cleanliness constitutes a health hazard.

§ 12.13. (Reserved).

§ 12.14. Searches.

School authorities may search a student's locker and seize any illegal materials. Such materials may be used as evidence against the student in disciplinary proceedings. Prior to a locker search students shall be notified and given an opportunity to be present. However, where school authorities have a reasonable suspicion that the locker contains materials which pose a threat to the health, welfare and safety of students in the school, student lockers may be searched without prior warning.

§ 12.14. (Reserved).

STUDENT RECORDS

§ 12.31. General Requirements.

- (a) The governing board of every school district, intermediate unit and area vocational-technical school shall adopt a plan for the collection, maintenance and dissemination of student records and submit the same to the Department for approval.
- (b) Copies of the approved plan shall be maintained by the local educational agencies and updated as required by changes in State or Federal law. Copies of the updated plan shall be submitted to the Department only upon the request of the Secretary.

§ 12.32. Elements of the Plan.

- (a) The plan for student records shall conform to §12.33 (relating to guidelines)*, except that a school district may modify § 12.33 with the approval of the Secretary to conform with local policy.
- (b) The plan shall establish policies on student records consistent with the minimum requirements of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232g) and in 34 C.F.R. Part 99 (relating to privacy rights of parents and students).

§ 12.33. (Reserved).

*Guidelines for the Collection, Maintenance and Dissemination of Student Records, the full text of which is set forth in 4 Pa.B. 1092 (June 1, 1974).

DEFINITIONS

Agencies

Community agencies have an interest in particular problems that are faced by members of society. The resources of these agencies can sometimes be utilized by the school to achieve its purposes. These agencies might include, but are not restricted to, Student Welfare and the Guidance Center.

ARIN Services

The ARIN Intermediate Unit is the regional educational service agency serving Armstrong and Indiana counties.

Bullying

The intentional use of hurtful words, acts, the spreading of rumors, or other behaviors, such as name calling, threatening and/or shunning, committed by one or more students with the intent to intimidate, ridicule, embarrass or tyrannize. This includes use of electronic communication of any type that impacts the school environment.

Cheating

Dishonest act by a student whose intent and/or result will lead to academic benefit without fulfilling required expectations.

Classroom Contract

The student contracts with the teacher to do a particular assignment. The classroom contract concept is a teaching technique that will most often be used for instruction rather than disciplinary purposes. To be effective, the classroom contract must be developed in the good faith that it is reasonable and practical.

Compulsory School Age

The period of a student's life from the time the student's parents elect to have the student enter school, which shall not be later than eight (8) years of age, until the age of 17 years.

Conflict

When two or more students engage in negative behavior toward each other that is similar in degree of offensiveness.

Detention

Detention requires that the student remain in school during times that school is not in session. Detention will be assigned before and after school. After-school detention is a disciplinary option which is assigned when minor misbehavior on the part of the student has not been corrected by teacher request, verbal reprimand, and/or parental contact. After-school detention may be assigned by either the administrative staff or faculty. In either assignment, the detention will be adequately supervised. Students will be required to study or undertake some constructive activity during detention. Students will be given at least one day's notice prior to serving the detention. All detention must be served. The parents of bused students who are assigned detention must make provisions for transportation. Failure to serve detention will result in the assignment of additional days' detention or a stronger disciplinary response.

As a result of family emergencies, a student may request to postpone detention assigned on a particular day. This decision will be made by the teacher who assigned the detention. A note from the parent or guardian requesting this postponement will allow the teacher the option to honor the request.

Drugs

All dangerous controlled substances prohibited by law; all alcoholic beverages; tobacco and tobacco products; and, any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board Policy.

Expulsion

Expulsion is exclusion from school by the board of education for a period exceeding 10 school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing under §12.8 (relating to hearings). A student who is on expulsion shall not participate in nor attend any extra-curricular activity during the period of expulsion. This will be in effect immediately upon notification of expulsion through the last day of expulsion.

Forgery

Falsely making or altering a document.

"In loco parentis", granted by Section 1317 of the School Code, defines this as granting to teachers, coaches, sponsors of extracurricular activities, and administrators in the public schools the same authority as to conduct and behavior over students while in attendance at "school" that parents have over their charges.

In-School Suspension

In-school suspension requires the exclusion of a student from the regular school program. The student will remain in the school building and be assigned appropriate independent work.

Instructional Support Team

The Instructional Support Team is designed to help the school district address the academic issues and learning problems of all students with a focus on students who are at risk of academic failure, including students with disabilities and disadvantaged students.

Implied Consent

Students may be photographed or audio/video recorded for educational and promotional purposes without expressed consent of a parent/guardian. Should a parent/guardian object to any such recording of a student's image or audio/video recording of a student, the parent/guardian will notify the school in writing to prohibit such activity involving his/her child. Such objection does not apply to school security video camera security surveillance.

Look-alike Drugs

Look-alike drugs are any substance manufactured or designed to resemble drugs, narcotics, or other health endangering compounds.

Modified Day

A special program is developed for the student so that he/she does not have to participate in school activities for the entire school day.

Obscene Material

The principal is the judge of whether material violates community standards for good taste and morality.

Petty Theft

The theft of an item that has little financial or sentimental value in the judgment of the principal is considered petty theft.

Plagiarism

To pass off or use the ideas or written work of another as one's own without crediting the source.

Possession

An individual is in possession of an item or substance (drugs, alcohol, weapon, etc.) when said item is found on his/her person. Additionally, an individual will be deemed to be in possession if said item is found in his/her personal property (for example, book bag, gym bag, purse) or in a place where the individual exercises control (for example, a vehicle or locker).

Schedule Change

The change is made by the principal in consultation with the teacher(s) when deemed appropriate for the future success of the student.

School

School includes the buildings of, the grounds of, school-sponsored activities on or off school property, bus stops, walking students to and from school, any conveyance providing transportation to or from "school", and circumstances in which the district is acting "*in loco parentis*."

School Zone

Any tangent property owned, leased or otherwise occupied and controlled by the Indiana Area School District or under its responsibility. This is also to include that area of jurisdiction granted to the district under "*in loco parentis*".

Student Support Staff

Persons or agencies able to assist in helping a student achieve maximum success in his/her educational program. This may include, but not be limited to, the following: administrators, attendance personnel, guidance counselors, school nurse and school psychologist.

Student Assistance Program

The primary focus of the Indiana Areas School District Student Assistance Programs is to assess the student whose behavior raises concern and to develop a plan which addresses the specific needs of the student. This program incorporates the expertise of various staff members including guidance counselors, teachers, nurses, administrators and supervisors who make up a "Core Team." The Core Team assists students exhibiting problem behaviors affecting school success. Consideration is given to the students' academic performance and their social, emotional, physical and mental development.

Suspension

Suspension consists of the exclusion from school for an offense for a period of up to ten school days. A student who is on suspension shall not participate in nor attend any extra-curricular activity during the period of suspension. This will be in effect immediately upon notification of suspension through the last day of suspension.

Tardiness

Absence of a student at the time a given class and/or school day begins, provided the student is in attendance before the close of that class or day.

Terroristic Act

This means an offense against property or involving danger to another person.

Terroristic Threat

This shall mean a threat to commit violence communicated with the intent to terrorize another, resulting in the evacuation of a building, serious public inconvenience, or reckless disregard of the risk of causing such terror or inconvenience.

Tobacco

A lighted or unlighted cigarette, cigar, pipe, or other lighted smoking product and smokeless tobacco in any form.

Truancy

The failure of a student to attend school regularly as required by law without acceptable reason, or willful violation of the compulsory attendance laws.

Unexcused Absence

The absence from school of a student who is not excused by a teacher or principal.

Unlawful Absence

The unexcused absence of a student under 17 years of age.

Under the Influence

A student will be considered "under the influence" if he or she consumes or ingests any quantity of alcohol or other illegal substance and attends school or participates in or attends any school district activity. Any evidence of consumption or ingestion should be sufficient to satisfy the "under the influence" standard. No outward appearance of intoxication or influence is necessary. However, factors which may be considered include, but are not limited to: admissions, unusual or erratic behavior, poor coordination, slurred speech, impaired judgment, inability to focus, odor and/or the physical evidence of any products consumed or ingested. Such determination may be made by any school administrator using all available information.

Vandalism

Willful or malicious destruction or defacement of public or private property.

Walkout

Any incident where a student leaves the school grounds without proper permission is considered a walkout.

Weapons

Weapons, for purposes of this definition, shall include but not be limited to any knife, cutting instrument, cutting tool, nun-chuck stick, firearm, bb gun, pellet gun, shotgun, rifle, explosive device, defensive sprays (i.e. pepper spray), stun guns, shocking devices, and/or any other tool, instrument or implement capable of inflicting serious bodily injury. The term shall also include objects which have the appearance or characteristics of weapons, including laser pointing devices, or objects which are intended and capable of producing bodily injury. Weapons also shall include look-alike or replica weapons which are not necessarily operable.

MORE IMPORTANT INFORMATION FOR PARENTS AND STUDENTS

ATHLETICS

Athletic Programs are available for both boys and girls in grades 7 through 12. Each student participating in a school sport must pass a physical examination by the school physician, obtain parental consent and meet eligibility requirements as established by the school district.

ATTENDANCE

- A. Student attendance records will be maintained by each homeroom teacher and all teachers for academic and/or classroom supervision assignment (e.g., study halls).
- B. Student absences are to be recorded on the report card as reported by the homeroom teacher. Subject area teachers will record class absences as well.
- C. A student having unexcused days of absence during any marking period can cause failure in affected courses during that marking period.

CARE OF SCHOOL PROPERTY

- 1. Students are responsible for taking care of the books and materials issued to them. If lost or damaged, the student must pay for the replacement or repair. If the book is found, please return it and we will refund the money.
- 2. Any student who vandalizes a desk, bulletin board or any other piece of school property must either pay for the damage or do whatever repair is necessary to refinish what he/she has damaged.
- 3. Students should keep the inside and outside of the building and surrounding areas as neat and clean as possible. The tidiness and appearance of the school building during the day depends on each student's cooperation in keeping locker areas in order and keeping individual desks in each classroom neat and clean.
- 4. The lockers are school property and may be inspected at any time by the Principal or other school personnel. Lost locks must be paid for by the student.

CHANGE OF ADDRESS

Parents/guardians will notify the office of any change of address and phone number.

CLEARANCES FOR VOLUNTEERS AND CHAPERONES

The school district's minimum requirements for clearances are Act 34 and Act 151 clearances for volunteers and chaperones when there is the possibility of being alone with students and for field trips away from school.

DELIVERIES

Deliveries of materials and telephone messages will be accepted only on an approved or as-needed basis. Frequent or habitual practice of deliveries that disrupt regular office operations is prohibited.

DIRECTORY INFORMATION

Student directory information generally refers to information contained in the educational record of a student. It includes but is not limited to the student's name, address and telephone number. Legislation passed by the United States Congress mandates that directory information be available to military recruiters or an institution of higher education. Any student or parent who does not wish directory information to be released should inform the school office in writing of this request.

EMERGENCY CLOSING OF SCHOOL

Information regarding emergency closing of schools will be announced over the following radio stations: WDAD 1450; WCCS 1160; WQMU-FM 92.5; TV Stations; and, ARIN schoolcast and phone notification system. **DO NOT CALL THE SCHOOL.**

EVACUATION PROCEDURES

Disaster drills at regular intervals are required by law and are an important safety precaution. It is essential that when the signal is given, students will react in accordance with instructions given by the classroom teachers.

GUIDANCE

Students are encouraged to ask counselors for assistance in planning their school and life careers. Counselors are also available for personal and social guidance. Should a parent/guardian desire a conference with either a counselor or a teacher, it can be arranged by calling the guidance office.

HEALTH SERVICES

Health services are provided for all students throughout the school day. Such services may include hearing and eye exams, physicals, an assessment for accidents or illness. Students who become ill during the school day are not permitted to leave the building without first being excused by the school nurse. No student may call a parent to come for them, but must report to the school nurse. Students will be released only in the custody of a parent or guardian. These students must sign out in the attendance office.

Self medication is not permitted in the school. Your parents are encouraged to administer medication before school when possible. Refer to Prescribed Medications guidelines on page 17.

HOMEWORK

The purpose of homework is to increase your knowledge of the subject. Homework should be completed as soon as possible after being assigned, rather than being put off until the last minute. After you think you have done your best, take some time and go over it again. Students should review the day's work in each subject after they have completed the homework assignment.

HOMEWORK TIPS

- Set aside a specific time in which to do assignments.
- Choose a quiet, private place free from excessive noise, interruptions and other distractions.
- The study area should be well lighted and well equipped with pens, paper, ruler, dictionary, atlas, etc.
- **Organize.** Successful study depends on an efficient use of time which requires organization. Use this Student Assignment book to help you organize your work.
- Carefully CHECK the completed assignments.

LIBRARY

Library use is a privilege; therefore, arrive on time. Conduct yourself in the proper manner. No material should leave the library without being properly checked out. Books may be borrowed for two weeks with the right for a renewal if the books are not in demand. Overnight or reserve books may be taken out only after school and must be returned before the first period of the next morning.

Fines—A charge is made for every school day a book is overdue unless the absence is due to illness or emergency.

OPEN CONTAINERS

Students are not permitted to enter the building with an open container. Violations of this rule may result in disciplinary action including the immediate disposal of said container.

PARENT-TEACHER CONFERENCES

Conferences may be held **anytime** throughout the year and may be arranged through contact with the student's counselor by phoning the appropriate guidance office. A parent-teacher conference day is also held after first and second quarters.

PASSES

A school pass is used at all times when a student moves from one room to another except for the changing of classes. The assignment book will be used as the pass system by teachers for all students who are being excused from classes or study labs during the school day. The book should be annotated with teacher name and time by the teacher when a student is excused for any reason.

Hall passes are available for teacher use on an exception basis when the assignment book is not readily accessible. Passes are to be completed fully, not initialed, by the teacher issuing them. Blank passes should not be given to students. Excuse forms issued by the Principal's Office, the Guidance Office, or the Nurse's Office will continue and will serve in place of a hall pass when a student has an appointment and presents a form from one of the above mentioned offices indicating such an appointment.

PHYSICAL EDUCATION CLASS

When a parent requests that a student be excused from Physical Education classes for one day, the student will take his/her note directly to his/her physical education teacher who will honor the request. Beyond two days, a written statement is required from your doctor.

RESOURCE ROOMS—LABS

Resource rooms or labs, where available, are open to any student who wants to do additional work or needs help. Teachers are available at the assigned rooms to assist students. Passes for these labs are to be secured from your subject teacher.

SECONDARY ARRIVAL AND DISMISSAL

Morning Arrival

Any student arriving at school before 7:20 a.m. must report to the assigned area. We suggest that non-bus students time their arrival for 7:20 a.m. Under no conditions shall a student loiter outside the school. Automobiles must be vacated as soon as they are legally parked in student parking area.

1. Students may enter the building after 7:20 am. If a student comes to school before 7:30 am, it must be for a school supervised activity (band, chorus, extra help).
2. At 7:30 am, Senior High students are expected to be in first period class and Junior High students are expected to be in homeroom.

Afternoon Dismissal

When the dismissal bell rings, all students without after-school appointments must leave the building promptly. They shall not loiter outside the building. Students with after-school appointments shall go to them promptly and leave them without loitering. All bus students will go promptly to the assigned area upon dismissal. Students waiting in the assigned area must be orderly, reasonably quiet, and well-mannered.

1. All students not involved in a supervised school sponsored activity are to leave the building by 3:00 pm. Once students are dismissed, they are not to return to the building. Only students who have valid reasons for returning may do so, and they must report to the main office and receive clearance to re-enter the school.

STUDENT COUNCIL

Student Council Membership is comprised of those students elected as homeroom representatives. All students are eligible to participate in a variety of school sponsored activities held throughout the years.

STUDENT RESPONSIBILITIES

- Each student has the responsibility to develop good work and study habits.
- The student should clarify with the teacher any questions pertaining to the instructions for homework at the appropriate time.
- The student should take home any materials and information needed to complete the assignment.
- The student should learn to budget his/her time.
- The student should take advantage of study time provided during the day.
- It is the student's responsibility to return all work completed to the teacher by the date requested.
- Students should make up work missed during absence.

TELEPHONES

Telephone (public or in office) are to be used only in an emergency.

VISITORS

All visitors are required to receive permission in advance from the Principal's Office to visit the school. Visitors wishing to attend a class, assembly or just look around may be permitted at the discretion of the Principal. All visitors to the school must sign in at the main office and receive a visitor's pass. No one should arrive at a school unannounced and expect to be allowed in.

PROMOTION

- A. At all levels K-12, the final decision for student promotion rests with the building principal in consultation with his/her staff. Teachers, counselors, support personnel, and parents/guardians aid in this determination.
- B. A student will be considered for promotion in grades 7 and 8 unless he/she:
 1. Fails three (3) or more subjects or
 2. Fails to demonstrate academic growth through a district approved remedial program.

GRADING PROCEDURES

1. The following define the district's grading scale: A=4 (93-100%), B=3 (85-92%), C=2 (77-84%), D=1 (69-76%), F=0 (68% and below).
2. All advanced placement courses at the senior high school are currently approved for weighted grading as follows: A=5 (93-100%), B=4 (85-92%), C=(77-84%), D=2 (69-76%)
3. Any honors level courses at the senior high school are approved for weighted grading as follows: A=4.25 (93-100%), B=3.25 (85-92%), C=3 (77-84%), D=2 (69-76%).
4. A student will fail a subject for the year regardless of the grade point average based upon the following circumstance:
 - a. Full Year Courses
 - (1) He/She received three or more failures over the four marking periods and final examination
 - (2) He/She receives failures for the third and fourth marking period.
 - (3) He/She receives failures for the fourth marking period and the final examination
 - b. Semester Courses
 - (1) He/She receives two failures when a final examination is required.
 - (2) He/She received a failure in the final quarter of the semester, when no final examination is required.
5. A final quality point average of 1.0 will be necessary to pass a course. A teacher has the discretion to give an administrative 1.0 to any student who has not failed a course under paragraph 3 but who has received a final grade point average less than 1.0.
6. A student has five school days to drop and add an elective course from their first, second or year-long schedule upon administrative approval that is based on educational/extenuating circumstance. The student may only replace the elective course with another offering during the same period or during an available study hall time. Otherwise, such schedule changes cause too much disruption to classroom and school operation. Students who drop a class after the five-day window will receive a "0" for any affected class(es). Students who drop AP or Honors-level classes will be enrolled in appropriate regular education offerings. We encourage parents/guardians to adhere to scheduling parameters to optimize student learning opportunities and allow for a building schedule that meets the needs of students at scheduling time.

Modern Language Association Guideline and Form for Your “Works Cited” List

1. **Arrange entries alphabetically by author. If no author is given, alphabetize by the first important word in the title.**
 2. **Do NOT number entries.**
 3. **Type the first line flush with your left margin; indent additional lines of that entry five spaces from the left margin.**
 4. **Include every source (primary or secondary) cited in your paper.**
 5. **Include the “Works Cited” list at the end of your paper on a separate sheet from your text.**
 6. **Double space each entry and triple space between entries. (THIS SAMPLE WILL USE SINGLE SPACING IN ORDER TO SAVE SPACE.)**
- Paramount Pictures, 1989.
General Reference Encyclopedia article:
Stepmann, Katherine. “Knight of the Burning Pestle, The” *Benet’s Reader’s Encyclopedia*. 1987 ed.
- Magazine Title:**
Trueblood, James. “The Shadow of Camelot.” *New Yorker* 21 July 1997: 33-36.
- Newspaper Article:**
Van, Celia. “Arthur Meets Hollywood.” *Washington Post* 29 July 2006: D 23.
- Interview:**
Williams, David P. Personal Interview. 16 Mar. 2006.
- Website:**
Arthurian Resources. 16. Nov. 2005. Alfred Young. 6 Oct. 2006<www.arthurianan.co.uk/.

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FORMAT FOR ALL DATABASE
RESOURCES.**

Work Cited

By a single author:

Anderson, Roger S. *The Development of Arthurian Romance*. London: Everyman Press, 1999.

Two authors:

Boardman, Daniel P., and Phillip C. Smith. *The Arthurian Annals: The Tradition in*

English from 1250 to 2000. Oxford: Oxford University Press, 2004.

Intro & Translator:

Graves, Robert. Introduction. *Malory’s Le Morte D’Arthur*. By Thomas Malory.

Trans. Keith Barnes. New York: Penguin Books, 1962.

Film (VHS or DVD):

Indiana Jones and the Last Crusade. Dir. Stephen Spielberg. DVD.

FINAL EXAMINATIONS

- A. Final examinations will be given at the senior high school for grades 9, 10, 11, and 12.
- B. The examinations will be scheduled for a length of length of a regular class period in the following subject areas: (i.e., English, Social Studies, Mathematics, Science, and World Languages).
- C. The student will not experience more than two (2) subject examinations per day for grades 9 through 12.
- D. No other tests will be administered during the final examination week.
- E. Students may be excused from scheduled final examination by the principal.
- F. To offer the opportunity to take the examination at a different time than originally scheduled, the principal will engage a teacher to administer and mark the examination.

REPORT CARDS

- A. Report cards and/or report card information via PowerSchool will be issued to students four (4) times per year in grades 2 through 12 (at the end of each quarter), three (3) times for grade 1, and a minimum of two (2) times per year in kindergarten (at the end of each semester).
- B. The teacher will strongly consider the use of “teacher comments” as part of the reporting process.
- C. Final examinations will have weight equal to one-half of each of the marking periods. The final quality point average will be determined as follows:
 - 1. Multiply each of the marking period grades by 2;
 - 2. Multiply the final examination grade by 1;
 - 3. Total the result and divide by 9 for full-year courses, divide by 5 for semester-based classes. (The division is to be taken to the third decimal place and rounded off to two decimal places for the final average.)
- D. Children who participate in a special education program will receive a quarterly progress report based on the goals and objectives of their Individualized Education Plan. (Exception: Gifted Program)
- E. Parents/Guardians of senior high students may request paper copies of student report cards by contacting the school counseling office of the senior high school.

SENIORS PARTICIPATING IN GRADUATION CEREMONIES

- A. In order to participate in the commencement exercises, seniors must have satisfied all district requirements for graduation. Participation in the graduation ceremony is a privilege.
- B. The administration reserves the right to deny student participation based on unacceptable conduct and/or appearance leading to graduation.
- C. Students must attend all graduation rehearsals unless excused by the building principal.
- D. Diplomas will be withheld from students pending the completion of all financial obligations to the district.

HONOR ROLL ELIGIBILITY

Procedure for Quarterly Honor Roll Average Computation

Multiply individual course Honor Roll Credit (on front of report card) by course quality points (see below). Add the products and divide by the total honor roll credits. Pass-fail courses (P/F), medical release from physical education (M) and incomplete (I) are not computed.

Course Quality Points:

All Courses	Honors Courses	Advanced Placement Courses
A = 4	A = 4.25	A = 5
B = 3	B = 3.25	B = 4
C = 2	C = 2.25	C = 3
D = 1	D = 1.25	D = 2
F = 0	F = 0	F = 0

Course Credit Examples:

If credit is given for a full-year course, divide the credit by 4 to determine the credit for the quarter.

IF credit for 1 year is...

1 credit
.6 credit
.5 credit
.32 credit

THEN credit for 1 quarter is...

.25 credit
.15 credit
.125 credit
.08 credit

If credit is given for a 1—semester course, divide the credit by 2 to determine the credit for the quarter.

IF credit for 1 semester is...

.5 credit
.25 credit

THEN credit for 1 quarter is...

.25 credit
.125 credit

Honor Roll Calculation Example: (School Board approved Honors course weighting)

Course	Credit	Grade	Quarter Credit X Quality Points
English	1 (year)	B	0.25 x 3 = 0.75
AP Math	1 (year)	A	0.25 x 5 = 1.25
Science	1 (year)	A	0.25 x 4 = 1.00
History	1 (year)	C	0.25 x 2 = 0.50
Art	0.25 (qtr)	A	0.25 x 4 = 1.00
Band	0.5 (year)	B	0.125 x 3 = .375
HPE	0.5 (sem)	A	0.25 x 4 = 1.00

5.875 (Quality Points) / 1.625 (Quarter Credit Total) = 3.615 (Quarterly Honor Roll Average)

GRADE POINT AVERAGE

Procedure for Yearly Grade Point Average Computation

Multiply individual course Graduation Credit (on front of report card) by course quality points (see above). Add the products and divide by the total graduation credits. Pass-fail courses (P/F), medical release from physical education (M) and incomplete grades (I) are not computed.

EXAMPLE:

Actual Course Credit	Course	Grade	Course Credit x Quality Points
1.00	AP Math	A	1.00 x 5 = 5.00
1.00	Science	B	1.00 x 3 = 3.00
1.00	History	A	1.00 x 4 = 4.00
1.00	English	C	1.00 x 2 = 2.00
.50	Drama	B	.50 x 2 = 1.00
.50	Tech. Ed	A	.50 x 4 = 2.00
.50	HPE	B	.50 x 3 = 1.50
Total 5.50			Total 18.50

18.50 ÷ 5.50 = 3.36 (Yearly Grade Point Average)

It is the practice of our educational system to promote student learning opportunities commiserate with student ability. We discourage students from creating class schedules that are for the sake of only increasing GPA. Additionally, we will not support schedule requests that cause undue stress on student well being and school operations. Please note that all students will schedule a lunch period in their full-day schedule to promote a safe and healthy lifestyle.

GRADUATION REQUIREMENTS

Upon the action of the Board of Education, a student will be graduated when he/she has met the following requirements of Chapter 4, Section 4.24: Graduation Requirements and our local requirements for graduation:

1. Students will complete the following course and credit requirements inclusive from grades 9-12:

Subject	Credit Requirements
English	4
Mathematics	3
Science	3
Social Studies (see #2)	4
Health & Physical Education	2
Computer Technology (see #3)	.5
Electives	7
Family & Consumer Science (see #4)	.5
Total	24

2. Student participating in a three year Indiana County Technology program will be required to complete only three credits in Social Studies exempting American Government (Course 215/216) and Economics (Course 217/218).
3. All students must pass Computer Applications prior to graduation. The Computer Technology credits will be satisfied for students enrolled in the following program areas at the Indiana County Technology Center—Network Communications Digital Media Technology, Graphics and Electronic Media, and Machining Technology. Students enrolled in other programs which satisfy these requirements will be approved for credit on an individual basis.
4. All students must successfully complete a .5 credit Family and Consumer Science Department course “On Your Own” or “Child Development and Preschool” (Senior High course 514/515) prior to graduation.
5. All students will complete a culminating project to assure that students are able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.
6. Students who fail to score at least Proficient on Keystone Algebra I, Biology, and/or Literature Exams are required to successfully complete any district or available PDE-based remediation programs.
7. Beginning with the graduating class of 2020, students must score Proficient or higher on Algebra I, Biology, and Literature Keystone Exams in order to graduate from high school, or students may complete PDE-designated online project work should students not attain a score of Proficiency on respective Keystone Exams after two attempts on any exam.
8. Children with disabilities, who successfully complete a special program developed by an Individualized Education Program team under the Individuals with Disabilities Act, shall be granted and issued a regular high school diploma. This applies if the special education program of a child with a disability does not otherwise meet all requirements of Chapter 4.
9. A student who successfully completes required coursework and earns necessary graduation credit may graduate early from high school. The student will receive his/her diploma in June of the graduation year.

THE CULMINATING PROJECT

The Graduation Project: Indiana Area School District Graduation Requirement

Students will be required to complete a culminating project. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.

The culminating project will demonstrate attainment of competencies in the following areas:

- Written Communication
- Oral Proficiency
- Technology Literacy
- Research Skills
- Career Awareness

Roles and Responsibilities

Student Role

- Complete the requirements of all Culminating Project components at each grade level as specified in the plan
- Become familiar with use of rubrics that support the Culminating Project activities
- Document significant achievements which are worthy of placement in the Student Profile
- Periodically review and update his/her Student Profile
- Be prepared to defend, through documentation, any entry in his/her Student Profile

Parent/Guardian Role

- Review the requirements for graduation and the components of the culminating project
- Sign the Culminating Project Acknowledgement Form
- Support and encourage your child throughout the process
- Work with the guidance department to insure that your child completes necessary components at each grade level.

DESCRIPTION OF THE NINTH GRADE GRADUATION PROJECT COMPONENT

The Culminating Project is not formally initiated until grade ten. However, various career exploratory activities will take place during the ninth grade year, which will provide information for students to utilize as they progress through the Project in grades ten through twelve. These will be included in the student's Culminating Project Portfolio.

Activities will include:

- Completion of an aptitude interest assessment
- Completion of the career interest survey
- Completion of a personal reflective writing sample based upon career exploration

Purpose:

- To assess individual student vocational interests and explore various career options based upon these interests.

Competencies: Students will have an opportunity to develop skills in the following:

- Written Communication
- Technology Literacy
- Research Skills
- Career Awareness

Activities: The guidance counselors, ninth grade social studies and English teachers will facilitate these activities. Activities include:

- Students will complete Aptitude Interest Assessment
- Students will complete the Career Interest Survey
- Students will complete a personal reflective writing sample based upon career exploration

The following items will be included in the Culminating Project Portfolio:

- Reflective Writing
- Career Interest Survey
- Aptitude/Interest Assessment

Evaluation:

- The ninth grade English teachers will assist students in completing reflective writing sample.
- The completion of the Aptitude Interest Assessment and the Career Interest Survey will be validated by the guidance counselors.
- Successful completion of the ninth grade activities will be documented by placing student work in a Culminating Project Portfolio. The portfolios will be made available to the senior high school faculty at the conclusion of the ninth grade year.

DESCRIPTION OF THE TENTH GRADE GRADUATION PROJECT COMPONENT

Purpose:

- To enable students to explore a self-chosen career option and provide opportunities for the student to synthesize and present that information in written and oral form
- To provide opportunities for the student to design his/her personal Student Profile

Competencies: Students will have an opportunity to develop skills in the following:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Written Communication• Oral Proficiency• Technology Literacy | <ul style="list-style-type: none">• Research Skills• Career Awareness |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|

Activi-

ties:

Project Acknowledgement

The social studies teacher will facilitate the completion of the Culminating Project Acknowledgement Form.

- Career Awareness
The English teachers and guidance counselors will facilitate these activities as part of the tenth grade planned course of study. The tenth grade component will include the following:

Completion of an interest inventory utilizing career exploration software
Submission of a written paper based upon research gained from career exploration software

Development and presentation of an oral report relating to research
Utilization of technology in the preparing of the written and oral presentation

- Student Profile
The business department will facilitate the development of a word-processed personal Student Profile in the context of the English classes. The Student Profile will include:

Biographical information
Educational status
Extra curricular activities
Community activities or organizations
Volunteer work/community service
School and community awards and recognition
Employment/work experience
Significant achievements validated and executed as part of any approved academic or vocational course using the information from the Summary Sheet

Evaluation:

Career Awareness

- The Career Awareness activity will be reflected as a part of the classroom nine weeks grade in the tenth grade English class. This will be validated by the English teachers, assessed by a rubric, and placed in the student's Culminating Project Portfolio along with the Interest Inventory and research paper.

Student Profile

- This will be validated by the guidance counselors and placed in the Culminating Project Portfolio. The profile will be updated throughout the high school years.

Successful completion of the tenth grade activities will be documented by placing student work in the Culminating Project Portfolio.

Students who do not complete the tenth grade project activities will receive an incomplete for the tenth grade English class. The incomplete must be rectified by the end of the first semester of the junior year.

DESCRIPTION OF THE ELEVENTH GRADE GRADUATION PROJECT COMPONENT

Purpose:

- To encourage students to continue to explore various post high school opportunities and to refine and add to the personal Student Profile.

Competencies: Students will have an opportunity to develop skills in the following:

- | | |
|-------------------------|--------------------|
| • Written Communication | • Research Skills |
| • Oral Proficiency | • Career Awareness |
| • Technology Literacy | |

Activi- ties:

The English teachers and guidance counselors will facilitate these activities as part of the eleventh grade English course of study.

Career Awareness

- Development of a packet of career resources
- Written summarization of interview, work site visit, or college visit
- Career Research utilizing career exploration software
The students will use career exploration software to generate a list of possible post-secondary options.
The students will conduct an in-depth search on an option of his/her choice.
- Development of an oral presentation relating to research

Student Profile

Under the direction of the guidance counselors and the English teachers the students will retrieve and update the Student Profile they prepared in tenth grade.

Evaluation:

Career Awareness

The eleventh grade packet of career resources and written summaries of research will be validated by the eleventh grade English teachers. The completion of the oral presentation will be evaluated by a rubric, which will be placed in the student's Culminating Project Portfolio

The completion of the post high school planning search will be validated by the guidance counselors.

Student Profile

The student profile will be validated by the counselors and English teachers. The profile will be placed in the student's cumulative file. It will be updated as needed prior to graduation.

Successful completion of the eleventh grade activities will be documented by placing student work in the Culminating Project Portfolio.

Students who do not complete the eleventh grade project activities will receive an incomplete for the eleventh grade English class. The incomplete must be rectified by the end of the first semester of the senior year.

DESCRIPTION OF THE TWELFTH GRADE GRADUATION PROJECT COMPONENT

Purpose:

- To assure that students have evaluated and communicated their growth and self-discovery as represented by all previous components of the culminating project.
- To provide students with the opportunity to convert the information in the personal Student Profile into a Personal Resume.

Competencies: Students will have an opportunity to develop skills in the following:

- Written Communication-Creation of a reflective paper
- Technology Literacy
- Career Awareness

Activities:

- Reflective paper
The twelfth grade English teachers will facilitate the completion of a reflective paper during the first semester. Class time will be allotted for students to revisit the graduation project components which were completed in the 9th, 10th and 11th grades. The reflective paper (2-5 pages word-processed) will be based on the following prompt:
Based on the content of your Culminating Project Portfolio, demonstrate how you have developed and grown as an individual and as a student in the Indiana Area School District. The response could include:

- Personal Resume

The students will update and convert the information in their personal Student Profile and create a Personal Resume consisting of the following components:

- Growth—How have you developed with regard to potential professional goals and awareness of personal priorities?
- Content—How are the competencies demonstrated in your work?
- Active Control—What did you actively do to bring about growth and learning?
- Future Application—How will these experiences serve you in the future?

- | | |
|------------------------------------------------|--------------------------|
| ● Career Objective | ● Community Activities |
| ● Educational Status | ● Volunteer Work/Service |
| ● Extra-curricular Activities or Organizations | ● Awards & Recognition |
| ● Employment/Work Experience | ● References |

Evalu-

ation:

- Reflective Paper
The reflective paper will be assessed by the twelfth grade English teacher based on a rubric, which will be placed in the Culminating Project Portfolio as exit documentation.
- Personal Resume
The Personal Resume will be validated by the guidance counselor and English teachers, and it will be placed in the Culminating Project Portfolio.

***Failure to complete the Culminating Project will result in the student not meeting the graduation requirements of the Indiana Area School District**

Student Records Policy

The Board of School Directors has adopted Student Records Policies requiring that you be informed annually of the testing, measurement, and individual assessment program. Please refer to the IASD test schedule on another page.

Test results will be recorded and maintained as long as your child attends school in the district. If you should move, the records will be forwarded to the new school district and a copy made available to you upon request. No individual or agency outside of this school system will have access to these records without your written permission.

Federal regulations require that we inform parents concerning information which will be made available to the general public. We release individual student names to the media for recognition of educational and extracurricular awards and accomplishments. Occasionally, student photographs or school videotapes are released to the media or used for other public relations purposes. Our district website (www.iasd.cc) will include school and district newsletters, and program or teacher web page links that may include student work, photographs or other school-related information and activities.

If you do not desire that your child's name or photograph be released or utilized for a public relations publication, please notify the building principal, in writing, within ten (10) days of the receipt of this information..

Copies of the Student Records Policies are available in the office of each building. These policies are designed to protect the individual rights of your child. If you have any questions pertaining to the information, please contact your building principal.

Olweus Bullying Prevention Program

In May of 2008, the School Board approved the adoption of a district-wide bullying prevention program. One of the key components of the Olweus program is an anonymous student survey which provides us with valuable information concerning the location, the frequency, and the types of bullying that occur in our schools. We recognize this as a serious issue and are committed to implementing researched-based solutions. The survey, which is administered to students in the spring, is completely voluntary and anonymous. If you do not want your child to participate in this survey, please notify the building principal within ten (10) days of the receipt of this information.

ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing)

Please be informed that students in grades 7, 9, and 11 participate in a computerized concussion evaluation system. Students in Health and Physical Education classes will utilize a computerized-based testing program to establish baseline information to assist with treatment and recovery of a concussed student. Should you want your child to be exempt from this testing, please notify the building principal in writing within (10) days of receipt of this information.

2018-2019 IASD Testing, Measurement, and Individual Appraisal Program

Test	Administered	Grade Level	Purpose
W-APT	Throughout the year upon enrollment	K-12	Screening tool to determine English as a Second Language needs
Phelps Kindergarten Readiness Scale	Spring	Prior to entrance	Assessment of readiness skills; Title I identification
Speech/Language Screening	January/February	2	Assessment of speech and/or language difficulties
DIBELS & Number Knowledge Test	Periodically according to RIII	K-2	Assessment of progress in reading and math concepts
I Ready Math and Reading along with Fountas & Pinnell Benchmark Assessment System	3-4 times throughout the school year	K-5	Measures progress over time in Reading, Math, and Language Arts
Classroom Diagnostic Tests	On going	4-12	On-line diagnostic tests in Math, Language Arts, Social Studies and Science
Keystone Exams (Winter) Wave I Algebra I, Biology, Literature	December 3-14, 2018	7-11	Keystone Eligible Content/Retakes
Keystone Exams (Spring) Algebra I, Biology, Literature	May 13-24, 2019	7-11	Keystone Eligible Content/End of Course Assessment
PSSA English Language Arts (ELA)	April 15-26, 2019	3-8	Assessment of Writing achievement and Reading Comprehension
PSSA Mathematics	April 29—May 3, 2019	3—8	Assessment of Math concepts/ problem solving
PSSA Science	April 29—May 3, 2019	4 and 8	Assessment of Science achievement
PSSA Make-ups (ELA, Mathematics, Science)	April 29—May 3, 2019	3-8 4 & 8	All Make-ups
PSSA - PA Alternate System of Assessment	TBD	3-8, 11 4 and 8	Measures the attainment of knowledge and skills of students with cognitive disabilities (IDEA 97)
ACCESS for ELLs (WIDA)	TBD	K-12 ESL students	Assessment of English language acquisition
PSAT	Fall	10, 11	Assessment of reading, writing and math skills to determine early indicators of SAT success
PSAT 8/9	Fall	9	Career Exploration
AGS Grade + (Group Reading & Diagnostic Evaluation)	Spring	Title I Students	To determine growth in vocabulary, comprehension & listening skills
HEALTH SCREENING: Medical Exam (Private or at school) Dental Exam (Private or at school) Body Mass Index Vision, Height, Weight Hearing Test Scoliosis Screening	During school	K or 1, 6, 11 K or 1, 3, 7 K – 12 K – 12 K – 3, 7, 11 6, 7	
Life Steps Screenings	Fall	PreK	To determine need for OT, PT, Speech and/or Autism services
Assessment Status Reports/Child Outcomes Report/Creative Strategies	Fall/Winter/Spring	PreK	Assessment of the following categories: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science & Technology, Social Studies, the Arts, and English Language Acquisition as necessary.

Notice of Special Education Services and Programs – Child Find

Each school district, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents, and describes the parents' rights with regard to confidentiality of information that will be obtained during this process. The content of this notice has been written in English but can be translated into other languages. If a person does not understand any of this notice, he or she should contact the school district and request an explanation.

Identification Activities

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities that cause a child to need services are: mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, specific learning disabilities, multiple-handicap and in the case of a child that is of preschool age, developmental delay. Each school district is required to annually provide notice describing the *identification* activities and the procedures followed to ensure confidentiality of *personally identifiable information*. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. These activities are sometimes called *screening* activities. The activities include: review of group data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for *identification*. After a child is identified as a suspected *child with a disability*, he or she is evaluated, but is not before parents give permission for their child to be evaluated.

Confidentiality

The School District maintains records concerning children enrolled in the school district, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction states. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information. For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child, contact Ms. Roberta Mack, Coordinator of Special Programs, Indiana Area School District, 724-463-8713.

A parent may file a written complaint alleging that the rights described in this notice were not provided to: Pennsylvania Department of Education, Bureau of Special Education, Division of Compliance, 333 Market Street, Harrisburg, PA 17126-0333. The Department of Education will investigate the matter and issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved. Complaints alleging failures of the school district with regard to confidentiality of *personally identifiable information* may also be filed with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

Education Services for Incarcerated Students

Indiana Area School District, within whose boundaries a local correction institution is located, complies fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense.

Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as protected handicapped students and, therefore, be protected by other federal and state laws intended to prevent discrimination. The school district must insure that protected handicapped students have an equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for the individual student. In compliance with state and federal law, the school district will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities, to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school-age with a physical or mental disability which substantially limits or prohibits participation in, or access to, an aspect of the school program.

Early Intervention Identification

In Pennsylvania, a child between 3 years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above is identified as an "eligible young child." The parents of these children have the same rights described above. The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the ARIN Intermediate Unit. For more information, contact the ARIN Early Intervention Service Coordinator at 724-463-5300.

Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)

The education of students whose dominant language is not English is the responsibility of every school district/charter school in the Commonwealth. English language learners must be enrolled upon presentation of a local address and proof of immunization. The school district/charter school must administer a home language survey (HLS) to all students as required by the Office for Civil Rights (OCR). The results of that survey must be retained in the student's permanent folder. For those students whose primary language is other than English (PHLOTE), the district must also determine the student's English language proficiency. Then, if appropriate, ESL instruction will be provided for the limited English proficient student with local/state funds. The Indiana Area School District will provide ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact: Ms. Roberta Mack, Coordinator of Special Programs, at 724-463-8713.

Title I Reading Services (revised June 2011)

One of the most fundamental and necessary skills needed to succeed in today's society and workforce is the ability to read. Therefore the objective of the Title I Reading Program is to help each child reach his/her potential and give each child an opportunity to learn to read to his or her fullest capability. Students can then succeed in other endeavors as they begin to communicate and develop positive attitudes about themselves, their peers, books, and education. The Title I Reading Program will focus on the needs of students who are in kindergarten through third grade. This change in service will enable the Title I staff to focus on primary aged students who need additional intervention to become successful readers. Students who are in grades four and five will continue to receive support in reading through the elementary staff. Students in grades six through eight will continue to receive reading instruction and interventions similar to the program available in past years. Ongoing training in differentiated instruction will enable all staff to better meet the diverse needs of students within the classroom setting. Together, parents, reading specialists and other school personnel can ensure the success of this objective for those children in need.

Services for Students Who are Mentally Gifted

The definition of giftedness comes from the Pennsylvania Department of Education (PDE) Special Education Rules and Regulations under Chapter 16 and states that a student who is mentally gifted demonstrates outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program or curriculum. This term includes a person who has an IQ of 130 or higher or when multiple criteria, as set forth in Chapter 16 and in Department Guidelines, indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include a full assessment in accordance with Chapter 16. IASD uses multiple criteria to create information for consideration for gifted programming. These categories are: ability/aptitude standardized test scores, performance or achievement test results, teacher ratings, QPA (grades 6-12), results of individual intelligence tests (WISC IV or Stanford-Binet V). Once a student meets the requirements outlined through the above information, a Gifted Multidisciplinary Evaluation (GMDE) is conducted and a Gifted Written Report (GWR) is generated. The GWR includes information provided by the parents, results of testing, academic functioning, learning strengths, and educational needs. Recommendations are made that are considered by the MDE Team in the development of the Gifted Individualized Education Plan (GIEP). At the conclusion of the GIEP meeting, a Notice of Recommended Assignment (NORA) is issued.

HIV/AIDS Curriculum/Growth & Development Curriculum

Within our health curriculum, we teach a series of lessons that includes information about Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS). School districts in Pennsylvania are required by the State Board of Education to provide instruction about HIV/AIDS at the elementary, junior high, and senior high levels. The State Board of Education and the Indiana Area School District believe there is an immediate need to educate students about this life-threatening disease so that students know how to protect themselves from exposure to the HIV/AIDS virus. Our district will instruct students in grades three, six, seven, nine and eleven. The content of instruction has been reviewed and approved by the Board of School Directors and, according to state regulations, must include the following:

- The lack of a cure.
- The general ways the disease is transmitted.
- How the infection can be prevented.
- Abstinence from sexual activity is the only completely reliable means of preventing the sexual transmission of HIV/AIDS. **The Indiana Area School District will not include discussions regarding human sexuality in the third grade HIV/AIDS curriculum.**
- Avoidance of illegal drug use is the only completely reliable means of preventing transmission of HIV/AIDS through sharing drug paraphernalia.

For early elementary grades, the Center for Disease Control (CDC) has established guidelines for effective school health education concerning AIDS, and states that AIDS education “principally should be designed to allay excessive fears of the epidemic and of becoming infected.” They suggest the following content areas be included:

- AIDS is a disease that is causing some adults to get very sick, but it does not commonly affect children.
- AIDS is very hard to get. You cannot get it just by being near or touching someone who has it.
- Scientists all over the world are working hard to find a way to stop people from getting AIDS and to cure those who have it.

Also, each year, age-specific information is presented by classroom teachers, school nurses and/or other faculty members to fourth, fifth and sixth grade students. Fourth grade girls will learn about basic hygiene and female development. Fifth and sixth grade boys and girls will receive instruction related to the various aspects of pre-adolescent growth and development. All sixth grade students will be instructed on both the male and female reproductive anatomy.

If you would like to review the HIV/AIDS or Growth & Development curriculum, please contact your child’s guidance counselor. If you elect to have your son or daughter excused from either of these units, please submit a written request to the principal prior to instruction. We encourage you to follow up with your child through healthy discussions at home. If you have any questions, please contact your child’s principal, guidance counselor, teacher or school nurse.

POLICY-RELATED INFORMATION

Health Insurance Portability and Accountability Act (HIPAA)

This law establishes a federal standard that requires reasonable measures be taken to protect the privacy of a person's protected health information. It creates new rights for patients and imposes new restrictions on healthcare providers, and those who maintain health information. Regulations mandate confidentiality, security, and electronic transaction standards. School districts are not health care providers, but do collect, use, and store medical/health information on students and employees. Therefore, the Indiana Area School District has a policy which outlines how it complies with HIPAA regulations, respecting the rights of privacy and confidentiality of all students and employees.

Parent "Right to Know" Provisions – No Child Left Behind Act

This law, and the Indiana Area School District, regard parents as consumers who play a vital role in the education of their children. These provisions address rights related to student and school achievement, district professional personnel qualifications, parent choice related to educational programming, and public access to information regarding how the education system is functioning for all students. One provision under this law gives parents the right to know the professional qualifications of their child's teacher(s) and to request the following information: whether the teacher has met the Pennsylvania state qualifications for the grade and subject he/she teaches; whether the teacher is teaching under an emergency permit or other provisional status because the state has waived normal qualifications; the teacher's college major and any advanced degree(s) and the content area of the degree(s); and the qualifications of any instructional aides or similar paraprofessionals who provide services to the child. If you would like to receive specific information about your child's teacher or paraprofessional, please contact your child's building principal. For general information about the No Child Left Behind Act, please contact the district administrative office.

Title IX – Harassment

The Board strives to provide a safe, positive, learning climate for students and employees in the schools. Therefore, it is the policy of the Indiana Area School District to maintain an educational environment in which harassment in any form is not tolerated. The Board prohibits all forms of unlawful harassment of students, employees, and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students, employees, and third parties who believe they have experienced harassment to promptly report such incidents to district representatives as designated in the policy handbook (see below). Complaints of harassment shall be investigated promptly, and corrective action taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith charges of alleged harassment. For detailed information on these policies, please refer to the "Attendance, Behavioral Guidelines and Discipline Policy" handbook, which will be sent home with your child during the first week of school.

Administrative Regulations for Distribution/Posting of Promotional Literature

Approved school related materials may be distributed in the classroom at appropriate grade levels. Materials relating to activities sponsored by the Indiana Area Recreation and Parks, PTA/Citizens' Advisory Councils, Booster organizations, YMCA, Indiana Free Library, IUP, Boy Scouts/Girl Scouts, Big Brothers/Big Sisters, Family Services, Indiana Arts Council, and Indiana Players, Inc. will be considered school related and may be distributed. The following materials are unacceptable: literature that attacks ethnic, religious, or any racial groups; material that promotes hostility, disorder, or violence; material that proselytizes a particular religious or political belief; material that is designed for commercial purposes (i.e. an outside group advertising a product or service for sale); material that is libelous, invades the rights of others, or inhibits the functioning of the school or advocates interference with the rights of any individual; material that favors or opposes any political candidate; any bond issue; any material that is intended to recruit for a religious organization; or any other question to be decided at an election; material that is obscene or pornographic. Groups wishing to distribute materials must submit a completed application and sample of the literature to the district administrative office for approval a minimum of five (5) business days before the proposed distribution.

An administrator, or designee, will approve or disapprove the distribution on the basis of the material's acceptability.

Homeless Children

Federal guidelines, as set forth in No Child Left Behind Act of 2001, require local school districts to identify/name children who are homeless. The federal mandate, and the intention of Indiana Area School District is to ensure that homeless children and youth have access to free appropriate public education on an equal basis with other children. Children who are homeless, including those living with others, may qualify for assistance with school lunch, with school supplies/materials, with tutoring and with transportation so that they can remain in their school of origin.

If you believe that your child(ren) may qualify for this service, please contact the principal of your child's school or contact Ms. Roberta Mack at 724-463-8713. Homeless children may be identified as living in the following situations:

- Public or private shelters;
- Public or private places not designated for/or ordinarily used as regular sleeping accommodations i.e., vehicles, parks, motels, campgrounds, etc.;
- Living with a parent in a domestic violence shelter;
- Individuals and/or families living with relatives or friends due to a lack of housing;
- Living in transitional housing programs;
- Runaway children (under age 18) and children who have been abandoned or forced out of the home by parents or caretakers. They may be in temporary shelters awaiting assistance from social service agencies, or may live alone on the street or move from place to place among family members, friends or acquaintances. This also includes such youth from 18 to 21 of age who may still be eligible for educational services in regular or special education;
- Children of migrant families who lack adequate housing;
- Children abandoned in hospitals or awaiting foster care; or
- School age, unwed mothers or expectant mothers living in houses for unwed mothers when they have no other available living accommodations.

If your living situation changes during the school year or over the summer, and you and your child(ren) become homeless. We will work with you so that your child's education is disrupted as little as possible. Please contact Ms. Roberta Mack, Homeless Program Liaison, IASD 724-463-8713

Integrated Pest Management Information

The Indiana Area School District uses an Integrated Pest Management (IPM) approach for managing insects, rodents and weeds. Our goal is to protect every student from pesticide exposure by using an IPM approach to pest management. Our IPM approach focuses on making the school buildings and grounds an unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through cleaning and maintenance. We routinely monitor the school buildings and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance, office, and teaching staffs and includes our students. Pest sightings are reported to our IPM coordinator who evaluates the “pest problem” and determines the appropriate pest management techniques to address the problem. The techniques can include increased sanitation, modifying storage practices, sealing entry points, and physically removing the pest, etc.

From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary and will not be routinely applied. When chemicals are used, the school will try to use the least toxic products when possible. Non-emergency applications will be made only when the area(s) being treated are unoccupied and/or not open for public access for at least seven hours. Notices will be posted in these areas 72 hours prior to application and for two days following the application.

If it becomes necessary to do an emergency application, the area will not be posted 72 hours in advance, and all names listed on the registry will be notified immediately by phone or email. The area will then be isolated for seven hours. Exemptions to this notification include disinfectants and antimicrobial products; self-containerized baits placed in areas not accessible to students and gel type baits placed in cracks, crevices or voids; and swimming pool maintenance chemicals.

Parents or guardians of students enrolled in the school may request prior notification of any pesticide applications made at the school. To receive notification, you must be placed on the school’s notification registry. If you would like to be placed on this registry, please send your request in writing to Greg Trout, Director of Buildings and Grounds and the district’s IPM Coordinator, or e-mail your request to gtrout@iasd.cc. Your request should include the school your child attends, a phone number and/or email address. Each year the district will prepare a new notification registry. If you have any questions concerning Integrated Pest Management, please contact Mr. Trout at (724) 463-7591.

Body Mass Index (BMI) Information

During the 2005-2006 school year the Pennsylvania Department of Health had mandated that the School Health Growth Screening Program include annual Body Mass Index (BMI) for kindergarten through fourth grade. In 2007, the mandate had been expanded to include all students in kindergarten through 12th grade.

BMI is calculated using height and weight measurements and should not be confused with body fat analysis. The BMI is a screening tool to determine whether your child falls within a normal growth pattern, overweight, at risk of becoming overweight, or underweight. If a child is overweight, there is an increased risk of them developing serious health conditions, such as diabetes, heart disease, high blood pressure, stroke, and certain cancers. A child who is underweight has an increased risk of heart disease, loss of bone mass, anemia, and this could possibly be a sign of an underlying eating disorder. Overweight and obesity can be controlled with diet and exercise, so it is crucial that children be identified early to promote health changes and lifelong wellness.

The BMI is a screening tool and is not a definitive measure of underweight, overweight, and obesity. This tool has limitations; for example, an athlete and certain other individuals may have a higher than expected BMI due to increase muscle mass because muscles weigh more than fat mass. The child's primary care physician would be the one to evaluate whether or not your son or daughter's measurements are within a healthy range.

Parents of children in all grade levels will receive a letter each year with their child's height, weight, BMI percentile, and any further recommendations based on the percentile. This record will be maintained as other health records, with strict confidentiality. If you have any questions or concerns about this growth screening program, please feel free to call your child's respective school.

The BMI is a screening tool that was developed by the Center for Disease Control and Prevention. For more information about this tool go to: www.cdc.gov/growth_charts/ and view Power Point presentation listed under Educational Materials.