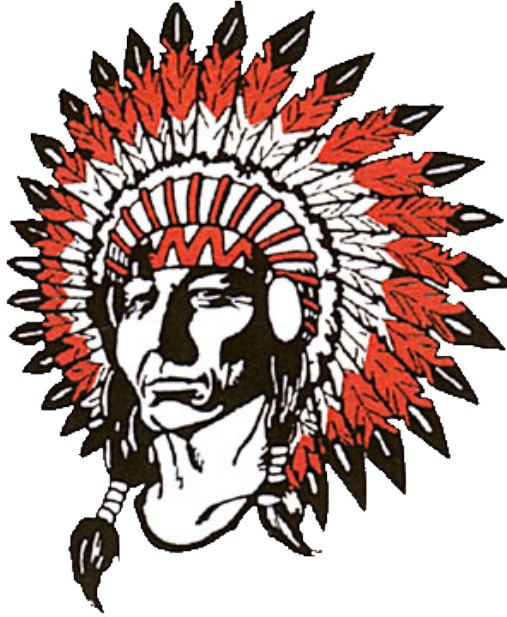


Aliquippa Jr/Sr High School Parent/Student Handbook



2024-2025

School District Mission

In the Aliquippa School District, we are committed to creating a productive, respectful, and safe learning environment that promotes a responsible school community.

Aliquippa Jr/Sr High School

100 Harding Avenue

Aliquippa, PA 15001

Phone: 724-857-7515

District Phone: 724-857-7500

FAX: 724-857-7560

Table of Contents

School Calendar

Personnel

Teacher Assignments

Bell Schedules

Evacuation Address

Assessment Calendar

Visitor Policy

Attendance Policy

Electronic Devices

Grading/Graduation Requirements

Eligibility for Extra-Curricular Activities

Dress and Grooming

Peer Mediation

Driving Regulations

Work Permits

Guidance Services

WPPC-Positive Steps Wellness Center

School Nurse/Clinic Information

School Safety

Student Responsibilities and Discipline Guidelines

Weapons Policy

Drug and Alcohol Policy

Bus Transfer/Bus Regulations

Student Assistance Team

Confidentiality

HIPAA/FERPA/PPRA

Annual Notice of Special Education Services

Parents' Letters

Parent Signature Page

Alma Mater

2023-2024 School Calendar

August 19, 20, 21, 2024.....	In-Service Days
August 22, 2024.....	First Day for Students
September 4, 2024.....	Labor Day-NO SCHOOL
September 26, 2024.....	Open House
October 4, 2024.....	Homecoming
October 14, 2024.....	County-Wide In-Service
October 25, 2024.....	End of 1 st Nine-Weeks
November 8, 2024.....	Parent-Teacher Conferences-NO SCHOOL
November 11, 2024.....	Closed
November 22, 2024.....	Half-Day for Students
Nov. 27-Dec. 2, 2024.....	Thanksgiving Break-NO SCHOOL
December 23, 2024.....	Snow Make-up Day
December 23, 2024-January 2, 2025.....	Winter Break-NO SCHOOL
January 3, 2025.....	Snow Make-up Day
January 17, 2025.....	End of 2 nd Nine-Weeks/End of 1 st Semester
January 20, 2025.....	Martin Luther King, Jr Day-NO SCHOOL
February 14, 2025.....	Parent-Teacher Conferences-NO SCHOOL
February 17, 2025.....	President's Day-NO SCHOOL
March 7, 2025.....	Act 80 Day- NO SCHOOL
March 10, 2025.....	In-Service Day-NO SCHOOL
March 21, 2025.....	In-Service Day-NO SCHOOL
March 27, 2025.....	End of 3 rd Nine-Weeks
April 17, 2025.....	Snow Make-up Day
April 18-April 21, 2025.....	Spring Break-NO SCHOOL
May 9, 2025.....	Act 80 Day/Prom
May 26, 2025.....	Memorial Day-NO SCHOOL
June 5, 2025.....	End of 4 th Nine-Weeks/Last day of school/Graduation
June 6, 2025.....	In-Service Day
June 19, 2025.....	Juneteenth

Personnel

Ronnell Heard.....	Senior High Principal
A'Frica T. Sheppard.....	Junior High Principal
Rodney Heard.....	Assistant Principal
Karma Jackson.....	Principals' Secretary
Frannita Walker Solomon.....	Discipline Secretary
Suzanne Goulder.....	Guidance Counselor
George Bellinger.....	Guidance Counselor
Suprena Sheppard.....	Guidance Secretary
Sharon Kilmer.....	Nurse
Sarah McDowell.....	Director of Special Education
Jennifer Damico.....	Director of Pupil Services/ Athletic Director
Renee Bufalini.....	Federal Programs Coordinator
Susan Hughston-Roberts.....	Home & School Visitor/SAP Coordinator

Special Services

Miss Qiana Anderson - McElhaney-School-Based WPPC/Positive Steps Wellness Center
Ms. Tonya Conrad - Food Services Director
Mr. Calvin Graham - Chief Security Officer
Ms. Meena Hill - School-Based Probation
Ms. Susan Hughston - Home/School Visitor & Truancy
Dr. Jennifer Damico - Athletic Director

Superintendent's Office

Dr. Phillip K. Woods-Superintendent
Mrs. Delcine McBride-Superintendent's Secretary

School Board of Directors

Tina Price-Genes-President
Nicole Bible-Vice-President
Janice Cain
Catherine Colalella
Torri Durham-Flannigan
Sandra Gill
Yvonne Jackson
Kenneth Rainey
Brian Sims

Teacher Assignments

ELA Department

Mr. Mark D'Alessandris
Mrs. Kaitlyn Emes
Mrs. Ashley Furr
Ms. Tracey Heinlein
Mrs. April Lindner
Mrs. Rachel Roberts
Mr. Kaden Vandevent

Mathematics Department

Mr. Thomas Horn
Mr. Brandon LeDonne
Mr. Jason Martsolf
Mr. Quintan Russell

Science Department

Mrs. Grace Bellotti
Ms. Courtney Bingle
Mr. Cullen Connor
Mrs. Kim Fulcher
Ms. Tonyea Roberts

Social Studies Department

Mr. Andrew Forrest
Ms. Yolanda Meade
Mr. Bill Spiropoulos
Mr. Zachary Stevens

Technology/Cyber

Mrs. Renee Martin
Mr. Jonathan Senko
Mrs. Dana Weigel

Support Department

Miss Amanda Beatty
Ms. Megan Farrelly
Ms. Jacki Stickles
Ms. Renee Tecza

Electives

Mr. Charles Brantner
Mrs. Jill Brennan
Mrs. Brianna Colbert
Mr. Jared Lackovich
Mr. Jonathan Morrison
Mrs. Alexandra Staiger
Mr. Anthony Rubino

7th-12th Regular Schedule

Teacher Arrival	7:15
PLC	7:15 - 7:40
Student Arrival Begins	7:45
Homeroom 7 th -12 th	7:50-8:00
1 st period	8:00-8:42
2 nd period	8:46-9:28
3 rd period	9:32-10:14
4 th period	10:18- 11:00
LUNCH 1	11:04-11:34
L1-5A	11:04-11:46
5A-L2	11:38-12:20
LUNCH 2	11:50-12:20
6A-L3	12:24-1:06
L2-6A	11:50-12:32
LUNCH 3	12:36-1:06
7 th period	1:10-1:52
8 th period	1:56-2:38
Teacher Dismissal	2:50

EVACUATION ADDRESS

IMPORTANT

In case of a **NUCLEAR EMERGENCY** at Shippingport, your child will be transported to:

**Independence Middle School
Bethel Park School District
2807 Bethel Church Road
Bethel Park, PA 15102**

2024-2025 Tentative Assessment Calendar

December 4-18, 2024	Keystone, Winter Wave 1
January 6-17, 2025	Keystone, Winter Wave 2
April 22-25, 2025	PSSA-ELA, Math & Science
May 12-23, 2025	Keystone, Spring Wave
July 28-August 1, 2025	Keystone, Summer Wave

Visitor Policy

The Aliquippa Jr/Sr High School requires that ALL VISITORS sign in at the welcome desk with security. Visitors MUST present a valid photo ID or driver's license PRIOR to entering the building. Those visitors who do not have a scheduled meeting with school personnel, MUST be given approval by the administration to enter the building. Security will clear all visitors with the administration or appropriate school personnel. Parents/guardians who are there to pick up their child for an early dismissal must also present the appropriate documentation before entering.

Family member's family and friends are not permitted to eat meals with students, visit classrooms, or follow students throughout their school day. The administration reserves the right to permit these types of visits on an individual basis; however, this would only occur in rare cases when absolutely necessary. If visiting in the building, please remember parents are not permitted to visit with other children and/or interfere with another child's daily functioning. These regulations assist in the general safety of the students, as well as in helping with the overall effectiveness of the building routines.

For the protection of our students, volunteers, chaperones, and visitors are asked to refrain from taking pictures of students with their phones during school events and sharing them via social media.

Cooperation in this matter would contribute to a collective responsibility in protecting our students' privacy.

Any person who, in the school building or on the school premises, whether during school hours or at school-sponsored events, conducts him/herself in a manner detrimental to others, will be requested to leave the school building or premises. If said person fails to leave, he/she will be treated as a trespasser and may be banned from the school campus including all events.

NOTE: ANY visitor may be subjected to his/her belongings (purses, bags, back packs, etc.) being SEARCHED PRIOR to entering the building.

ATTENDANCE POLICY

Purpose

The Board recognizes that attendance is an important factor in educational success and supports a comprehensive approach to identify and address attendance issues.

Authority

Attendance shall be required of all students during the days and hours that school is in session, except that authorized district staff may excuse a student for temporary absences upon receipt of satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence.

The Board shall establish and enforce attendance requirements, in accordance with applicable laws and regulations, Board policy and administrative regulations.

Definitions

Compulsory school age shall mean the period of a child's life from the time the child's parents/guardians elect to have the child enter school, and which shall be no later than eight (8) years of age until the child reaches seventeen (17) years of age. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.

Person in parental relation shall mean a:

1. Custodial biological or adoptive parent.
2. Noncustodial biological or adoptive parent.
3. Guardian of the person of a child.
4. Person with whom a child lives and who is acting in a parental role of a child.

This definition shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.

School-based or community-based attendance improvement program shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a child's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.

Tardiness

Tardiness is always one of the major problems in any school district, including the Aliquippa School District. The ASD feels that habits of tardiness that are not corrected in the earlier years will continue to worsen & possibly become a major problem for the child in his/her adult life. Therefore, the following procedures have been established in an effort to correct this problem.

A student will be considered tardy to school if he/she does not report by 7:45 each morning.

The following penalties will be in place in regard to tardiness:

5th TARDY: 1 DAY DETENTION

After the 5th tardy the cycle starts over. However, after the 3rd cycle, 1 DAY OF IN SCHOOL SUSPENSION will be given.

Failure to serve detention(s) will result in an in-school suspension. Repeated non-compliance will result in an out-of-school suspension, Truancy Elimination Plan Meeting. Habitually tardy may result in charges filed with the District Magistrate & may affect a student's ability to participate in extra-curricular activities. Tardy minutes are added up to illegal days of school.

Definition of Questionable Absences

Please note that the mere fact that a parent has sent a written explanation to the school does not necessarily mean that the absence is excused. A claim of continued or repeated illness without verified medical proof of the student's condition is a "questionable absence." Cases of erratic, general explanations or patterned absences would be "questionable." An excused that simply states, "please excuse by child from being absent because he/she was sick," is too general in nature to be accepted. The excuse should specifically state "please excuse my child for being absent because he/she had the flu, etc. No excuses will be accepted that state the student had a doctor's appointment, court hearing, etc., without written proof from the appropriate facility. Students who will be going on vacation during the school year must fill out a vacation form & turn into administration for approval. Excuses will NOT be accepted after three (3) school days of returning to school. After nine (10) written excuses, the parent will be required to turn in medical documentation for the remainder of the school year. Excused absences that do not count toward nine (10) written excuses are: students who fill out a vacation form that gets approved by administration; students who attend college visits & return with an excuse on school letter head; & students who attend a funeral with proper documentation.

Unexcused, Unlawful Absences

An illegal day would be marked illegal unexcused for students with no excuse or excused not accepted. For example:

Truancy: absence without parental knowledge

Illegal Employment: working during school hours

Parental Neglect, such as: child overslept; child was visiting away from home; child missed the bus, etc.

Personal Reasons

Excused Absences

Illness: excuse should be specific in stating what illness was or is. Medical verification may be required

Quarantine: the local health department &/or school nurse must authenticate this type of excuse

Death of a loved one: excuse should be from the funeral home or through an obituary or program from the funeral to not count toward 10 days of written excuses.

Impassable road: reason that would make travel to school impossible (landslide, flood, traffic accident, etc.). Information is verified by the superintendent or designated staff personal with local street department/water authority

Excused on emergency permit: usually handled through administrative channels

Vacation forms need to be filled out & turned in for principal approval before students would be absent for a family vacation in order for days to not count towards 10 written days of excuses

College visits should be provided on letter head from the college stating the date student was visiting in order for days to not count towards 10 written days of excuses

Religious Holidays

Procedures

After the third (3) day of illegal absence a letter will be sent to a parent/guardian apprising them of the District's attendance policy & the states definition of truancy.

After the sixth (6) day of illegal absence a certified letter will be sent to the parent/guardian informing them of the seriousness of their child's attendance problem. The states definition of "habitually truant" will be defined. A Truancy Elimination Plan meeting will be set up with the parent/guardian apprising them of the District's attendance policy & the states definition of truancy. Students will also be referred for the Truancy Intervention Program (TIPS) Classes held through the county truancy prevention program for any student who hasn't attended yet. The filing of charges against the student and/or parent/guardian with the local District Magistrate will be considered.

After the tenth (10) day of illegal absence the filing of charges against the student and/or parent guardian will be filed with the local District Magistrate & possible inability to participate in extra-curricular activities.

**If truancy would continue after the above has taken place a Childline call will be placed for educational neglect with the State Child Abuse Hotline.

**Any student caught skipping school based on information received to the Home & School Visitor/Truancy Officer will have an automatic Truancy Elimination Plan. If student would skip school again charges will be filed with the local District Magistrate.

Illness or Other Urgent Reasons

Every principal, nurse or truancy officer may upon receipt of satisfactory evidence of mental, physical, or other urgent reasons may excuse a child for non-attendance during temporary periods, but the term “urgent reasons” shall be strictly construed & shall not permit irregular attendance.

10 days of maximum written excuses

Once students have turned in written excuses for 10 days of absences, only medical excuses will be accepted for the rest of the school year. Parent will be notified by the Home & School Visitor when this has been reached.

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians, staff and

1. local children and youth agency
2. local Magisterial District Judges

about the district's attendance policy by publishing such policy in student handbooks, newsletters, district website and other efficient communication methods.

The Superintendent or designee, in coordination with the

1. building principal,
2. home and school visitor,

shall be responsible for the implementation and enforcement of this policy.

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with law.
2. Detail the process for submission of requests and excuses for student absences.
3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate judge.
4. Ensure that students legally absent have an opportunity to make up work.

Guidelines

Compulsory School Attendance Requirements

All students of compulsory school age who reside in the district shall be subject to the compulsory school attendance requirements.

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; or the student is receiving approved homebound instruction. The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.
3. Students attending college who are also enrolled part-time in district schools.
4. Students attending a home education program or private tutoring in accordance with law.
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.
6. Students fifteen (15) years of age, and fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.

7. Students sixteen (16) years of age regularly employed during the school session and holding a lawfully issued employment certificate.

Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. Death in family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.
9. Observance of a religious holiday observed by bona fide religious group, upon prior written parental request.
10. Nonschool-sponsored educational tours or trips, if the following conditions are met:
 - a. The parent/guardian submits a written request for excusal prior to the absence.
 - b. The student's participation has been approved by the Superintendent or designee.
 - c. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.
11. College or postsecondary institution visit, with prior approval.
12. Other urgent reasons. Urgent reasons shall be strictly construed and do not permit irregular attendance.

The district may limit the number and duration of

1. nonschool-sponsored educational tours or trips
2. college or postsecondary institution visits

for which excused absences may be granted to a student during the school year.

Temporary Excusals -

The following students may be temporarily excused from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.
2. Students participating in a religious instruction program, if the following conditions are met:
 - a. The parent/guardian submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
 - b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.

- c. Following each absence, the parent/guardian shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.
3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.

Parental Notice of Absence -

Absences shall be treated as unlawful until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

A maximum of ten (10) days of cumulative lawful absences verified by parental written notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be considered an unexcused/unlawful absence.

An out-of-school suspension may not be considered an unexcused absence.

Parental Notification -

District staff shall provide notice to the person in parental relation upon each incident of unexcused absence.

Enforcement of Compulsory Attendance Requirements

Student is Truant -

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.

The notice shall:

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the child's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.

School Attendance Improvement Conference -

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the School Attendance Improvement Conference.

The purpose of the School Attendance Improvement Conference is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.

The following individuals shall be invited to the School Attendance Improvement Conference:

1. The student.
2. The student's person in parental relation.
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate school personnel.
5. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the School Attendance Improvement Conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.

The outcome of the School Attendance Improvement Conference shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff. The district may not take further legal action to address unexcused absences until after the date of the scheduled School Attendance Improvement Conference has passed.

Student is Habitually Truant -

When a student under fifteen (15) years of age is habitually truant, district staff:

1. Shall refer the student to:
 - a. A school-based or community-based attendance improvement program; or
 - b. The local children and youth agency.
2. May file a citation in the office of the appropriate judge against the person in parental relation who resides in the same household as the student.

When a student fifteen (15) years of age or older is habitually truant, district staff shall:

1. Refer the student to a school-based or community-based attendance improvement program; or
2. File a citation in the office of the appropriate judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate judge,

district staff shall provide verification that the school held a School Attendance Improvement Conference.

Filing a Citation -

A citation shall be filed in the office of the appropriate judge whose jurisdiction includes the school in which the student is or should be enrolled.

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.

Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

Early Release

Any student leaving school before 11:00 am will be charged with an early release ½ day unexcused, which will count against the student's attendance. However, if proper medical documentation is provided that day or the day after, the student will receive an excused absence ½ day, which will not count towards the student's attendance. **Parents should not call students out of school for non-medical or non-emergency reasons. Instead, parents need to send in a note with their child stating the time of the release, with a phone number to verify the early release. If a note is not provided, the parent may be required to come into the school to sign their child out of school for the day. Students who are 18/19 years old are NOT permitted to sign themselves out of school. A parent must confirm that early dismissal.**

Field Trips

Individual teachers schedule field trips as part of the academic program. Students may be denied the opportunity to attend field trips based on poor attendance, discipline or academic effort. Administration and the teacher will make the decision.

Electronic Devices

The USE of electronic devices, such as headphones (including wireless), ear buds, cell phones, handheld video games, wireless speakers, tablets, etc. are **ONLY permitted during assigned lunch periods**. We strongly discourage students from wearing electronic devices on clothing or on any part of the student's attire prior to lunch or after that time. Although the administration recognizes that it is a parent's right to purchase and monitor such items, they can become a distraction throughout the school day. Students are discouraged from bringing such items to school. **The administration reserves the right to give permission for a teacher to conduct an educational activity with electronic devices. The Aliquippa School District is NOT RESPONSIBLE for any stolen, lost or damaged electronic devices.**

After an initial warning, any student who has a cell phone/electronic device out and visible, or in use during undesignated times, will be asked to turn their cell phone/electronic device over to the teacher. If the student cooperates, a warning is issued, and the device will be returned at the end

of the class period. If this occurs a second time in any one particular classroom or school building area, the cell phone/electronic device must be given to one of the building principals. If the student refuses to turn in his/her cell phone, a 1-day in-school suspension will be issued. Any further violations may result in additional in-school or out-of-school suspensions or violators will be prohibited from having such devices on school property. **No videos, photos, or audio are to be recorded on school grounds as it is illegal and a violation of district policy. Violation of the guidelines will result in the confiscation of the student's electronic device. The length of the confiscation will be at the discretion of the administration. Parents may be requested to come pick up the electronic device when a constant violation has occurred.**

STUDENTS MUST RELINQUISH ELECTRONIC DEVICES UPON REQUEST FROM DISTRICT STAFF/ADMINISTRATION. STUDENTS WILL ONLY BE REQUESTED TO TURN OVER THEIR PROPERTY IN THE CASE OF A POLICY VIOLATION. FAILURE TO COMPLY WILL RESULT IN A MORE SERIOUS DISCIPLINARY PENALTY WHICH CAN EASILY BE AVOIDED.

Effective September 8, 2015, Pennsylvania signed into law Act 26, Cyber Harassment/Cyberbullying. Here are 5 things you need to know about Act 26:

1. The new law creates the offense of "cyber harassment," which would include:
 - a. Making seriously disparaging statements about a child's physical characteristics,
 - b. Sexuality
 - c. Sexual activity
 - d. Mental or physical health
 - e. Threats to inflict harm
2. The harassment could be made electronically, either directly to the child or through social media.
3. For a juvenile charged with a crime, diversionary program, which might include an educational program on cyber harassment, would be considered first. Successful completion could lead to the juvenile's record being expunged.
4. The law makes cyber harassment of a child of a third-degree misdemeanor, punishable by a maximum \$2,500 fine and/or one year in prison.
5. The law could help schools, which are often expected to handle cyber bullying whether it happens on school grounds or not. "An offense under subsection (a.1) may be deemed to have been committed at that place where the child who is the subject of the communication resides."

Grading/Graduation Requirements

Achievement is reported to parents and students each of the 4, nine-week grading periods using a 5-letter grading system. Students with failing marks will be recorded with an "E." Students may receive an "incomplete" grade, which must be converted no later than 15 days into the next grading period. Final grades cannot be incomplete. Parents are encouraged to track student progress by using the PowerSchool app.

Families will be contacted at the end of the second nine-weeks if students are failing. This is especially important for seniors. Conferences will be facilitated by the guidance department. Grades are cumulative, and therefore each grading period impacts subsequent others. Students cannot be downgraded for disciplinary reasons.

Grade Range/Weighted Courses

Traditional GPA-Grade Point Average

A = 90-100 = 3.5-4.0 GPA

B = 80-89 = 2.5-3.4 GPA

C = 70-79 = 1.5-2.4 GPA

D = 60-69 = 0.5-1.4 GPA

E = 59 & below

*Honors classes are weighted with an additional .5 in each GPA (ex. 4.0 = 4.5 in honors)

**AP and/or CCBC Academy courses are weighted with an additional 1.0 in each GPA (ex. 4.0 = 5.0 in AP and/or CCBC)

The weighted GPA applies to the following courses:

- All Literature Honors grades 7-12
- Pre-Algebra-7th grade only/ Algebra I-7th and 8th grade only
- Biology I Honors/AP Biology/Biology II
- Physics with lab
- AP Chemistry
- Geometry Honors
- Pre-Calculus/Calculus/AP Calculus
- CCBC Academy Courses
- Spanish III
- Any additional AP course not listed including any Post-Secondary Collegiate Course

PLEASE NOTE: The previous weighted GPA requirements are only applicable to the students graduating in 2023 and 2024.

The following weighted GPA will go into effect for the class of 2025 and so on:

- All Literature Honor grades 9-12
- Biology I Honors/AP Biology/ Biology II
- Physics with lab
- AP Chemistry
- Pre-Calculus/Calculus/AP Calculus
- CCBC Academy Courses
- Spanish III
- Any additional AP course not listed including any Post-Secondary Collegiate Course

Distinguished/Honor Roll

- Distinguished = 4.0 GPA each nine-week grading period; no grades of C or below
- Honor Roll = 3.0 GPA each nine-week grading period; no grades of D or below
- Final GPA is cumulative from all courses in each of the 4 nine-week grading periods

Principal's List

- GPA of 3.5 or better for the nine-week grading period
- No grades of D and/or E in any course
- No disciplinary infractions for the nine-week grading period
- At least 90% attendance rate
- No more than one tardy

Graduation Requirements

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by the Board. There shall be only one diploma awarded by this District, and no distinctions shall be made between the various programs of instruction.

- Senior/12th grade: must earn at least 25 (cumulative) credits to graduate at the close of the 4th 9 weeks. **NO SENIOR IS PERMITTED TO PARTICIPATE IN THE GRADUATION CEREMONY WITHOUT HAVING 25 CREDITS AT THE CLOSE OF THE 4TH 9 WEEKS.**
- Junior/11th grade: must earn at least 18 credits (cumulative) to be promoted.
- Sophomore/10th grade: must earn at least 11 credits (cumulative) to be promoted.
- Freshman/9th grade: must earn at least 4 credits to be promoted.
- Required course credits:
 - Mathematics-3 credits
 - Science-3 credits
 - Social Studies-4 credits
 - English-4 credits

- Physical Education-2 credits
 - Health-.5 credit
 - 9th Grade Seminar-.5 credit
 - Intro to Technology-1 credit
 - Electives-7 credits
 - A passing final grade in a BCCTC program is counted as 3 elective credits.
- A senior, who at the end of the school year, is declared ineligible to receive passing grades, may earn their high school diploma by successful attendance and passing grades in an approved summer school program. The program must be completed within ninety (90) days.
 -

Honors/Enrichment Course Requirements

Students may be eligible for honors and/or enrichment courses only if they meet the minimum requirements. In circumstances in which students would be taking courses at neighboring schools or colleges, they must meet the requirements set forth by those institutions. Currently, students must meet two (2) out of the three (3) requirements: teacher recommendation, end of the year grade(s) of at least a B average, results on standardized testing such as the PSSA and Keystone. No student will be eligible if they perform at the Below Basic Level on a standardized test. This will be reviewed yearly to determine continued placement in courses. Course offerings are determined by the number of qualifying students.

BCCTC Requirements

The Beaver County Career and Technology Center (BCCTC) is an educational opportunity that is a privilege at Aliquippa Jr/Sr High School. This specialized program requires regular attendance; as excessive absences lead to a diminished learning experience. Many programs involve cooperative learning, and individual cooperation as a member of that group is vital to the learning process. The Aliquippa Jr/Sr High School makes every effort and accommodation to keep these programs available to our students, therefore, attendance is MANDATORY. A student's attendance and behavior will be a strong consideration of his/her participation in a technical program. A student may be removed from a BCCTC program due to poor attendance, poor academics, and/or disciplinary issues.

Eligibility for Extra-Curricular Activities

In order to have consistency among all participants in extra-curricular activities, failure to achieve passing grades or poor behavior in the classroom, will result in that individual being ineligible to participate. Extra-curricular activities include all organized school sports teams, band, cheerleading, musicals/performances, Quipettes, majorettes, clubs/organizations, class activities, etc.

The following procedures will be followed:

1. The District will follow all WPIAL and PIAA rules and regulations, as well as any current Board policies relating to eligibility.
2. A student who has been absent from school during a semester for a total of twenty (20) or more school days, shall not be eligible to participate until he/she has been in attendance for a total of 45 school days following his/her twentieth day of absence. The only exception is when there is a consecutive absence of five (5) or more school days due to confining injury, death in the immediate family (as defined in Section 1154 of Public School Code), court subpoena, quarantine, or to attend a religious function which the church requires its members to attend; or the absence of five (5) or more school days due to the same confining illness, such absence may be waived from the application of this rule. Attendance at summer school does not count toward the 45 days required.
3. **Homecoming, prom, and all senior events fall under the umbrella of extra-curricular activities.**
4. **All financial obligations must be cleared prior to participating in extra-curricular activities.**
5. Eligibility lists will be monitored WEEKLY by the administration, coaches and sponsors. Families will be kept informed of any potential issues.
6. At any time during the school year, students failing any core courses, may be subject to mandatory tutoring. Failure to comply may result in a student being denied participation in extra-curricular activities.
7. The District revised policies 122 and 123, which detail eligibility for extra-curricular activities. For a complete copy of the policies, please contact the athletic office or the main office.
 - Policies 122 and 123 require that ALL participants maintain a minimum of 70% C in all 1-credit core (required) courses.
 - Grades will be checked every Friday to determine eligibility. If students do not meet requirements, they will lose their eligibility for that upcoming week of activity. This starts on the immediately following Sunday through the next Saturday.
 - Students who do not meet eligibility requirements may PRACTICE but they cannot PARTICIPATE in the activity/game.
 - If a student is given in-school or out-of-school suspension for any reason, he/she MAY NOT attend practice or participate in an activity/game on the day(s) of the assigned suspension.

ALIOUIPPA SCHOOL DISTRICT'S DRESS AND GROOMING GUIDELINES

This policy along with all other policies are available on the district's website at <http://www.quipsd.org/ASDPolicies.aspx>.

ALIOUIPPA SCHOOL DISTRICT'S DRESS AND GROOMING GUIDELINES

Purpose

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

The Board takes pride in the appearance of students. Student dress reflects the quality of the school, of their conduct, and of their school work. Students are expected to dress and groom themselves neatly in clothes that are suitable for school activities. Clothes should be worn in a manner which will not detract from the learning environment.

Authority

The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety **hazard**.

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.

Delegation of Responsibility

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce **Board policy and** school rules governing student dress and grooming.

The Superintendent or designee **shall** ensure that all **school** rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.

Staff members shall be instructed to demonstrate, by example, positive attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.

Guidelines

Personal appearance of students should not disrupt the educational process, call undue attention to the individual, violate federal, state or local health and obscenity laws, or affect the welfare and safety of the student or his/her classmates.

The following rules will apply to all students to assure an atmosphere of appropriate school dress:

1. The faculty and administration shall have the right to question a student's dress and take necessary action.
2. Students are expected to wear clean and neat clothes. **All necessary body parts must be covered. No frayed blue jeans or shirts exposing an excessive amount of bare skin, hats, scarves, coats, gloves (including rubber), shower caps, hoodies, bonnets or nonprescription sunglasses may be worn in the building.**
3. **Clothing with obscene or vulgar language, emblems, badges or insignias that identify groups or gangs may not be worn.**
4. **Tank tops, tank undershirts, spaghetti strap tops, tube tops, halter-tops, and crop tops (more than two inches above your belly button) are unacceptable. Tops exposing the chest, shoulder or midriff (outside of guidelines above) are not permitted.**
5. Proper undergarments must be worn at all times.
6. T-shirts, mesh or see-through shirts are not permitted without a proper undergarment. Knit and/or spandex tights footless tights may only be worn under shorts, slacks, pants, skirts or other garments.

7. Hair combs, picks, brushes, sponges, bonnets, hairnets, and hair curlers are not permitted.
8. No clothing or jewelry advertising drugs, alcohol, tobacco or with profanity will be permitted.
9. During hot weather, shorts and culottes will be permitted; however, short type physical education shorts should not be worn. No bicycle or jogging shorts may be worn.
10. Any pants that expose undergarments are unacceptable. Belts are to be worn to prevent pants from sagging.
11. Shorts, dresses, and skirts must be no higher than three (3) inches above the knee.
12. **Bedroom slippers, slides, shower shoes, thongs or flip flops are not permitted.**

Violations of this policy shall be handled immediately through the cooperative efforts of the student, his/her parents/guardians, faculty and the administration.

Continued infractions will result in further disciplinary consequences.

PEER MEDIATION PROGRAM

To deal with conflict a trained peer mediator facilitates a process of communication and problem-solving that leads to resolution. Peer mediation is explained to students as a chance to sit face to face and talk uninterrupted, so each side of the dispute is heard. After the problem is defined, solutions are created and then evaluated. When an agreement is reached, it is written & signed by both parties.

Unresolved conflicts often result in hurt feelings, loss of friends, increased anger/frustration & sometimes physical altercations. Considering the competitive nature of our society, it is not surprising that conflicts become contests where there must be a winner or loser. This win/lose attitude is a separate & disconnected view of society.

Peer medication redefines conflicts in such a way that no one has to lose. It is a commitment to cooperate & create new possibilities beneficial to all involved. Peer mediation offers a forum through which students can participate in providing a safe, positive & conflict free school community.

Who can ask for a mediation?

- *Students
- *Teachers/staff
- *Parents
- *Peer mediators

Driving Regulations

Before driving to school, the vehicle must be registered in the school office and have an Aliquippa driving sticker on the rear-view mirror.

1. All students who need to drive to school must secure a permission slip from the principal's office. The permission slip must be signed by the parent/guardian and returned to the office with verification of driver's license, insurance, and owner's card, along with a \$5.00 permit fee.
2. All vehicles should be locked when parked on school property.
3. Students must park in designated areas. Privileges may be revoked for violations.
4. Students are prohibited from entering the parking area to enter their vehicles during school hours including lunch periods. Those who violate will have a discipline referral for leaving the building without permission.
5. Student drivers involved in an accident to or from school, or in the parking lot area, must make an accident report with school authorities, as well as contact the Aliquippa Police Department within 24 hours.
6. Reckless driving will result in the loss of parking privileges and notification will be made to the police.
7. Student drivers that are continually referred to the office for disciplinary reasons will have their privileges revoked. An in-school or out-of-school suspension may also be issued.
8. Vandalism to vehicles parked on school property should be reported to the Aliquippa Police and the insurance company of the driver within 24 hours.
9. Permits must match the make and model as well as license plate of the vehicle.
10. Students are not permitted to drive to BCCTC (Vo-tech) without permission. Should situations develop where it is necessary for a student to drive, permission slips must be obtained from BCCTC and submitted to the principal for approval.
11. Failure to comply may result in disciplinary action.

Work Permits

To obtain a work permit, students must use the following guidelines:

1. Parents/guardians must come to the school and complete the appropriate form.
2. A valid birth certificate must be submitted with the form.
3. The work permit will be typed by the building secretary. The family will receive 2 copies and the original.
4. Work permits will only be created during the school days' hours between 10:00-2:00.
5. **Students who are failing 2 or more classes will not be issued a work permit.**

Guidance Services

School guidance counselors are an integral part of the school environment. Guidance services are provided to all students in grades 7-12. The guidance counselors and classroom teachers work cooperatively to ensure that social and emotional concerns do not impede academic progress. Guidance counselors may work with students individually, in small groups, or in classrooms with targeted lessons. Counselors provide career information for specific grade levels and assist with college preparedness and placement. They also work with students and teachers on scheduling.

Consulting with parents is also an integral part of their services. Some of the guidance activities include arranging parent/teacher conferences, providing support and information, and developing improvement plans. Guidance counselors are part of the students' assistance team referred to as SAP.

Parents are encouraged to contact the guidance counselor with concerns. Information that is shared is treated in a confidential manner.

WPPC-Positive Steps Wellness Center

Positive Steps Wellness Center is an outpatient counseling service that is housed at Aliquippa Jr/Sr High School and Elementary School in order to offer support for students attending Aliquippa and their families.

We offer a variety of services which include:

- Individual outpatient counseling services for the students and their families.
- Various group therapy services.

This service is available to students K-12 and is paid for through their insurance. We can accept both private insurance and medical assistance, so any child can be served. Referrals can be made by either a member of the school staff, the parent/guardian and/or the student, but please be assured that no services will be conducted **without the written consent from the student's parent/guardian or the student if they are 14 or older**. Please note that all information regarding your child's treatment will be kept in a private record that is kept locked and is accessible only to Positive Steps Staff who are treating your child or supervising your child's treatment. Not even the school staff will have access to these records.

If you have any questions or concerns, please call Qiana Anderson anytime during school hours or leave a voicemail and we will return your call 724-857-7500, extension 4165.

School Nurse/Clinic Information

Ms. Donjuneata Weir provides school health care for all students in grades 7-12. The school nurse is required by law to provide the following services:

- Physical screening for students in grade 11, new students, and any other student who does not have a physical exam documented.
- Height and weight for all students every year.
- Vision checks for all students every year.
- Scoliosis screening for grade 7.
- Hearing screenings for grades 7 and 11, new students, and all children in special education.
- Dental exams for grade 7.

Parents will be notified when the physicals and dentals will be administered and will have the opportunity to have their children NOT participate in the above services.

Immunization Laws

- Students in grade 7 **MUST** have a meningitis vaccine and a tetanus booster that includes the whooping cough vaccine.
- Students in all grades must have two (2) chicken pox vaccines or history of the disease.
- All students are required to have 4 polio vaccinations unless they were on a catch-up schedule.
- 12th grade students are now required to have a 2nd meningitis vaccine.
- **Any student not having these vaccines will not be permitted to attend school.**

Procedure to Visit the Clinic

In order to be seen at the clinic, students must have a signed clinic pass from his/her classroom teacher or office personnel. Unless it is an emergency, students without a pass will be sent back to class. Students cannot stop in the nurse's office in between classes. They will be sent to their next class for a pass from that teacher.

Medication Administration

All prescribed medication that must be administered in school will fall under the Aliquippa School District Medication Administration Policy. Students who must carry emergency drugs, such as an inhaler for asthma, diabetes medication, or emergency medication for an allergy, **MUST** inform the school nurse and have it registered with the clinic. Any other medication, the student may need to take to school on a short-term basis, such as an antibiotic, pain medication, or cold/allergy medications, are also to inform the school nurse. Students may not carry any medicines, prescribed or over the counter without permission from the school nurse and the administration. **There are specific forms that MUST be signed by the parent, doctor, and/or student in order for these medications to be administered and/or carried in school.** Please contact the clinic for more information.

Communicable Diseases

The law permits the **EXCLUSION** from school of any student who is suspected by the school nurse of having any of the communicable diseases listed below. Readmission to school would be contingent upon the school nurse or physician verifying that the criteria for readmission has been satisfied.

The following communicable diseases require that students be excluded for the time specified below:

- **Chicken Pox**-5 to 7 days or until the last lesion is scabbed over.
- **COVID**-14 days of quarantine.
- **Head Lice**-immediately after the first treatment and checked by the school nurse; student will be re-examined 7 days post treatment.
- **Conjunctivitis (pink eye)**-student can return 24 hours after treatment is started.
- **Strep Throat, including Scarlet Fever**-student can return 24 hours after treatment is started.
- **Measles**-4 days from the onset of rash.
- **Fever**-student must be fever free for 24 hours before returning to school.
- **Mumps**-9 days from the onset or until subsidence of swelling.
- **Pertussis (whooping cough)**-3 weeks from the onset or 5 days from institution of appropriate antimicrobial therapy.
- **Ringworm**-immediately after the first treatment if body lesions are covered. Neither scalp nor body lesions that are dried need to be covered.
- **Scabies**-after completion of appropriate treatment.
- **Also** any other disease/condition in which the nurse deems contagious or one which would prohibit the child from being productive during the school day due to frequent trips to the bathroom, exhaustion, etc.

Medical Emergencies

The Jr/Sr High School has a medical emergency plan in place:

- The first person on the scene will assess the victim, stay with the victim, and send for help. The AED (automatic external defibrillator) will be retrieved if necessary.
- Office staff will contact 911 and announce a **CODE RED** for that area of the building.
- Persons in the building trained in CPR/AED will respond to the area.

- Other staff will assist with securing the area, crowd control, and direct emergency personnel to the scene.

In addition, school personnel will contact the family. If there is no answer, then:

- The school will call additional contacts listed for the child until family is reached.
- If an ambulance is needed, and a family member is NOT available, a school administrator will follow the ambulance to the hospital and wait with the child until family arrives.
- The school will continue to call family until someone is reached.
- It is very important for families to update contact information when it changes.

School Safety

The Aliquippa Jr/Sr High School wants to ensure its families that it is providing a safe, orderly, and secure educational environment for ALL students, staff and visitors. Therefore, in cooperation with the Aliquippa Police Department, random dog searches will be conducted. Also, ALL visitors are subject to having their belongings searched PRIOR to entering the building. Metal detectors are used at the student entrances on a daily basis. The following procedures are in place:

Metal Detector Procedures

- Students in grades 7-9 must enter the building at the front entrance and enter the main lobby. Students in grades 10-12 must enter the building at the cafeteria entrance.
- Even when students are tardy, or have returned from BCCTC, an appointment, or another function, they are subject to entering through the metal detectors or a wand search after certain hours.
- Metal detectors and wands will be supervised by the school-based security.
- If persons enter and there is a positive hit by the metal detector, the person must exit and empty items that are metal and have them examined. They must then re-enter.
- If there is a second positive hit, the person is subject to a wand metal detector search.
- Security has the right to conduct a complete search with suspicion of a possible safety hazard.

Locker Search Procedures

The Board acknowledges the need for safe in-school storage of books, clothing, school materials, and other personal property and may provide lockers for such storage. Lockers are the PROPERTY OF THE SCHOOL DISTRICT. Students MUST keep their assigned locker and are encouraged to purchase a lock for their assigned locker. Students are not permitted to share lockers with other students. He/she will be responsible for all items within that locker. No student may use a locker as a depository for a substance or object which is prohibited or which constitutes a threat to the health, safety or well-being to the occupants of the school building or the building itself.

The Board reserves the right to authorize employees to inspect a student's locker when there is reason to believe that the locker is being improperly used for the storage of contraband, a substance or object that is illegal, or any material which poses a hazard to the safety and order of the school.

1. All requests for the search of a student's locker will be directed to the building principals.
2. The principal(s) or representatives will be present whenever a student locker is searched.
3. The principal will be responsible for the safekeeping and proper disposal of any substance, object or material found to be improperly stored in a student's locker.
4. The principal will be responsible for all documentation related to any search.
5. The principal may seize any evidence indicating that a student is violating, or has violated, the law or a school rule, as a result of a search of a student's property, clothed body, or areas designated for a student's use if the search is proper and reasonable.
6. If the student refuses to comply with the request for a locker search, particularly where the health, safety, and welfare of other students are at risk, that individual could receive an out-of-school suspension.
7. Students must empty his/her belongings, such as purses and back packs, upon request of the administration where there is reasonable suspicion that a law or school rule has been broken. Failure to comply will result in disciplinary action.

Student Responsibilities and Discipline Guidelines

The ultimate purpose of education is to help each student become an effective and productive citizen. In order for the students of the Aliquippa Jr/Sr High School to have equal opportunities to mature in the intellectual, creative, emotional, social, and physical areas of their lives, a positive learning environment must exist. The development of self-discipline and the acceptance of individual responsibility shall be stressed throughout the students' time in the jr/sr high school.

Every individual is entitled to courtesy and consideration in relationships with fellow students and staff. Students must earn this courtesy and consideration by extending the same respect to every person they interact with throughout the school day. Actions which injure others, damage property, or which impede the learning process are not characteristics of a mature, responsible citizen, and will not be tolerated.

In accordance with the discipline guidelines, parents are asked to impress upon their children the importance of education, encourage them to respect the rights and property of others, and support them to be regular and prompt in their attendance. Parents should work with the school to encourage their children to complete their homework/assignments and study for tests. Appropriate, respectful behavior is necessary at home, at school, and in the community.

The Aliquippa Jr/Sr High School discipline guidelines will apply to all students attending school, on school property, while riding buses, or while attending any school related function. The building principal(s) will make the final determination in all disciplinary matters. However, when appropriate, discipline matters may be brought to the attention of the Superintendent, or Board of Directors, and in severe cases, charges may be filed and/or expulsion from school.

NOTE: The administration reserves the right to handle each incident on an individual basis. In some cases, charges may be filed with the District Magistrate or the Aliquippa Police Department.

Detention

All school personnel members, including daily substitute teachers, may assign detention to students for infractions listed in the next discipline section. Detention may be assigned in single or multiple days. School personnel must call the parent/guardian to inform them of assigned detention(s). However, if school personnel cannot reach parent/guardian via phone contact then a copy of the detention will be sent home with the student. Parent/guardian should contact the school upon receipt of the detention form. **Students who are assigned detention from multiple teachers in one school day are subject to virtual instruction or out-of-school suspension.**

The following procedures will be used once parental contact has been made:

- Students must report to detention by 2:40. Detention will be held from 2:40-3:40. Students are not permitted to enter the detention room late. They will be sent home and that day will be reassigned.
- Parents must make transportation arrangements. Hardship cases should be brought to the attention of the principal(s).
- Students must take detention within one week of the assigned date. If students fail to serve assigned detentions within that time, and arrangements have not been made with the principal(s), a one (1) day in-school suspension will be issued.
- Students with multiple detentions must complete their days consecutively from the initial start date. Students who skip nights in between risk the consequence of an in-school or out-of-school suspension.
- Students must bring homework to detention. Any student arriving without homework will be assigned work by the detention officer. Failure to comply with work regulations may result in additional detention or further consequences.
- Any student who disrupts detention will be asked to leave the building and that day will be reassigned.

Discipline Infractions and Penalties

Level I: Level I offenses impede classroom procedures, infringe upon the rights of others to learn, and interfere with the orderly operation of the school. Classroom teachers, substitute teachers, principals and other school personnel may assign Level I consequences. If the student's misbehavior is chronic and/or does not cease with initial corrective actions, the teacher may then send the student to the principal(s). If the behavior persists, consequences from Level II can be assigned and enforced.

A. Student misconduct includes but is not limited to the following:

1. Classroom disturbance
2. Cheating and/or lying
3. Failure to complete assignments
4. Unprepared for class
5. Failure to identify oneself correctly
6. Failure to follow reasonable directions
7. Loud, boisterous noise
8. Minor defacing that can be removed easily
9. Possession of non-instructional items
10. Running
11. Sleeping
12. Violation of classroom rules
13. Eating/drinking in unauthorized areas
14. Minor disrespectful speech or actions

B. Disciplinary Options:

1. Warning
2. Confiscation of non-instructional items
3. Personal conference
4. Communication with parent/guardian
5. Loss of privileges
6. Classroom isolation/change in seating
7. Detention

Level II: Level II infractions, which often result from the continuation of Level I misbehavior(s) require the intervention of personnel on the administrative level because the use of Level I disciplinary options has failed to correct the situation. Misbehaviors that tend to disrupt the orderly climate and conduct of the school are also included in this level. They are serious enough to require corrective action on the part of the administrative personnel.

A. Student misconduct includes but is not limited to the following:

1. **Continued, unmodified Level I behaviors.**
2. Overt/Continued disrespectful speech or actions.
3. Throwing objects
4. Failure to follow established procedures in the library, cafeteria, hallways, field trips, assemblies, etc.
5. Horseplay
6. In off-limit areas in and around school without a hall pass
7. Skipping class/leaving class without permission
8. Inappropriate/obscene language
9. Possession of a lighter
10. Tardy to class-3xs = 1 detention Tardy violations-see Attendance Policy

B. Disciplinary Actions:

1. **All Level I options may be considered**
2. Parent conference
3. Referral to Student Assistance Team
4. Referral to outside agency
5. Hall pass restriction
6. See Tardiness under the Attendance Policy
7. Virtual instruction not to exceed three (3) days
8. Out-of-school suspension

Level III: Level III infractions are sometimes the result of the continuation of Level I and/or Level II misbehaviors. Acts against persons and/or property are also included. Since some of these infractions have consequences that might endanger the health or safety of others in school, they are considered serious and most frequently result in the immediate attention of the building principal(s). Corrective measures that the school undertakes, depend on the extent of school's resources for remediating the situation. Some circumstances may result in the intervention of the Aliquippa Police Department.

All Level III consequences are in the form of in-school and/or out-of-school suspension (OSS). Most violations under Level III are one (1) to three (3) days but can extend to five (5) days in extreme cases or per specific policy guidelines.

A. Student misconduct includes but is not limited to the following:

1. **Continued, unmodified Level I and/or Level II behaviors.**
2. Use of electronic devices, including cell phones
3. Use of a cell phone to video/take photos, and/or share video/photos with the intent to threaten or harass another student or staff member.
4. Refusal to surrender electronic devices, including cell phones upon staff request.
5. Skipping school/leaving school without permission
6. Bullying/cyber bullying
7. Instigating an altercation/fight between other students
8. Attempting to engage another student in an altercation/fight.
9. Bus disturbance
10. Repeatedly skipping class
11. Failure to serve detention.
12. Falsification of school records
13. Insubordinate behavior
14. Loitering on school property
15. Inappropriate behavior at school sponsored events
16. Possession of obscene materials
17. Failure to report to the office as directed by staff.

18. Vandalism
19. Smoking (including e-cigarettes and vaping) as per Drug and Alcohol Policy (includes \$50.00 fine)
20. Possession and/or use of tobacco products as per Drug and Alcohol Policy
21. Attempting/breaking into student lockers
22. Stealing/theft
23. Disrespectful/confrontational behavior
24. Gambling
25. Extortion
26. Leading or participation in a school walk-out
27. Theft/possession/sale of another person's property
28. Dispensing of over-the-counter drugs, look alike drugs, and/or prescribed medications.
29. Unacceptable public displays of affection
30. Non-compliance during a fire drill or lockdown

B. Disciplinary Actions:

1. **All Level I and Level II options may be considered.**
2. Virtual instruction not to exceed three (3) days.
3. Temporary removal from class
4. School-based anger management (individual or group)
5. Confiscation of electronic devices including cell phones
6. Withdrawal of privileges including extra-curricular activities
7. Restitution of property and damages
8. Charges filed with the Aliquippa Police Department/District Magistrate
9. See Bus Policy
10. See Electronic Devices
11. See Drug and Alcohol Policy

Level IV: Infractions under Level IV misbehavior could result from the continuation of Levels I through III. Acts that result in violence to another person(s) or property, and that pose a direct threat to the safety to others, are also included. These acts are clearly criminal in nature and are so serious that they always require administrative action resulting in the immediate removal of the student from school. The intervention of the Aliquippa Police Department may also be warranted.

All Level IV consequences are in the form of out-of-school suspension (OSS). Most violations under Level IV are five (5) days but can extend to nine (9) days in extreme cases or per specific policy guidelines.

A. Student misconduct includes but is not limited to the following:

1. **Continued, unmodified Level I, Level II, and/or Level III behaviors**

2. Fighting-1st offense five (5 days); 2nd offense-seven (7) days; 3rd offense-nine (9) days
3. Indecent exposure
4. Possession/use (under the influence)/furnishing/selling of controlled substances as per Drug and Alcohol Policy
5. Possession/use (under the influence)/furnishing/selling of alcohol as per Drug and Alcohol Policy
6. Vandalism of the personal property of school personnel
7. Setting off incendiary devices (firecrackers, smoke bombs, etc.)
8. Assault on another student and/or school personnel
9. Overt threat to a student and/or school personnel (written, verbal, social media, etc.)
10. Sexual harassment/assault
11. Racial intimidation/threat to a student and/or personnel
12. Leading or participating in a riot
13. Unwarranted pulling of a fire alarm.
14. Bomb threat
15. Arson
16. Possession of a weapon or look-a-like weapon as per Weapons Policy
17. Hazing
18. Disorderly conduct which threatens to interfere with the orderly operation of the school or which creates a clear and present danger
19. Any conduct on school property or at a school sponsored activity before, during or after school hours which falls under criminal code

B. Disciplinary Actions:

1. **All Level I, II and III options may be considered**
2. Charges filed with the Aliquippa Police
3. Immediate removal from class
4. Referral to an Administrative Review Board
5. Referral to the Superintendent
6. Formal hearing with the Board of Education
7. Alternative school placement
8. Expulsion

Important Definitions Relating to the Discipline Procedures:

Aggravated Assault-An unlawful attack by one person upon another in which the offender uses a weapon or displays it in a threatening manner; or the victim suffers obvious severe bodily injury such as broken bones, loss of teeth, possible internal injury, severe lacerations, or loss of consciousness. This also includes assault with disease when the offender knows that he/she is infected with a disease and intentionally bites, spits, etc.

Assault- An unlawful attack by one person upon another. The act intentionally, knowingly, or recklessly causes bodily injury or serious bodily injury upon another person.

Bully/Cyberbullying: An intentional electronic (including, but limited to, social media), written, verbal, mental or physical act or series of acts directed at another student or students, which occurs in and/or outside of the school setting, that is severe, persistent or pervasive, and has the effect of doing any of the following: (a) substantial interference with a student's education; (b) creation of a threatening and hostile learning environment; (c) substantial disruption of the orderly operation of the school. Bully/cyberbullying is intentional or deliberate aggressive behavior harm doing and is carried out repeatedly over time; and it occurs within an interpersonal relationship where one or more students have the intent to intimidate or overpower other student(s).

Disorderly Conduct: An intentional act(s) in order to cause public inconvenience, annoyance or alarm, or recklessly creating a risk to the orderly operation of the school environment. A student is guilty of disorderly conduct if he/she engages in fighting or threatening, or in violent or tumultuous behavior; makes unreasonable noise; uses obscene language or makes an obscene gesture; or creates a hazardous or physically offensive condition by an act which serves no legitimate purpose.

Fighting (Mutual Altercation): A student confrontation with another student in which the altercation is mutual, requiring physical restraint or resulting in injury or property damage. The physical contact may consist of punching, hitting, slapping and/or kicking with the willful intent to mutually harm one another. While students have the right to defend themselves from being assaulted, once they become an active participant, they are considered a combatant.

The use of fighting words, such as racial, cultural, or ethnic slurs, or other confrontational language associated with hate speech, or used to instigate or provoke a physical response will be treated in the same manner as physically participating in a fight.

Harassment: An intentional act(s) with the intent to harass, annoy or alarm another person. Harassment can be in the form of any of the following: strikes, shoves, kicks or otherwise subjects the other person to physical contact, or threatens to do the same; follows the other person in or about the school building/school grounds; engages in a course of conduct or repeatedly commits acts that serve no legitimate purpose; communicates to or about other persons any lewd, threatening or obscene words, language, or drawings; communicates repeatedly in an anonymous manner or at extremely inconvenient hours.

Hazing: Behavior that happens when someone joins something exclusive, such as a sports team, club, or school organization; typically characterized as an initiation process. Hazing behavior can include making the person do something embarrassing, something dangerous, or can include physical violence in some instances. Hazing creates a risk for putting someone under physical or emotional duress.

Minor Altercation: An incident which involves a single offender who commits a minor violent act against another individual and the other individual does not respond, and the incident does not escalate to a more severe type of incident, such as a fight or assault.

Public Displays of Affection: The act of inappropriate, intimate behaviors in school or on school grounds. Kissing and close physical contact are examples of such behaviors.

Reasonable Force: There are circumstances in which employees are permitted to touch students appropriately in order to maintain a safe and orderly school environment, to administer first aid, and to attend to health needs. Typical examples of reasonable force include: intervening in fights, preventing accidental injury, protecting oneself, providing care to disabled students, and moving through a crowd to address an emergency.

Sexual Assault: An assault of sexual nature. An unauthorized and unwanted, intentional, or forcible touching of a sex organ of a person of either sex. Sex organs are the breasts of females and the genital areas of males and females. This includes forcibly and intentionally grabbing the clothed or unclothed breast or genitals of a person without their consent.

Sexual Harassment: Discrimination against a student based on the student's submission or rejection of sexual advances and/or requests or creating an atmosphere of harassment based on sexual issues/activity. The unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, and any other gender-based harassment which has the purpose or effect to interfere with the individual's performance, school environment, or participation in school sponsored activities; or creates an intimidating, hostile, or offensive educational environment.

Senior Prank

Any student that participates in any infraction of our code of conduct may be barred from the graduation ceremony. (i.e. vandalism, defacing school property, breaking and entering, and littering)

Weapons Policy

NOTE: The weapons policy is not printed here in its entirety, for a complete version, see your building principal(s).

Purpose

Weapons serve no educational purpose. The Board directs that students of the Aliquippa School District found to be in possession of a weapon on school property shall be subject to discipline as outlined herein. The ASD's foremost concern is to provide for the safety and welfare of all students and employees.

To ensure a safe school environment, a school building administrator may request that any student(s) involved in a serious act of violence within the community may be directed to remain off school property until the act can be investigated by the building administrator with the assistance of the local law enforcement agency.

Definition of Weapons

Weapons means any explosive, firearm, shotgun, rifle, blackjack, metal knuckles, knife, dagger knife,

razor (blade) or cutting instrument, cutting tool, nunchuk stick, mace and any other tool, implement or instrument capable of inflicting any bodily injury. This definition also includes any look-alike instrument that could be used to cause intimidation or fear to students or staff.

Prohibited Activity

Any student of the district who is in possession of a firearm, explosive or weapon as defined herein; on property used by the district, at any school functions, activities, including district-authorized events held away from the district, including while the student is going to or returning from school, and weapons used in local communities resulting in an arrest and charged by the local law enforcement, shall be in violation of this policy.

Penalties

1. If the student involved is a secondary student, and if the violation is the possession of a firearm or explosive, the student shall be cited for a nine (9) day out-of-school suspension and notified of the scheduling of a due process hearing to consider expulsion before the Board or Committee thereof, of the district. The Superintendent of Aliquippa School District may recommend discipline short of expulsion to the Board on a case-by-case basis. Further, the Superintendent shall in the case of an exceptional student, take all steps necessary to comply with the Individual with Disabilities Education Act (Public Law 91-230, 20 U.S.C. Sec. 1400, et. seq.). Said hearing shall be conducted pursuant to Department of Education regulations and the provision of the Public-School Code. If, after the formal expulsion hearing before the Board, it is determined that the student has held possession of a firearm or explosive on school property or otherwise to the provision of this policy, **the student shall be expelled from the schools of the district for a period of not less than one (1) year.** In addition, thereto, the Board may impose such other conditions for re-admission as deemed necessary.
2. If the violation is a weapon and not a firearm or explosive, **the student shall be cited for a nine (9) day out-of-school suspension and notified of the scheduling of a due process hearing to consider expulsion before the Board, or a Committee thereof, of the district.** Said hearing shall be conducted pursuant to Department of Education regulations and the provisions of the Public School Code. If, after the formal expulsion hearing before the Board, it is determined the student had possession of a weapon, not a firearm or explosive, on school property or otherwise contrary to the provisions of this policy, the student may be expelled for a period of up to one (1) year. The Board may consider possible defense(s) or other extenuating circumstances in setting the duration of the expulsion or other appropriate discipline measures.
3. In all cases proceeding under the Penalties section, it shall be a possible defense to be considered by the Board, if evidence is offered by the student, that the weapon was possessed by the student in conjunction with a lawful supervised school activity or course or was possessed for other lawful purposes.
4. Pursuant to the provisions of Act No. 26 of 1995 (24 P.S. Sec. 13-13 17.2), the school district shall **expel, for a period of not less than one (1) year,** any student who brings a weapon onto any school property, any school sponsored activity or any public conveyance providing transportation to a school property, any school sponsored activity or any public conveyance providing transportation to a school or school sponsored activity.

Drug and Alcohol Policy

The Aliquippa School District recognizes that the misuse of chemicals is a serious problem with physical, emotional, social and legal implications for the entire school community. In order for the district to promote its educational goals and maintain an atmosphere conducive to learning, the students must be chemically free.

The Board prohibits the possession, use and sale and/or distribution of any illegal or controlled substance and/or any medical substance not registered by the school health office (clinic). This includes on any school property, at school sponsored events including on or off school grounds, and on school buses en route to and from school. Violations of this policy may result in **permanent expulsion** from school by the Board of Education.

School Guidelines

As a key component of the Aliquippa Area School District Drug and Alcohol Prevention/Intervention Program, these guidelines represent one component in a district-wide effort to respond effectively to drug, mood-altering substance and alcohol-related situations that may occur at school-sponsored activities. These following guidelines are intended to provide a constant disciplinary means to respond to drug, mood-altering substance and alcohol-related incidents. The Aliquippa Area School District will provide a safe and healthy environment for students with due consideration for their legal rights and responsibilities. The Board reserves the right to use any extraordinary measures deemed necessary to control substance abuse even if the same is not provided for specifically in any rule or regulation enumerated herein.

Alcohol and Mood-Altering Chemicals

This includes alcohol and malt beverages, controlled substances, chemical or illegally abused substances, and prescription medications not registered by the clinic in accordance with the school district policy for the administration of medication to students in school. Examples of the above include beer, liquor, marijuana, chemical solvents, glue, look-alike chemicals, capsules and pills not registered by the clinic and anabolic steroids.

Tobacco Use Guidelines

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

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

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

The Superintendent shall annually, by July 31, report all incidents of possession, use, or sale of tobacco by any person on school property to the Office of Safe Schools on the required form in accordance with state law and regulation.

A student convicted of possessing or using tobacco in violation of this policy, may be fined up to fifty dollars (\$50.00) plus court costs or admitted to alternative adjudication in lieu of imposition of a fine.

Student Assistance Team (SAP)

A core group of school personnel who are specially trained to work with students. This multidisciplinary team is composed of teachers, staff, administrators, nurse, counselor, and school psychologist. Student Assistance Team members receive referrals from administrators, faculty and staff, parents and students themselves. Referrals can be initiated by Drug and Alcohol Policy violations; but more commonly, they happen because of observed changes in behavior or performance which may or may not be drug related. With parental involvement, the team's job is to conduct a pre-assessment to determine if the student can be helped within the school or if the student needs to be referred to an outside agency.

COOPERATIVE BEHAVIOR - Shall be defined as the willingness of a student to work with staff and school personnel in a reasonable and helpful manner and complying with the requests and recommendations of members of the core team.

UNCOOPERATIVE BEHAVIOR - Is resistance or refusal, either verbally, physically, or passively on the part of the student to comply with the reasonable request or recommendation of school personnel. Defiance, assault, and deceit shall constitute examples of uncooperative behavior.

POSSESSION - Is the knowledge or intentional possession of a controlled substance.

PARAPHERNALIA - Is all equipment, products, materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, packaging, sharing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body, a controlled substance. Examples include alligator clips, chamber pipes, scales, etc.

TREATMENT - Is regular visitations for therapy administered by a licensed Drug and Alcohol facility or therapist who is a Certified Addiction Counselor.

CONFIDENTIALITY - Between students and guidance counselor, nurse, psychologist, home and school visitor, members of the core team and clerical workers shall be respected, and no confidential communication made relative thereto without the consent of the student or his/her parent/guardian unless the best interest of the student can be served.

RAPID EYE TEST - That which the nurse or staff trained personnel will utilize when summoned to a medical emergency in which pupillary reaction to light is evaluated, as well as the general appearance of the eyes such as tearing, color of the sclera, presence of eyelid puffiness, and the ability of the eye to follow a light without wavering.

SPECIAL EDUCATION STUDENTS** - for students with an Individualized Educational Plan (IEP), please refer to laws regarding number of legal days for suspension.

PREVENTION/INTERVENTION SPECIALIST - A program specialist with expertise in the area of chemical dependence and other student high-risk behaviors.

ASSESSMENT - Includes psychological examinations. Any costs involved are the responsibility of the student's parent(s) or legal guardians.

SEARCHES - A student, his locker, or personal possessions (including his/her car on school grounds) may be searched when a school authority has probable cause or reasonable suspicion to believe that contraband (something illegal) is in the area. Searches will also take place as described below when a student has violated the Drug & Alcohol Policy.

Rules and Regulations

A student who, while on school grounds at any time during a school session, or anywhere at a school-sponsored activity, including the school bus, is under the influence of alcohol, uses, dispenses, distributes, sells or aids in the procurement of alcohol, other drugs, or mood-altering substances, shall be subjected to the procedures outlined in this policy.

Categories of Violations

1. A student who has not violated any school code but displays inappropriate behavior that may or may not be chemically related should be referred to the building principal or designee. The Student Assistance Team will be notified of the situation and strongly suggest references to the student and his/her parent/guardian. No disciplinary action will take place in such cases. If the behavior of the student warrants disciplinary action, staff members should refer to the school's disciplinary code. **CONFIDENTIALITY IS MANDATORY.**
2. A student who wishes to disclose his/her drug problem or that of a friend/associate should be referred to the building principal/designee. The Student Assistance Team will be notified of the situation and strongly suggest referrals to the student and his/her parent/guardian. No disciplinary action will take place in such cases. If the behavior of the student warrants disciplinary action, staff members should refer to the school's disciplinary code. **CONFIDENTIALITY IS MANDATORY.**
3. A student demonstrates physical symptoms of possible drug use (slurred speech, dazed appearance, staggering, inability to respond, etc.) - This situation is to be handled as a medical emergency. The school nurse will be summoned immediately. The student will not be left unattended at any time during the emergency. An attempt will be made to notify the parent/guardian. The principal/designee, with a witness present, will request the student to empty his/her pockets and/or purse and voluntarily surrender all drug-like substance/paraphernalia. The student's person, locker, desk, and all personal property will be searched according to policy. If a substance/paraphernalia is discovered at the time of the emergency, it will be provided to medical personnel for the purpose of aiding treatment. Substances will then be sealed in the presence of a witness, documented, and submitted to law enforcement officials. If no confirmed chemical is involved, standard health procedures will be followed. If chemical use is confirmed, the student should be referred to the SAP Team for investigative purposes. Findings of the team will be available to the parents. The student will

be suspended out-of-school for five (5) days and must be evaluated by an approved County Drug and Alcohol Agency before he/she will be permitted to return to school.

CONFIDENTIALITY IS MANDATORY.

4. The student is caught with drugs/paraphernalia and is cooperative on first offense - the school staff member will summon the principal/designee. An attempt will be made to contact the parent/guardian. The student will not be left alone at any time. The principal/designee, with a witness, will request that the student empty his/her pockets and/or purse, desk, and all personal property will be searched according to the policy. A conference will be arranged with the parent/guardian. Substances will then be sealed in the presence of a witness, documented, and submitted to law enforcement officials. The student will be referred to the Student Assistance Team for investigative purposes. Findings of the team will be made available to the parents. The student will be suspended out-of-school for five (5) days and must be evaluated by an approved County Drug and Alcohol Agency Before he/she will be permitted to return to school. **CONFIDENTIALITY IS MANDATORY.**

5. The student caught with drug paraphernalia for the second time and is cooperative/uncooperative will be suspended for a minimum of nine (9) days. An attempt will be made to notify the parent/guardian. The student will be referred to the SAP Team and must be evaluated by an approved County Drug and Alcohol Agency before he/she will be permitted to return to school. In addition, a possible recommendation for permanent expulsion will also be considered. **CONFIDENTIALITY IS MANDATORY.**

6. The student is found using, in possession of, or suspected to be under the influence of a drug when attending or participating in any school sponsored function on or off school property the sponsor, chaperone, or accompanying administrator will be notified. An attempt will be made to contact the parent/guardian to transport the student home. The police, security, or medical personnel will also be notified in the event that assistance is needed. The sponsor, chaperone, administrator, with a witness present, will request the student empty his/her pockets and/or purse and/or other possessions and volunteer all drug-like substances/paraphernalia. The student shall not be left alone. If transportation arrangements cannot or will not be made by the parents/guardian, the police will be asked to do so. Substances will then be sealed in the presence of a witness, documented, and submitted to law enforcement officials. The student will be referred to the Student Assistance Team for investigative purposes. Findings of the team will be made available to the parents. The student will be suspended out-of-school for five (5) days, and must be evaluated by an approved County Drug and Alcohol Agency before he/she will be permitted to return to school. Further disciplinary actions may be required according to appropriate situational category. **CONFIDENTIALITY IS MANDATORY.**

7. A student is caught in the actual process of distributing, selling or buying an illegal substance the school staff member will summon the principal/designee. The student will not be left alone at any time. An attempt will be made to contact the parent/guardian. The principal/designee, with a volunteer present, will confiscate all drug-like substances/paraphernalia. The student's person, locker, desk, and all personal property will be searched according to policy. The student will be referred to the SAP Team for investigative purposes. Findings of the team will be made available to the parents.

8. Substances that are discovered will then be sealed in the presence of a witness, documented, and submitted to law enforcement officials. The student will be suspended for 10 days out-of-school. He/she must be evaluated by an approved County Drug and Alcohol Agency before being permitted to return to school. A formal hearing will take place where permanent expulsion will be considered. **CONFIDENTIALITY IS MANDATORY.**

Probational Period

A student in violation of the District Drug and Alcohol Policy may be placed on probation within the school following the rules as noted below:

1. The student will be placed on probation for one semester.
2. The student will not have restroom privileges or a hall pass without written authorization from an administrator or teacher.
3. The student will not be able to participate in or attend any extra-curricular activities (including dances or sports). Note: This will be reviewed after treatment program is completed.
4. The student must meet periodically with a principal, assistant principal, or counselor during the probationary period.
5. The student must adhere to all school rules and policies. The parent(s) of the student on probation must call and inform the school of any absences. This call must be made by 7:00 a.m. on the day of absence.
6. If the probationary rules are broken, the student will be referred to the superintendent for a formal hearing and may be recommended for expulsion from school.

Use of Prescribed and Over the Counter Medications

The Aliquippa School District shall not be responsible for the diagnosis and treatment of student illness. Parents have the primary responsibility for the health of their children. The district recommends that medication be given at home. Through a conference with the parents, physicians should be made aware that they can change schedules so medication can be given before and after school hours.

In the event medication must be administered during school hours, a plan for verifying, administering and storing medication will be implemented to prevent mistakes, illegal acts and subjection to possible liable situations for school nurses, administrators and the district.

The guide for School Nursing Services in Pennsylvania states that medication should be given only as prescribed by a physician (initially published in 1962 and revised in 1968 and is considered an official document of the Department of Health). A legal opinion of the Department of Justice (August 16, 1978) supports the above statement.

1. The school nurse may administer prescribed medications.
2. School district policy regarding the administration of medication is required.
3. Except in truly emergency situations, teachers may not administer individually prescribed medication.

For the purpose of this policy, medication shall be “medication prescribed by a physician.”

Before any medication is to be administered to any student during school hours, the district shall require completion of a form provided by the school nurse to the parent and prescribing physician that must be signed and returned to the school nurse. Information, including the purpose of the medication, dosage, time and circumstances under which the medication shall be administered, name of physician prescribing medication; the length of period for which medication is prescribed, and possible side effects of the medication must be included. Medication must be sent to the school in the original container with the prescription labeled by a pharmacist or physician.

The medication is to be given directly to the school nurse or designee. The nurse should be notified when the child’s medication is changed. The school nurse, when available, is the primary person to administer medication. In the absence of the school nurse, the school principal designates the person(s) to administer medication. Prescription medication will be kept in a locked medicine cabinet (or refrigerator) in the nurse’s office. Students in grades 7-12 will be responsible for reporting to the nurse’s office or the main office at the time the medication is to be given. In grades K-6, individualized plans will be made for the administration of medication by the nurse, the principal, or a designee. It is recommended that parents be fully informed if the school nurse is not available and the parent cannot administer the medication, someone designated by the principal will give the medication. A log or a written record indicating the administration of medicine shall be established. Documentation should be in ink and indicate name of student, time of day, name and dosage of medication, and name of person administering the medication. The documents shall become part of the student’s health record and be kept on file in the office of the school nurse.

NOTE - Students who dispense over-the-counter, look-alike drugs and/or prescribed medications shall result in suspension from school under the Drug and Alcohol Policy.

Breathalyzer Policy

Students reasonably suspected of consuming or having consumed alcohol may be required to take a test which determines blood alcohol concentration. The test will be conducted by specially trained personnel. Refusal to take the test may result in the student being suspended from school. If the results are negative and the student still exhibits abnormal behavior, further assessments will be required.

Drug Urinalysis Policy

Students reasonably suspected of being under the influence of a controlled substance may be requested to have their urine tested for illegal mood altering substances. Written parental/guardian consent will be required before this test is done by specially trained personnel.

Bus Transfer Policy

NOTE: The bus policy is not printed here in its entirety. For the complete policy, see your building principal.

Exceptions for bus transfers will be made only in cases of extreme serious family situations. In these cases, the decision of the building principal will be final. We appreciate your cooperation and understanding and thank you for your assistance. Please be informed that all pupils have been assigned a specific bus according to the location of their residence. The assigned bus is the vehicle they are to ride each day. Parents who have a need for their children to go to the home of a grandparent or babysitter, must make such arrangements without involving a change in transportation assignment. Individual student transportation assignments will be strictly adhered to without exception. In the event that a transfer should be granted, the following procedures must be adhered to:

1. The parent/guardian must submit to the Building Principal/designee a request, **in writing**, specifying the reason for the request.
2. The Building Principal/designee will determine whether the request meets the criteria of the policies extreme emergency contingency.
3. The Building Principal/designee will grant the request providing that the extreme emergency is not comprised and sufficient space exists on the bus to accommodate the transfer.
4. The granting of all transfer requests are subject to the discretion of the building principal/designee.
5. Transfer requests that are approved shall be written on the proper form and given to the bus driver on the particular run. The driver will turn the form in at the end of the day to the Director of Transportation. This form will be kept on file.

Bus Rules and Guidelines

Parents of disabled children are responsible to take them to the bus and receive them when they exit the bus.

Students should be encouraged to review these rules of conduct and should be reminded that breaking one or more of these rules could result in suspension of bus privileges.

1. Waiting for bus:
 - a. Students must follow school rules while they wait for the bus.
 - b. Students should wait for the bus at a safe place, well off the highway, on the side of the street on which they live. Cross the street to enter the bus, if necessary, only when the bus is stopped, the red flashing signals are on, and the driver signals it is safe to cross the road.
 - c. Students must be at the bus stop five (5) minutes prior to the designated time and be ready to board with the least possible delay.
 - d. Respect the property rights of people who reside at/or near the stop (no horseplay).
 - e. Do not get into private vehicles with strangers. ALL ALIQUIPPA SCHOOL DISTRICT VEHICLES ARE CLEARLY MARKED.

- f. Students may board only assigned buses and may board only at the bus stop to which they are assigned.
2. While on the bus:

(THESE RULES ALSO APPLY TO FIELD TRIPS AND ATHLETIC TRIPS)

- a. Observe regular classroom conduct except for ordinary conversation and follow the bus drivers' instructions. The bus driver has the same authority on the bus as a teacher has in the classroom.
 - b. Loud talking, laughter and other similar conduct diverts the driver's attention and may result in a serious accident.
 - c. Students may not block aisle or emergency door with musical instruments, lunch boxes, books or other possessions.
 - d. Students must remain seated while the bus is in motion or if the bus is delayed on the road.
 - e. Students must not extend arms, head or any other items out of the windows.
 - f. Students must not damage or tamper with any parts of the bus or use the emergency door except in the case of an emergency.
 - g. Horseplay, fighting, vulgarity, profanity, throwing items in the bus or other conduct is not permitted.
 - h. Students may not eat, drink, smoke or chew gum while on the bus.
 - i. The following items are not permitted in any school vehicle: live animals, weapons, drugs, alcohol, tobacco, flammable liquids, fireworks, smoke bombs, tape recorders, radios, balls, (except for team buses), water pistols, spray bottles, pea shooters, sling shots, glass containers, any objects considered harmful to others or any item too large for students to hold on their laps, including instruments.
 - j. Any conduct that endangers the safety of the other students or driver will be considered severe and could result in immediate loss of bus riding privileges. *Designates a severe violation.
3. After leaving the bus:
 - a. When necessary, cross the road at least ten (10) feet in front of the bus, but only after looking to be sure that no traffic is approaching from either direction.
 - b. Help look after the safety and comfort of small children.
 - c. Be alert to the danger signal from the bus driver.
 - d. Go directly to your school building in the morning and directly home in the afternoon.

Student Assistance Teams

The school district has a core team which may include a central office representative (i.e. Superintendent, Assistant Superintendent, Director of Curriculum and Instruction, Director of Pupil Services, etc.) and a building administrator (i.e. Principal, Assistant/Vice Principal) from the building where the Student Assistance Team is instituted. These two team slots are encouraged, and the administrators present will have been through the appropriate training. Past experience has demonstrated that training and leadership has served to produce more successful teams. Administrators, who are lost through attrition, are replaced on the Student Assistance Teams. New administrators serving on Student Assistance Teams must be trained.

Remaining team members (at least four per building) are representatives from any or all of the following groups: teacher, counselor, psychologist, nurse or other related professional staff. Representatives from the county mental health and drug/alcohol systems will be appointed as liaisons to core teams and attend training with their teams. Should the district have difficulty in securing this service, the Superintendent should contact the county D&A and/or MH administrator.

The school district establishes at least two common team meeting times per week/cycle for all trained core team members. The team is expected to meet for a minimum of 80 minutes per week. Common planning time is used for case management/intervention activities.

The school district attends the training contracted for the team. All team members attend the entire training. Participants not attending all sessions at the training will not be eligible for Student Assistance Team certification.

All new faculty/staff should receive, through the district's orientation program, an overview about the Student Assistance Team and explain the procedures for making referrals to the core team. Information about the Student Assistance Team should be made available to all students and parents on a yearly basis.

The school district develops/revises the district's drug/alcohol and suicide/mental health policies to incorporate the Student Assistance Team. Prior to Board approval, policies are reviewed by the Student Assistance Team training provider. Both policies are reviewed by district administration at least once every two years and, if necessary, revisions adopted by the Board.

The school district has guidelines on how parents are involved in the Student Assistance Team process.

The school district has established school-based intervention and aftercare (non-clinical) groups within one calendar year of completion of the initial SAP training. Students returning from in-patient treatment should receive school-based support services at least one period per week. Group facilitators attend a group facilitators' training, with an emphasis on adolescent issues, prior to conducting groups. All groups conducted in the school are co-facilitated by at least one school person. A plan for coordinating services with drug/alcohol and mental health providers has been developed.

The school district provides time for team maintenance activities at least twice a year. Drug/Alcohol and Mental Health Agency liaisons are included in maintenance activities.

The agency service provider and school district has negotiated and implemented a written cooperative agreement with the local drug/alcohol and mental health agency service system which outlines the following: central referral procedures, consultation/education services, designated liaisons from the D&A and MH systems, assessment services, emergency crisis assistance, and provisions for treatment - including after care. This letter of agreement has been written and signed by agency administrators/directors and school district administrators. The agreement and/or any changes is negotiated at a minimum of once per year. A copy of this letter of agreement is sent to our county Mental Health Administrator and Single County Authority Director.

The school district will utilize the Conflict Resolution Process if problems occur between service provider agencies and the school district.

The school district will submit annual data on the Aggregate Student Tracking Form and other information regarding the Student Assistance Program, as requested by the Commonwealth.

Confidentiality

The Aliquippa School District protects the confidentiality of personally identifiable information regarding all students in accordance with the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), the National Defense Authorization Act, the USA Patriot Act of 2001, the Protection of Pupil Rights Act (PPRA) and other applicable Federal and state laws and regulations.

HIPAA

The Aliquippa School District's Notice of Privacy Practices can be found at our website at www.quipsd.org. or a copy may be obtained at the District's administrative offices.

IF YOU HAVE ANY QUESTIONS REGARDING STUDENT HEALTH INFORMATION OR RECORDS, PLEASE CONTACT STUART RUSNAK AT 724-857-7500, EXT. 4171.

ANNUAL FERPA NOTIFICATION OF RIGHTS AND DESIGNATION OF DIRECTORY INFORMATION NOTICE OF RIGHTS

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ("FERPA") AFFORDS PARENTS, STUDENTS OVER 18 YEARS OF AGE ("ELIGIBLE STUDENTS"), AND PARENTS OF DEPENDENT STUDENTS CERTAIN RIGHTS WITH RESPECT TO EDUCATION RECORDS. EDUCATION RECORDS INCLUDE A BROAD RANGE OF INFORMATION ABOUT A STUDENT THAT IS COLLECTED AND MAINTAINED IN ANY FORMAT BY THE DISTRICT INCLUDING BUT NOT LIMITED TO:

1. Date and place of birth; parent(s) and/or guardian addresses, and where parents can be contacted in emergencies;
2. Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school.
3. Special education records;
4. Disciplinary records;
5. Medical and health records that the school creates or collects and maintains;
6. Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned; and
7. Personally identifiable information such as a student's identification code, social security number, picture, or other information that would make it easy to identify or locate a student.

Certain Types of Records are NOT considered Education Records Under FERPA

- Personal notes made by teachers and other school officials that are not shared with others;
- Law enforcement records created and maintained by a school's or a district's law enforcement unit specifically for law enforcement purposes (as distinct from student disciplinary and other non-law enforcement purposes); and
- Records on students 18 years of age or older that are made or maintained by a medical or other recognized professional or paraprofessional acting in his or her professional capacity.

Your rights with respect to education records include the following

- **Right to Inspect:** A parent or eligible student has the right to inspect and review the student's education records maintained by the district within 45 days of the district's receipt of a written request for access.

A parent or eligible student should submit to the school principal (or superintendent) a written request that clearly identifies the record(s) he/she wishes to inspect. The principal will make arrangements for access and notify the parent or eligible student, in writing, of the time and place where the student's records may be inspected.

- **Right to Request Amendment:** A parent or eligible student has the right to request the amendment of the student's education record(s) that are believed to be inaccurate or misleading.

A parent or eligible student may submit a written request for amendment to the school principal (or superintendent). This request should clearly identify the part of the record that the parent or eligible student wants changed and specify why it is inaccurate or misleading.

If the record is not amended as requested, the district shall notify the parent or eligible student of the decision in writing and shall advise him/her of his/her right to a hearing on the request for amendment. Additional information on the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- **Right to Consent to Disclosure:** A parent or eligible student has the right to consent to disclosures of personally identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district in an administrative, supervisory, academic or research, or support staff position, including law enforcement unit personnel and health staff; a person or company with whom the district has contracted to perform a special task, such as an attorney, auditor, medical consultant or therapist; a person serving on the school board; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

A school official has a legitimate educational interest if he/she needs to review an education record to fulfill his/her professional responsibilities.

Additionally, upon request, the district may disclose education records without consent to officials of other schools in which students seek or intend to enroll. Furthermore, No Child Left Behind Act requires the district to facilitate the transfer of disciplinary records with respect to a suspension or expulsion to any private or public elementary or secondary school for any student who is enrolled or seeks, intends or is instructed to enroll on a part-time or full-time basis in the school. Disclosure without consent may be made in case of emergency as determined by the district or to report crimes occurring at school or involving the school or its personnel.

- **Right to Complain:** A parent or eligible student has the right to file a timely complaint with the U.S. Department of Education concerning alleged failures by the district to comply with FERPA requirements. Complaints should be directed to:

**FAMILY POLICY COMPLIANCE OFFICE
U.S. DEPARTMENT OF EDUCATION
400 MARYLAND AVENUE, S.W.
WASHINGTON, DC 20202-4605**

Directory Information

Under FERPA, the district is authorized to designate certain personally identifiable information contained in education records as “directory” information and to disclose such information without prior consent unless a parent or eligible student objects to such disclosure.

The district hereby designates the following personally identifiable information contained in a student’s education record as directory information:

1. Name, Address, telephone number and email address;
2. Date and place of birth;
3. Grade level and major field of study;
4. Participation in school activities;
5. Dates of school attendance;
6. Photograph;
7. Most recent school attended;
8. Honors and awards; and
9. Other similar information, such as alumni associations, height and weight of athletes,

honor roll member, information generally found in yearbooks.

Unless a parent or eligible student advises the district in writing within 15 days of receipt of this notice that he/she does not want some or all of this designated directory information released, school officials may release this information without prior consent.

Written objections to the release of directory information should be submitted to:

ALIQUIPPA JR/SR HIGH SCHOOL

MR. RONNELL HEARD
MS. A'FRICA SHEPPARD
800 TWENTY-FIRST ST.
ALIQUIPPA, PA 15001

ALIQUIPPA ELEMENTARY SCHOOL

MISS STACEY ALEXANDER
MR. ERIC ROZANSKI
800 TWENTY-FIRST STREET
ALIQUIPPA, PA 15001

PPRA

Annual Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h, requires the Aliquippa School District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Your child will not be required to participate without parental consent in any survey, evaluation or analysis funded in whole or in part by the U.S. Department of Education. This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

The district will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

Military Recruiting Representatives

The district is required to disclose the names addresses and telephone numbers to military recruiters, upon request and to provide military recruiters the same access to secondary school students as the district provides to post -secondary institutions or to prospective employers.

High school students and their parents/guardians may request that the district not disclose the student's name, address and telephone number to military recruiting representatives (who can only use that information to provide information to students concerning educational and career opportunities available in the U.S. Armed Forces or service academies) by submitting a signed written request to that effect to:

Aliquippa Jr./Sr. High School

Mr. Ronnell Heard

Ms. A'Frica T Sheppard

800 21st Street

Aliquippa, PA 15001

Public Notice

Annual Notice of Special Education Services

The Aliquippa School District offers a full continuum of special education programs and services to all students eligible for such services. Special education programs and services are available for eligible students between the ages of three (3) and twenty-one (21). Services for children ages three (3) to school entry age may be requested by contacting the Beaver Valley Intermediate Unit at 724-774-7800. Services for eligible students of school entry age to twenty-one (21) years of age may be requested by contacting Sarah McDowell, at 724-857-7500 ext. 4236.

Special education programs available include services for eligible students who are identified as:

Developmentally Delayed (Preschool only); Intellectually Disabled; Learning Disabled; Visually Impaired; Hearing Impaired; Mentally Gifted; Multi-disabled; Neurologically Impaired; Physically Impaired; Autism Spectrum Disorder; Seriously Emotionally Disturbed and Speech and Language Impaired.

The Aliquippa School District conducts identification activities to determine if students are in need of special education services.

The Aliquippa School District in conjunction with the Intermediate Unit provides the above special education programs. Services for eligible Preschool children are provided through the Intermediate Unit.

The Aliquippa School District conducts screening activities to identify students who may be eligible for special education services. Information regarding screening activities may be obtained by contacting your child's building.

Parents, Guardians or Surrogate parents may request that their child be screened or evaluated for special education services. Requests for services should be put in writing to Jason Guzie, Director of Special Education. jguzie@quipsd.org

All information collected as part of an evaluation is treated in a confidential manner. A written policy regarding the confidentiality of student records is available for review by contacting your child's school.

Printed information regarding available special education services and programs and parent's rights as they pertain to special education is available in the building principal's office or the office of the Superintendent of schools.

If additional information is needed you can contact Sarah McDowell, Director of Student Services, at 724-857-7500, ext. 4236.

The Aliquippa School District is an Equal Opportunity Employer.

Homeless Letter to Parents

ATTENTION PARENTS AND GUARDIANS!!!

Federal guidelines, as set forth in No Child Left Behind Act of 2001, require that local school identify name children who are homeless. The federal mandate, and the intention of the Aliquippa 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 your child(ren) may qualify for this service, please contact the principal of your child(ren)'s school.

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 such as vehicles, parks, motels, campgrounds, etc.
- Living with a parents 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 other 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
- 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, please be sure to contact Mrs. Susan Hughston, homeless liason at 724-857-7500 ext. 2078. We will work with you so that your child(ren)'s education is disrupted as little as possible.

Sincerely,

Miss Stacey Alexander, Elementary School Principal
Ms. A'Frica Sheppard, Junior High School Principal
Mr. Ronnell Heard, High School Principal

Revised 2024

Carta a los padres sin hogar

¡¡¡ATENCIÓN PADRES Y TUTORES!!!

Las pautas federales, tal como se establecen en la Ley Que Ningún Niño Se quede Atrás de 2001, exigen que las escuelas locales identifiquen el nombre de los niños sin hogar. El mandato federal y la intención del Distrito Escolar de Aliquippa es garantizar que los niños y jóvenes sin hogar tengan acceso a una educación pública gratuita y apropiada en igualdad de condiciones con otros niños. Los niños sin hogar, incluidos aquellos que viven con otras personas, pueden calificar para recibir asistencia con el almuerzo escolar, útiles/materiales escolares, tutoría y transporte para que puedan permanecer en su escuela de origen.

Si cree que su(s) hijo(s) pueden calificar para este servicio, comuníquese con el director de la escuela de su(s) hijo(s).

Se puede identificar que los niños sin hogar viven en las siguientes situaciones:

- Refugios públicos o privados
- Lugares públicos o privados no designados o utilizados normalmente como alojamiento para dormir, como vehículos, parques, moteles, campamentos, etc.
- Vivir con sus padres en un refugio para víctimas de violencia doméstica.
- Individuos y/o familias que viven con familiares o amigos debido a la falta de vivienda.
- Vivir en programas de vivienda de transición
- Niños fugitivos (menores de 18 años) y niños que han sido abandonados o obligados a abandonar el hogar por sus padres u otros cuidadores. Pueden estar en refugios temporales esperando asistencia de agencias de servicios sociales, o pueden vivir solos en la calle o moverse de un lugar a otro entre familiares, amigos o conocidos. Esto también incluye a los jóvenes de 18 a 21 años que aún pueden ser elegibles para recibir servicios educativos en educación regular o especial.
- Hijos de familias inmigrantes que carecen de vivienda adecuada
- Niños abandonados en hospitales o en espera de cuidados de crianza
- Madres solteras o futuras madres en edad escolar que viven en casas para madres solteras cuando no tienen otras viviendas disponibles.

Si su situación de vida cambia durante el año escolar o durante el verano, y usted y su(s) hijo(s) se quedan sin hogar, asegúrese de comunicarse con la Sra. Susan Hughston, enlace para personas sin hogar al 724-857-7500 ext. 2078. Trabajaremos con usted para que la educación de su(s) hijo(s) se vea perturbada lo menos posible.

Atentamente,

Señorita Stacey Alexander, directora de la escuela primaria
Sra. A'Frica Sheppard, directora de la escuela secundaria
Sr. Ronnell Heard, director de la escuela secundaria

Revisado 2024

Education for Children and Youth Experiencing Homelessness

(ECYEH)

This resource is intended for parents/guardians/staff/community members to utilize if experiencing homelessness or in crisis. This resource also provides guidance and training and is updated annually. If you or someone you know needs assistance – please reach out to Susan Hughston-Roberts--Homeless Liaison.

Liaison Responsibilities:

The district's liaison shall coordinate with:

1. Local service agencies that provide services to homeless children, youth, and families.
2. Other school districts on issues of records transfer and transportation.
3. District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and Individuals with Disabilities Act.
4. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's liaison shall provide public notice of the educational rights of homeless students in schools, family shelters, soup kitchens, public libraries, and locations frequented by parents/guardians of homeless children.

The district liaison shall provide reliable, valid, and comprehensive data to the coordinator of Pennsylvania's Education for Children/Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state law regulations.

Definition of Homelessness:

Homeless students are defined as individuals lacking a fixed, regular, adequate nighttime residence, which include the following conditions:

1. Sharing the housing of other persons due to loss of housing or economic hardship.
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
3. Living in emergency, transitional, or domestic violence shelters.
4. Abandoned in hospitals.
5. Whose primary nighttime residence is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
7. Living as migratory children in conditions described in previous examples.
8. Living as run-away children.
9. Abandoned or forced out of homes by parents/guardians or caretakers.
10. Living as school-aged parents in houses for parents if they have no other living accommodations.

School of origin is defined as the school the student attended when permanently housed or the school in which the student was last enrolled, including pre-school. When the student completes the final grade level served by the school of origin, the school of origin shall include the designated receiving school at the next grade level for all feeder schools.

Unaccompanied youth is defined as a homeless child or youth not in the physical custody of a parent or guardian.

Enrollment/Placement:

To the extent feasible and, in accordance with the student's best interest, a homeless student shall continue to be enrolled in his or her school of origin while he or she remains homeless or until the end of the academic year in which he or she obtains permanent housing.

Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the district liaison will assist the student with placement and enrollment decisions and give priority to the views of the student in determining where he or she will be enrolled.

If after such consideration, the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent/guardian or unaccompanied youth, the district shall provide the parent/guardian or unaccompanied youth with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the parent/guardian or unaccompanied youth and shall include information regarding the right to appeal.

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit contact information. The district liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy. Homeless families are not required to prove residency regarding school enrollment.

School/Health Records:

The receiving school district may contact the district of origin for oral confirmation that the student has been immunized but must not be a barrier to enrollment. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within thirty (30) days. The instructional program should begin without delay after the enrollment process is initiated and should not be delayed until the procedure is completed.

The enrolling district's liaison will assist the parent/guardian/student in obtaining necessary immunizations, or immunization or medical records.

The district will support families with accessibility to health-related resources – not limited to access to a physician, dentist, and other specialty doctors.

The district may assist with transportation for access to medical providers as well as assist with overcoming barriers related to insurance.

Placement/Disputes/Complaints:

If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian/student will be provided with a written explanation of the school's decision on

the dispute, including the right to appeal. The parent/guardian/student will be referred to the district liaison, who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied student, the district liaison shall ensure that the student is immediately enrolled in school pending resolution of the dispute.

If disputes or complaints of noncompliance rise regarding the education of homeless students, the following steps shall be taken:

1. The person filing the complaint shall first contact the school or district through the district liaison, the principal, or Superintendent to present their concerns to the people closest to the situation and, most likely, to be able to resolve it quickly.
2. If Step 1 is not successful or is not possible under the circumstances, contact should be made with the Homeless Project Education Liaison, or the Pennsylvania Department of Education (PDE) will accept complaints directly through the Education for Homeless Children and Youth Program.
3. Individual cases may be referred to the PDE's Office of Chief Counsel and the Office of the Deputy Secretary for Elementary and Secondary Education, as needed, by the State Homeless Coordinator.

PDE will deliver a response within fifteen (15) business days of the receipt of the complaint. The complaint may arrive in the form of a copy of the school district letter or on the Dispute Letter Form, if given directly to a Liaison of the Homeless Initiative.

Education Records:

Information about a homeless student's living situation shall be treated as a student education record subject to the protections of the Family Educational Right and Privacy Act (FERPA) and shall not be deemed to be directory information.

Homeless students shall be provided services comparable to those offered to other district students including, but not limited to: transportation services, school nutrition programs, vocational programs and technical education, preschool programs, programs for students with limited English proficiency, and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.

Transportation:

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district.

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.

Transportation Coordinator:

Tina Nagel

Fiscal Responsibilities:

The following guidelines will be followed in cases when the education of the student is provided

by the district where the homeless student is temporarily living. The guidelines shall also apply in cases when the district of prior attendance, where that is not the district the student attended when permanently housed, will educate the student:

1. Homeless individuals not in facilities (shelters) or institutions, as well as homeless individuals living in hotels, motels, cars, tents, or doubled-up with a resident family, shall be reported and reimbursed as resident students.
2. For homeless individuals in temporary shelters, the educating school district will send a form for the determination of district residence for students in facilities or institutions to the presumed district of residence.
3. If the form is acknowledged by the resident district, the educating district will enter the student on its rolls as a nonresident student from the acknowledging resident school district. The educating district will bill the resident district for tuition and will report membership data according to state child accounting procedures.
4. If the form is disclaimed and a district of residence cannot be determined, the student will be considered a ward of the state. The educating district will enter the student on its rolls as a nonresident ward of the state and will report membership according to state child accounting procedures. The Department of Education will pay tuition to the educating district based on membership reported to child accounting.

In cases when the education of the student is provided by the district of origin, where that is the district, the student attended when permanently housed, the district will continue to educate a homeless student for the period of temporary displacement and should maintain the student on its rolls as a resident student.

In cases when the student becomes permanently housed during the academic year and continues in the school of origin, which is not the district of new residence, the educating district will continue to educate the formerly homeless student on its rolls as a nonresident student.

Training:

Offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program. The district's liaison shall arrange professional development programs for school staff, including office staff.

School personnel providing services to homeless students, including enrollment staff, shall receive professional development and support to:

1. Improve identification of homeless students.
2. Understand the rights of such children, including requirements for immediate enrollment and transportation, and
3. Heighten the awareness of, and capacity to respond to, the educational needs of such children.

Free and Reduced Meals:

Apply online for free/reduced benefits. Financial assistance is available for families that need assistance paying for school meals. Eligibility for free/reduced meals must be established each school year, regardless of eligibility in previous years.

Family Engagement:

Families are a valued member of our community and an essential part of a child's success.

Opportunities for participation in school and building sponsored events are communicated in a variety of ways throughout the school year. If you need assistance to participate, please contact your building principal, Stacey Alexander (High School) or Marlo Robinson (Elementary School).

Community Partnerships:

The District partners with community agencies to support families through collaboration. Some community partnerships include but are not limited to:

Cornerstone: 724-846-6400 ext. 340

Beaver County Women's Center: 724-775-0131

Salvation Army – Aliquippa: 724-378-0875

211: State Assistance Number

988: Mental Health Crisis Number

Academic Supports:

Students have access to numerous academic supports – based on the need of each individual student. Examples include but are not limited to:

Title 1 services

Multi-Tiered Intervention Supports

After School Tutoring

Credit Recovery

McKinney Vento Homeless Education Assistance Improvements Act:

<https://www.education.pa.gov/K>

[12/Homeless%20Education/mckinneyvento/Pages/default.aspx](https://www.education.pa.gov/K/12/Homeless%20Education/mckinneyvento/Pages/default.aspx)

Homeless Students

Under McKinney Vento all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources need to ensure academic success.

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

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

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

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

Homeless Dispute Process – If at any time there is a disagreement about homeless status or best interest for school placement, the district will notify the family in writing of their determination that the family/unaccompanied youth is ineligible for McKinney Vento services. At this time, the district will provide the family/unaccompanied youth with the ability to dispute their determination. Throughout the dispute process, the child/youth, including unaccompanied youth, will continue to be educated in the school of origin or immediately enrolled in the school they are seeking enrollment until the dispute process is finalized. Transportation will continue throughout the dispute process. All disputes will be sent to the ECYEH Regional Coordinator who will issue a determination. If any party is unhappy with the determination, they can elevate the dispute to the state coordinator.

What if I think that I am eligible for services under McKinney Vento? – You can contact the district Liaison Susan Hughston-Roberts at 724-857-7500 ext

McKinney-Vento Homeless Assistance Act

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by Every Student Succeeds Act (ESSA), PA Distance Learning Charter School is attempting to identify all children within the district that may be experiencing homelessness, including unaccompanied homeless youth.

The term homeless children and youth is defined as individuals who lack a fixed, regular and adequate nighttime residence. This includes individuals:

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings;
- Living in substandard housing (no running water or working utilities, infestations, etc.).

Aliquippa SD attempts to identify homeless students during the initial enrollment process and on an ongoing basis. If a student or family has indicated they are homeless, or if a staff member has reasonable suspicion that a student or family is homeless, they are required to alert the Homeless Liaison. All procedures in place are designed to ensure this identification does not create or exacerbate educational barriers.

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless. To the extent feasible, and in accordance with the student's best interest, a homeless student shall continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the Aliquippa School District Homeless Liaison will consider the views of the students in determining where they will be enrolled.

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to Aliquippa School District policies. However, Aliquippa School District may require a parent/guardian to submit contact information. The homeless liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district. Homeless families are not required to prove residency regarding school enrollment.

Aliquippa may contact the district of origin for oral confirmation that the student has been immunized, but must not be a barrier to enrollment. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within thirty (30) days. The instructional program should begin as soon as possible after the enrollment process is initiated and should not be delayed until the procedure is completed. The Homeless Liaison will assist the parent/guardian in obtaining necessary immunizations, or immunization and medical records. Homeless students shall be provided services comparable to those offered to other Aliquippa students including but not limited to: programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, and students with disabilities. Homeless families will also have access to all parent involvement activities and initiatives. Students automatically qualify for free lunch services. Aliquippa has staff members who will work with local community agencies to coordinate services in the student's community. The staff includes: (Liaison, Social Worker, Counselor etc.) as well as those involved in Student Assistance Program. Additionally, Aliquippa has certified nurses on staff that work to ensure necessary referrals take place to appropriate health care, dental services, and other medical services.

Aliquippa School District will ensure the student has transportation to school related events, such as, but not limited to testing and field trips.

Placement/Dispute/Complaints: If Aliquippa is unable to determine the student's grade level due to missing or incomplete records, the school shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian/student will be provided with a written explanation of the school's decision on the dispute, including the right to appeal. The parent/guardian/student will be referred to the Homeless Liaison who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied student, the Homeless Liaison shall ensure that the student is immediately enrolled in school pending resolution of the dispute.

If disputes or complaints on noncompliance arise regarding the education of homeless students, the following steps may be taken:

-The person filing the complaint shall first contact the school's Homeless Liaison to present their concerns to the people closest to the situation and most likely to be able to resolve it quickly.

-If Step 1 is not successful or is not possible under the circumstances, contact should be made with the Homeless Project Education Liaison, or the Pennsylvania Department of Education (PDE) will accept complaints directly through the Education for Homeless Children and Youth Program.

-Individual cases may be referred to PDE's Office of Chief Counsel and the Office of the Deputy Secretary for Elementary and Secondary Education, as needed, by the State Homeless Coordinator.

PDE will deliver a response within fifteen (15) business days of the receipt of the complaint. The complaint may arrive in the form of a copy of the school/district letter or on the Dispute Letter Form if given directly to a Liaison of the Homeless Initiative.

Children who are experiencing homelessness may qualify for assistance, with school supplies/materials, and/or tutoring so that they can remain in their school throughout the duration of their homeless episode.

If you believe your child(ren) may qualify for this service, please contact the- Homeless Liaison Susan Hughston-Roberts at 724-857-7500 Ext. 2078.

If your living situation changes during the school year, and you and your children become homeless, please be sure to contact the school. We will work with you so that your child(ren)'s education is disrupted as little as possible.

ALIQUIPPA SCHOOL DISTRICT

800 21 STREET, ALIQUIPPA, PA 15001 PHONE: (724)857-7500 FAX: 724-857-7561

PARENT RIGHT TO KNOW INFORMATION AS REQUIRED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) [SECTION 1112(E)(1)(A)] AND THE EVERY STUDENT SUCCEEDS ACT [SECTION 1112(E)(1)(A)]

SEPTEMBER 2024

DEAR PARENT(S)/LEGAL GUARDIAN(S):

YOUR CHILD ATTENDS **ALIQUIPPA SCHOOL DISTRICT**, WHICH RECEIVES FEDERAL TITLE I FUNDS TO ASSIST STUDENTS IN MEETING STATE ACHIEVEMENT STANDARDS. THROUGHOUT THE SCHOOL YEAR, WE WILL BE PROVIDING YOU WITH IMPORTANT INFORMATION ABOUT THIS LAW AND YOUR CHILD'S EDUCATION. THIS LETTER LETS YOU KNOW ABOUT YOUR RIGHT TO REQUEST INFORMATION ABOUT THE QUALIFICATIONS OF THE CLASSROOM STAFF WORKING WITH YOUR CHILD.

AT **ALIQUIPPA SCHOOL DISTRICT** WE ARE VERY PROUD OF OUR TEACHERS AND FEEL THEY ARE READY FOR THE COMING SCHOOL YEAR AND ARE PREPARED TO GIVE YOUR CHILD A HIGH-QUALITY EDUCATION. AS A TITLE I SCHOOL, WE MUST MEET FEDERAL REGULATIONS RELATED TO TEACHER QUALIFICATIONS AS DEFINED IN ESEA. THESE REGULATIONS ALLOW YOU TO LEARN MORE ABOUT YOUR CHILD'S TEACHERS' TRAINING AND CREDENTIALS. WE ARE HAPPY TO PROVIDE THIS INFORMATION TO YOU. AT ANY TIME, YOU MAY ASK:

- WHETHER THE TEACHER MET STATE QUALIFICATIONS AND CERTIFICATION REQUIREMENTS FOR THE GRADE LEVEL AND SUBJECT HE/SHE IS TEACHING,
- WHETHER THE TEACHER RECEIVED AN EMERGENCY OR CONDITIONAL CERTIFICATE THROUGH WHICH STATE QUALIFICATIONS WERE WAIVED, AND
 - WHAT UNDERGRADUATE OR GRADUATE DEGREES THE TEACHER HOLDS, INCLUDING GRADUATE CERTIFICATES AND ADDITIONAL DEGREES, AND MAJOR(S) OR AREA(S) OF CONCENTRATION.

YOU MAY ALSO ASK WHETHER YOUR CHILD RECEIVES HELP FROM A PARAPROFESSIONAL. IF YOUR CHILD RECEIVES THIS ASSISTANCE, WE CAN PROVIDE YOU WITH INFORMATION ABOUT THE PARAPROFESSIONAL'S QUALIFICATIONS.

THE EVERY STUDENT SUCCEEDS ACT (ESSA) WHICH WAS SIGNED INTO LAW IN DECEMBER 2015 AND REAUTHORIZES THE JUNIOR/SENIOR HIGH SCHOOL AND SECONDARY EDUCATION ACT OF 1956 (ESEA) INCLUDES ADDITIONAL RIGHT-TO KNOW REQUESTS. AT ANY TIME, PARENTS AND FAMILY MEMBERS CAN REQUEST:

- INFORMATION ON POLICIES REGARDING STUDENT PARTICIPATION IN ASSESSMENTS AND PROCEDURES FOR OPTING OUT, AND
 - INFORMATION ON REQUIRED ASSESSMENTS THAT INCLUDE
 - SUBJECT MATTER TESTED,
 - PURPOSE OF THE TEST,
 - SOURCE OF THE REQUIREMENT (IF APPLICABLE),
 - AMOUNT OF TIME IT TAKES STUDENTS TO COMPLETE THE TEST, AND
 - TIME AND FORMAT OF DISSEMINATING RESULTS.

OUR STAFF IS COMMITTED TO HELPING YOUR CHILD DEVELOP THE ACADEMIC KNOWLEDGE AND CRITICAL THINKING HE/SHE NEEDS TO SUCCEED IN SCHOOL AND BEYOND. THAT COMMITMENT INCLUDES MAKING SURE THAT ALL OF OUR TEACHERS AND PARAPROFESSIONALS MEET APPLICABLE PENNSYLVANIA STATE REQUIREMENTS.

IF YOU HAVE ANY QUESTIONS ABOUT YOUR CHILD'S ASSIGNMENT TO A TEACHER OR PARAPROFESSIONAL, PLEASE CONTACT DR. WOODS AT ALIQUIPPA JUNIOR/SENIOR HIGH SCHOOL AT 724.857.7500 OR EMAIL US AT PWOODS@QUIPSD.ORG

SINCERELY,
DR. Philip K. Woods-- SCHOOL SUPERINTENDENT

ALIQUIPPA SCHOOL DISTRICT

800 21ST STREET, ALIQUIPPA, PA 15001 PHONE: (724)857-7500 FAX: 724-857-7561

PARENT RIGHT TO KNOW INFORMATION AS REQUIRED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) [SECTION 1112(E)(1)(A)] AND THE EVERY STUDENT SUCCEEDS ACT [SECTION 1112(E)(1)(A)]

SEPTEMBER 2024

DEAR PARENT(S)/LEGAL GUARDIAN(S):

YOUR CHILD ATTENDS **ALIQUIPPA JUNIOR SENIOR HIGH SCHOOL**, WHICH RECEIVES FEDERAL TITLE I FUNDS TO ASSIST STUDENTS IN MEETING STATE ACHIEVEMENT STANDARDS. THROUGHOUT THE SCHOOL YEAR, WE WILL BE PROVIDING YOU WITH IMPORTANT INFORMATION ABOUT THIS LAW AND YOUR CHILD'S EDUCATION. THIS LETTER LETS YOU KNOW ABOUT YOUR RIGHT TO REQUEST INFORMATION ABOUT THE QUALIFICATIONS OF THE CLASSROOM STAFF WORKING WITH YOUR CHILD.

AT **ALIQUIPPA JUNIOR SENIOR HIGH SCHOOL** WE ARE VERY PROUD OF OUR TEACHERS AND FEEL THEY ARE READY FOR THE COMING SCHOOL YEAR AND ARE PREPARED TO GIVE YOUR CHILD A HIGH-QUALITY EDUCATION. AS A TITLE I SCHOOL, WE MUST MEET FEDERAL REGULATIONS RELATED TO TEACHER QUALIFICATIONS AS DEFINED IN ESEA. THESE REGULATIONS ALLOW YOU TO LEARN MORE ABOUT YOUR CHILD'S TEACHERS' TRAINING AND CREDENTIALS. WE ARE HAPPY TO PROVIDE THIS INFORMATION TO YOU. AT ANY TIME, YOU MAY ASK:

WHETHER THE TEACHER MET STATE QUALIFICATIONS AND CERTIFICATION REQUIREMENTS FOR THE GRADE LEVEL AND SUBJECT HE/SHE IS TEACHING,
WHETHER THE TEACHER RECEIVED AN EMERGENCY OR CONDITIONAL CERTIFICATE THROUGH WHICH STATE QUALIFICATIONS WERE WAIVED, AND
WHAT UNDERGRADUATE OR GRADUATE DEGREES THE TEACHER HOLDS, INCLUDING GRADUATE CERTIFICATES AND ADDITIONAL DEGREES, AND MAJOR(S) OR AREA(S) OF CONCENTRATION.

YOU MAY ALSO ASK WHETHER YOUR CHILD RECEIVES HELP FROM A PARAPROFESSIONAL. IF YOUR CHILD RECEIVES THIS ASSISTANCE, WE CAN PROVIDE YOU WITH INFORMATION ABOUT THE PARAPROFESSIONAL'S QUALIFICATIONS.

THE EVERY STUDENT SUCCEEDS ACT (ESSA) WHICH WAS SIGNED INTO LAW IN DECEMBER 2015 AND REAUTHORIZES THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1956 (ESEA) INCLUDES ADDITIONAL RIGHT-TO-KNOW REQUESTS. AT ANY TIME, PARENTS AND FAMILY MEMBERS CAN REQUEST:

INFORMATION ON POLICIES REGARDING STUDENT PARTICIPATION IN ASSESSMENTS AND PROCEDURES FOR OPTING OUT, AND
INFORMATION ON REQUIRED ASSESSMENTS THAT INCLUDE
SUBJECT MATTER TESTED,
PURPOSE OF THE TEST,
SOURCE OF THE REQUIREMENT (IF APPLICABLE),
AMOUNT OF TIME IT TAKES STUDENTS TO COMPLETE THE TEST, AND
TIME AND FORMAT OF DISSEMINATING RESULTS.

OUR STAFF IS COMMITTED TO HELPING YOUR CHILD DEVELOP THE ACADEMIC KNOWLEDGE AND CRITICAL THINKING HE/SHE NEEDS TO SUCCEED IN SCHOOL AND BEYOND. THAT COMMITMENT INCLUDES MAKING SURE THAT ALL OF OUR TEACHERS AND PARAPROFESSIONALS MEET APPLICABLE PENNSYLVANIA STATE REQUIREMENTS.

IF YOU HAVE ANY QUESTIONS ABOUT YOUR CHILD'S ASSIGNMENT TO A TEACHER OR PARAPROFESSIONAL, PLEASE CONTACT MR. HEARD AT **ALIQUIPPA JUNIOR SENIOR HIGH SCHOOL** AT 724.857.7500. OR EMAIL US AT RCHEARD@QUIPSD.ORG .

SINCERELY, **MR. RONELL HEARD & MS. A'FRICA SHEPPARD - GRADES 7-12, JUNIOR SENIOR HIGH SCHOOL ADMINISTRATORS**

DISTRITO ESCOLAR DE ALIQUIPPA

800 21 SEL ÁRBOL, ALIQUIPO, PA 15001 PPIEDRA DE AFILAR: (724)857-7500 FHACHA: 724-857-7561

DERECHO DE LOS PADRES A CONOCER INFORMACIÓN SEGÚN LO REQUIERA LA ESCUELA PRIMARIA Y LEY DE EDUCACIÓN SECUNDARIA (ESEA) [SECCIÓN 1112(E)(1)(A)] Y CADA LEY DE ÉXITO ESTUDIANTIL [SECCIÓN 1112(E)(1)(A)]

SEPTIEMBRE 2024

ESTIMADO PADRE(S)/TUTOR(ES) LEGAL(ES):

SU HIJO ASISTE *DISTRITO ESCOLAR DE ALIQUIPPA*, QUE RECIBE FONDOS FEDERALES DEL TÍTULO I PARA AYUDAR A LOS ESTUDIANTES A CUMPLIR CON LOS ESTÁNDARES DE RENDIMIENTO DEL ESTADO. A LO LARGO DEL AÑO ESCOLAR, LE ESTAREMOS PROPORCIONANDO INFORMACIÓN IMPORTANTE SOBRE ESTA LEY Y LA EDUCACIÓN DE SU HIJO. ESTA CARTA LE INFORMA SOBRE SU DERECHO A SOLICITAR INFORMACIÓN SOBRE LAS CUALIFICACIONES DEL PERSONAL DEL SALÓN QUE TRABAJA CON SU HIJO.

EN EL DISTRITO ESCOLAR DE ALIQUIPPA ESTAMOS MUY ORGULLOSOS DE NUESTROS MAESTROS Y SENTIMOS QUE ESTÁN LISTOS PARA EL PRÓXIMO AÑO ESCOLAR Y ESTÁN PREPARADOS PARA DARLE A SU HIJO UNA EDUCACIÓN DE ALTA CALIDAD. COMO ESCUELA DE TÍTULO I, DEBEMOS CUMPLIR CON LAS REGULACIONES FEDERALES RELACIONADAS CON LAS CUALIFICACIONES DE LOS MAESTROS SEGÚN SE DEFINEN EN ESEA. ESTAS REGULACIONES LE PERMITEN APRENDER MÁS SOBRE LA CAPACITACIÓN Y LAS CREDENCIALES DE LOS MAESTROS DE SU HIJO. ESTAMOS FELICES DE PROPORCIONAR ESTA INFORMACIÓN A USTED. EN CUALQUIER MOMENTO, USTED PUEDE PREGUNTAR:

- SI EL MAESTRO CUMPLIÓ CON LOS REQUISITOS DE CALIFICACIONES Y CERTIFICACIÓN DEL ESTADO PARA EL NIVEL DE GRADO Y LA ASIGNATURA QUE ESTÁ ENSEÑANDO,
- SI EL MAESTRO RECIBIÓ UN CERTIFICADO DE EMERGENCIA O CONDICIONAL MEDIANTE EL CUAL SE RENUNCIARON A LAS CALIFICACIONES DEL ESTADO, Y
 - QUÉ TÍTULOS DE LICENCIATURA O POSTGRADO TIENE EL MAESTRO, INCLUYENDO CERTIFICADOS DE POSTGRADO Y TÍTULOS ADICIONALES, Y CARRERA(S) O ÁREA(S) DE CONCENTRACIÓN.

TAMBIÉN PUEDE PREGUNTAR SI SU HIJO RECIBE AYUDA DE UN PARAPROFESIONAL. SI SU HIJO RECIBE ESTA ASISTENCIA, PODEMOS PROPORCIONARLE INFORMACIÓN SOBRE LAS CUALIFICACIONES DEL PARAPROFESIONAL.

LA LEY DE ÉXITO DE CADA ESTUDIANTE (ESSA), QUE SE CONVIERTE EN LEY EN DICIEMBRE DE 2015 Y REAUTORIZA LA LEY DE EDUCACIÓN SECUNDARIA Y ESCUELA SECUNDARIA JUNIOR/SENIOR DE 1956 (ESEA) INCLUYE SOLICITUDES ADICIONALES DE DERECHO A SABER. EN CUALQUIER MOMENTO, LOS PADRES Y FAMILIARES PUEDEN SOLICITAR:

- INFORMACIÓN SOBRE LAS POLÍTICAS CON RESPECTO A LA PARTICIPACIÓN DE LOS ESTUDIANTES EN EVALUACIONES Y PROCEDIMIENTOS PARA EXCLUIRSE, Y
 - INFORMACIÓN SOBRE LAS EVALUACIONES REQUERIDAS QUE INCLUYEN
 - o MATERIA EVALUADA,
 - o PROPÓSITO DE LA PRUEBA,
 - o FUENTE DEL REQUERIMIENTO (SI APLICA),
 - o CANTIDAD DE TIEMPO QUE LLEVA A LOS ESTUDIANTES COMPLETAR LA PRUEBA, Y
 - o TIEMPO Y FORMATO DE DIFUSIÓN DE RESULTADOS.

NUESTRO PERSONAL ESTÁ COMPROMETIDO A AYUDAR A SU HIJO A DESARROLLAR EL CONOCIMIENTO ACADÉMICO Y EL PENSAMIENTO CRÍTICO QUE NECESITA PARA TENER ÉXITO EN LA ESCUELA Y MÁS ALLÁ. ESE COMPROMISO INCLUYE ASEGURARSE DE QUE TODOS NUESTROS MAESTROS Y PARAPROFESIONALES CUMPLAN CON LOS REQUISITOS APLICABLES DEL ESTADO DE PENNSYLVANIA.

SI TIENE ALGUNA PREGUNTA SOBRE LA ASIGNACIÓN DE SU HIJO A UN MAESTRO O PARAPROFESIONAL, POR FAVOR CONTACTE AL DR. WOODS EN ALIQUIPPA JUNIOR/SENIOR HIGH SCHOOL AL 724.857.7500 O ENVÍE UN CORREO ELECTRÓNICO A PWOODS@QUIPSD.ORG

ATENAMENTE,
DR. Philip K. Woods– SUPERINTENDENTE ESCOLAR

Aliquippa JSHS School

Title I School-Student-Parent Compact

ALIQUIPPA JUNIOR SENIOR HIGH SCHOOL

We understand the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- teach grade level skills and concepts
- strive to address the needs of your student
- communicate with you regarding your student's progress
- provide a safe, positive and healthy learning environment for your student
- correct and return appropriate work in a timely manner
- communicate homework and classwork expectations

Principal's Signature _____

Date: September 2024

STUDENT

I realize my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- get to class on time every day
- return completed homework on time
- be responsible for my own behavior
- be a cooperative learner
- ask for help when needed

Student's Signature _____

Date: September 2024

PARENT

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- encourage my student to complete his/her homework
- review all school communication
- attend Parent-Teacher Conferences, Open House and other school events
- encourage my student to engage in reading activities for at least 15 minutes every day
- provide a quiet place/time for my student to do homework
- support the school's homework, discipline and attendance policies

Parent's Signature _____

Date: September 2024

Revised 2024

Escuela Aliquippa JSHS

Título I Convenio Escuela-Estudiante-Padres

ESCUELA SECUNDARIA ALIQUIPPA

Entendemos la importancia de la experiencia escolar para cada estudiante y nuestro papel como educadores y modelos. Por lo tanto, aceptamos llevar a cabo las siguientes responsabilidades lo mejor que podamos:

- enseñar habilidades y conceptos de nivel de grado
- esforzarse por abordar las necesidades de su estudiante
- Comunicarnos con usted sobre el progreso de su estudiante.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable para su estudiante.
- corregir y devolver el trabajo apropiado de manera oportuna
- Comunicar las expectativas de tarea y trabajo en clase.

Firma del director _____ Fecha: Septiembre 2024

ALUMNO

Me doy cuenta de que mi educación es importante. Sé que soy el responsable de mi propio éxito. Por lo tanto, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- llegar a clase a tiempo todos los días
- devolver la tarea completada a tiempo
- ser responsable de mi propio comportamiento
- ser un estudiante cooperativo
- pedir ayuda cuando sea necesario

Firma del estudiante _____ Fecha: Septiembre 2024

PADRE

Entiendo que mi participación en la educación de mi estudiante ayudará a su rendimiento y actitud. Por lo tanto, continuaré desempeñando las siguientes responsabilidades lo mejor que pueda:

- animar a mi estudiante a completar su tarea
- revisar toda la comunicación escolar
- asistir a conferencias de padres y maestros, jornadas de puertas abiertas y otros eventos escolares
- Animar a mi estudiante a participar en actividades de lectura durante al menos 15 minutos todos los días.
- Proporcionar un lugar/momento tranquilo para que mi estudiante haga la tarea.
- Apoyar las políticas de tareas, disciplina y asistencia de la escuela.

Firma de los padres _____ Fecha: Septiembre 2024

Revisado 2024

ALIQUIPPA JUNIOR-SENIOR HIGH SCHOOL TITLE I PARENT- FAMILY ENGAGEMENT POLICY

PURPOSE

The Aliquippa School District Board of Education recognizes and is committed to the belief that all children can learn and acknowledges that parents share the school's commitment to the educational success of their children.

The board recognizes that a child's education is a responsibility shared by the school and family and agrees that to educate all students with efficacy, the schools and parents must work as knowledgeable partners.

Further, the Board recognizes parent and family involvement as an on-going process that assists parents and families to meet their basic obligation as their child's first educator, promotes clear two-way dialogue between home and school and supports parent as leaders and decision makers at all levels concerning the education of their children.

TITLE I REQUIREMENTS

Aliquippa School District shall incorporate Title I, Part A parent engagement activities into this policy, programs and practices and ensure parents are informed about the opportunity to participate in regular two-way meaningful communication involving student academic learning and other school activities. The district will ensure that parents are full partners in their child's education and are included, as appropriate in decision-making and recommending allocation of resources and present in advisory committees to assist in the education of their child and that of all the students in the school.

GUIDELINES

It is the policy of the Aliquippa School District that parent involvement in the Title I schoolwide program is an integral part of the essence of the program. The following activities will be carried out under the guidance of the Parent Advisory Council and the Aliquippa School Board. As much, parents will be involved in the Title I program through a variety of activities and part of decision-making as required.

REQUIREMENTS

It is the policy of the Aliquippa School District that parent involvement in the Title I schoolwide program K-12 is an integral part of the district's success. It is also important that parents in grades 9-12 be actively involved in the district parent advisory council and be involved in a variety of activities, including but not limited to:

- Parental involvement in the development of all district schoolwide plans including the parent involvement policy and compact
 - Periodic review of the existing policy and to make any changes as recommended by the school district and/or parent advisory council
- Active and on-going parental involvement assistance and training to parents by the district through federal, state and local funding
- Each school will promote on-going parental involvement through parent workshops, conferences, adult literacy and other collaborative activities
- District and advisory council will coordinate all activities to include active involvement of all district parents, as well as community members from Head Start, BF Jones Library and other local organizations

- District surveys and other measuring instruments from all stakeholders to determine the overall meaningful parent participation during the course of the school year and to use the information to develop new strategies to improve active parent involvement
- Utilize ideas from our parents on the Pennsylvania State Parent Advisory Council to help increase parental involvement and to make sure the district is promoting involvement in accordance with No Child Left Behind and ESSA- Every Student Succeeds Act changes during the 2021-22 school year

The partnership between home and school is achieved through the on-going commitment and active participation of the home, school and community.

Revised 2023

Distrito Escolar Aliquippa

Título I Política de participación de padres y familias

Objetivo - La Junta reconoce que la participación significativa de los padres y las familias contribuye al logro de los estándares académicos estatales por parte de los estudiantes que participan en programas de Título I. La Junta considera la educación de los estudiantes como un esfuerzo cooperativo entre la escuela, los padres y familiares y la comunidad.

Definición - Padre y familia (miembro de la familia) - estos términos se usan indistintamente e incluirán a los cuidadores, un tutor legal u otra persona que esté in loco parentis, como un abuelo o padrastro con quien vive el niño, una persona que sea legalmente responsable del bienestar del niño o una decisión educativa designada legalmente. Creador de un niño que participa en un programa de Título I.

Autoridad - La Junta dirige al distrito y a cada una de sus escuelas con un programa de Título I a:

1. Realizar actividades de divulgación a todos los padres y familiares.
2. Incluir a los padres y familiares en el desarrollo del Plan General Título I del distrito y el proceso para la revisión y mejora de la escuela.
3. Incluir a los padres y familiares en el desarrollo de la Política de participación de padres y familias del Título I. Luego de la adopción de la política por la Junta, la política será:
 - a. Distribuido por escrito a todos los padres y familiares.
 - b. Incorporado al Plan Título I del distrito.
 - c. Publicado en el sitio web de acceso público del distrito.
 - d. Evaluado anualmente con la participación de los padres y la familia.
4. Proporcionar oportunidades y realizar colaboraciones significativas con padres y familiares en la planificación e implementación de programas, actividades y procedimientos del Título I.

Accesibilidad - El distrito y cada una de sus escuelas con un programa de Título I proporcionarán comunicaciones, información e informes escolares a los padres y miembros de la familia que sean inmigrantes o que tengan un dominio limitado del inglés, una discapacidad, un alfabetismo limitado o antecedentes de minorías raciales y étnicas, en un lenguaje que puedan entender.

Delegación de responsabilidad - El Superintendente o su designado deberá garantizar que la Política, el plan y los programas de Participación de Padres y Familias del Título I del distrito cumplan con los requisitos de la ley federal.

El Superintendente o su designado deberá garantizar que el distrito y sus escuelas con programas de Título I brinden oportunidades para la participación informada de los padres y miembros de la familia al proporcionar recursos, información e informes escolares en un formato comprensible y uniforme o, previa solicitud, en otro formato. Dichos esfuerzos incluirán:

1. Proporcionar comunicaciones en un lenguaje claro y sencillo.
2. Publicar información para padres y familiares en el sitio web del distrito.
3. Incluyendo un número de teléfono para que los padres y familiares llamen si tienen preguntas.
4. Asociarse con agencias comunitarias que pueden incluir bibliotecas, centros recreativos, organizaciones comunitarias y organizaciones religiosas para ayudar a compartir información.
5. Proporcionar servicios de acceso lingüístico a familias con dominio limitado del inglés a través de servicios de traducción e interpretación en el sitio o telefónicos, según corresponda.

El director del edificio y/o el personal de Título I notificarán a los padres y familiares sobre la existencia de los programas de Título I y proporcionarán:

1. Una explicación de las razones que respaldan la selección de su hijo para el programa.
2. Un conjunto de objetivos y expectativas a abordar.

3. Una descripción de los servicios a prestar.
4. Una copia de esta política y del Convenio entre la escuela, los padres y la familia.

Los padres y miembros de la familia deberán llevar a cabo activamente sus responsabilidades de acuerdo con esta política y el Convenio entre la escuela, los padres y la familia. Como mínimo, se espera que los padres y miembros de la familia:

1. Sea voluntario en el salón de clases de su hijo.
2. Apoyar el aprendizaje de sus hijos.
3. Participar, según corresponda, en las decisiones relacionadas con la educación de su hijo y el uso positivo del tiempo extracurricular.

Pautas - Cada escuela del distrito que opere un programa de Título I deberá celebrar una reunión anual de padres y miembros de la familia en un momento conveniente, para explicar las metas y propósitos de los programas de Título I e informarles de su derecho a participar. Los padres y familiares tendrán la oportunidad de participar en el diseño, desarrollo, operación y evaluación del programa. Se alentará a los padres y familiares a participar en la planificación de actividades, a ofrecer sugerencias y a hacer preguntas sobre políticas y programas.

Las escuelas con programas de Título I ofrecerán un número flexible de reuniones que se llevarán a cabo en distintos momentos de la mañana y de la tarde. Los fondos del Título I se pueden utilizar para permitir la asistencia de los padres y familiares a las reuniones mediante el pago de transporte, costos de cuidado infantil o visitas domiciliarias.

Las escuelas involucrarán a los padres y familiares de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas de Título I, la Política de participación de padres y familias de Título I y el desarrollo conjunto del Plan de Título I.

En estas reuniones, los padres y familiares recibirán:

1. Información oportuna sobre los programas previstos bajo el Título I.
2. Descripción y explicación del plan de estudios en uso, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de logro de los estándares académicos.
3. Oportunidades para formular sugerencias y participar, según corresponda, en las decisiones relativas a la educación de sus hijos.

Para garantizar la participación continua de los padres y miembros de la familia en el desarrollo conjunto del Plan Título I y con el proceso de apoyo y mejora escolar, el distrito deberá:

1. Establecer una comunicación bidireccional significativa y continua entre el distrito, el personal y los padres y familiares.
2. Comunicarse con los padres y miembros de la familia sobre el plan y buscar su opinión y participación mediante el uso de boletines, el sitio web del distrito, correo electrónico, teléfono, conferencias de padres y maestros y visitas domiciliarias si es necesario.
3. Analizar y compartir los resultados de la Encuesta de Padres/Familias del Título I.
4. Publicar datos de desempeño escolar en el sitio web del distrito.
5. Distribuir y discutir el Pacto Escuela-Padres y Familia.
6. Organice varias noches para padres y familias en cada edificio escolar con un programa de Título I.
7. Establecer y apoyar consejos asesores de padres y familias de Título I activos y comprometidos. El consejo incluirá una mayoría de padres y familiares de estudiantes que participan en programas de Título I, así como el director del edificio, maestros u otro personal apropiado, estudiantes y miembros de la comunidad. El propósito del consejo será centrarse en mejorar el rendimiento estudiantil, la enseñanza eficaz en el aula, la participación de los padres/familia/comunidad en el proceso educativo y facilitar las comunicaciones y el apoyo.
8. Reclutar activamente a padres y familiares para que participen en la revisión y planificación de mejoras escolares.

9. Asignar representantes del distrito para que estén disponibles para trabajar en colaboración con los padres y miembros de la familia, y para llevar a cabo capacitaciones a nivel escolar para promover la comprensión de los datos escolares, los planes integrales y el proceso presupuestario.
10. Invitar a los padres y miembros de la familia a participar en las reuniones regulares del comité de planificación integral, las reuniones del presupuesto del Título I y las reuniones del plan de mejora escolar para obtener opiniones y proponer iniciativas de mejora escolar.

Si el Plan Título I no es satisfactorio para los padres y miembros de la familia, el distrito deberá presentar los comentarios de los padres o miembros de la familia con el plan cuando la escuela lo ponga a disposición de la Junta.

Desarrollar capacidades para la participación de padres y familias - El distrito proporcionará la coordinación, asistencia técnica y otro apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes en la planificación e implementación de actividades efectivas de participación de padres y familias para mejorar el rendimiento académico y el rendimiento escolar a través de:

1. Brindar asistencia a los padres y familiares para comprender temas como los estándares académicos, las evaluaciones académicas estatales y locales, los requisitos de participación de los padres y la familia, cómo monitorear el progreso de un niño y trabajar con los maestros para mejorar el rendimiento de sus hijos.
2. Proporcionar material y capacitación para ayudar a los padres y familiares a trabajar con sus hijos para mejorar el rendimiento académico y fomentar la participación de los padres y la familia, tales como:
 - a. Programar capacitaciones en diferentes lugares sobre una variedad de temas que incluyen cómo apoyar a sus hijos en la escuela, alfabetización, seguridad escolar, diversidad cultural y resolución de conflictos.
 - b. Usar tecnología, incluida la educación sobre los daños de la piratería de derechos de autor, según corresponda.
 - c. Proporcionar información, recursos y materiales en un formato fácil de usar.
 - d. Proporcionar, según lo solicite un padre o miembro de la familia, otro apoyo razonable para las actividades de participación de los padres y la familia.
3. Educar a los maestros, al personal especializado de apoyo a la instrucción, a los directores y a otros líderes y personal escolar, con la ayuda de los padres y miembros de la familia, sobre el valor y la utilidad de las contribuciones de los padres y los miembros de la familia y sobre cómo acercarse, comunicarse y trabajar con ellos como socios iguales, implementar y coordinar programas para padres y familias, y construir vínculos entre los padres y miembros de la familia y la escuela.
4. En la medida de lo posible y apropiado, coordinar e integrar los esfuerzos y actividades de participación de padres y familias del Título I con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y realizar otras actividades, como centros de recursos para padres, que alienten y apoyen a los padres y los miembros de la familia participen más plenamente en la educación de sus hijos.
5. Capacitar a los padres y familiares para mejorar la participación de otros padres y familiares.
6. Adoptar e implementar enfoques modelo para mejorar la participación de los padres y la familia.
7. Establecer un consejo asesor de padres y familias en todo el distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres y las familias en los programas del Título I.
8. Involucrar a organizaciones y empresas comunitarias en actividades de participación de padres y familias.

Coordinación de estrategias de participación de padres y familias - El distrito coordinará e integrará las estrategias de participación de padres y familias del Título I con otras estrategias de participación de padres y familias requeridas por las leyes federales, estatales y locales.

1. Involucrar a representantes del distrito y del programa para ayudar a identificar las necesidades específicas de los padres y miembros de la familia.

2. Compartir datos de otros programas para ayudar en el desarrollo de iniciativas para avanzar en el rendimiento académico y la mejora escolar.
3. Evaluación anual de la política de participación de padres y familias - El distrito llevará a cabo, con la participación significativa de los padres y miembros de la familia, una evaluación anual del contenido y la efectividad de esta política para mejorar la calidad académica de todas las escuelas del distrito con un programa de Título I.

La evaluación identificará:

1. Barreras a la participación de padres y familiares, con especial atención a aquellos que son inmigrantes, están en desventaja económica, tienen una discapacidad, tienen un dominio limitado del inglés, tienen un alfabetismo limitado o pertenecen a cualquier minoría racial o étnica.
2. Las necesidades de los padres y familiares para ayudar con el aprendizaje de sus hijos, incluida la interacción con el personal y los maestros de la escuela.
3. Estrategias para apoyar las interacciones exitosas entre la escuela y los padres y la familia.
4. Una encuesta para padres, familiares y maestros diseñada para recopilar datos a nivel escolar y los resultados de la participación de padres y familias en todo el distrito.
5. Documentación de las opiniones de los padres y miembros de la familia sobre los programas y actividades del Título I durante todo el año.

El distrito utilizará los resultados de la evaluación anual para diseñar estrategias basadas en evidencia para una participación más efectiva de los padres y las familias, y para revisar, si es necesario, la Política de Participación de los Padres y las Familias del Título I del distrito.

Convenio entre la escuela, los padres y la familia - Cada escuela del distrito que reciba fondos del Título I desarrollará conjuntamente con los padres y familiares un pacto entre escuela, padres y familias que describa la manera en que los padres y familiares, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y la medios por los cuales la escuela, los padres y los miembros de la familia construirán y desarrollarán asociaciones para ayudar a los niños a alcanzar los estándares académicos del estado. El pacto deberá:

1. Describa la responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo, que permita a los estudiantes en programas de Título I cumplir con los estándares académicos.
2. Describir las formas en que los padres y miembros de la familia serán responsables de apoyar el aprendizaje de sus hijos; voluntariado en el aula; y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos y el uso positivo del tiempo extracurricular.
3. Abordar la importancia de una comunicación bidireccional y significativa entre padres/familiares y maestros a través de, como mínimo, conferencias anuales de padres y maestros en el nivel primario, informes frecuentes a los padres y familiares sobre el progreso de sus hijos, acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades del aula.

Fondos del Título I - A menos que esté exento por ley, el distrito reservará al menos el uno por ciento (1%) de sus fondos del Título I para ayudar a las escuelas a realizar actividades de participación de padres y familias. Los padres y miembros de la familia participarán en las decisiones sobre cómo se utilizan los fondos reservados del Título I para las actividades de participación de los padres y la familia.

No menos del noventa por ciento (90%) de los fondos reservados se distribuirán a las escuelas del distrito con un programa de Título I, dando prioridad a las escuelas de alta necesidad. El distrito utilizará los fondos reservados del Título I para realizar actividades y estrategias consistentes con esta política, que incluyen:

1. Apoyar a las escuelas y organizaciones sin fines de lucro para brindar desarrollo profesional para el distrito y el personal escolar con respecto a las estrategias de participación de los padres y las familias, que pueden brindarse conjuntamente a maestros, directores, otros líderes escolares, personal de apoyo

educativo especializado, paraprofesionales, educadores de la primera infancia y padres y miembros de la familia.

2. Programas de apoyo que lleguen a los padres y familiares en el hogar, la comunidad y la escuela.
3. Difundir información sobre las mejores prácticas centradas en la participación de los padres y las familias, especialmente las mejores prácticas para aumentar la participación de los padres y familiares económicamente desfavorecidos.
4. Colaborar o proporcionar subvenciones a escuelas para permitirles colaborar con organizaciones comunitarias u otras organizaciones o empleadores con un historial de éxito en mejorar y aumentar la participación de los padres y las familias.
5. Participar en cualquier otra actividad y estrategia que el distrito determine que es apropiada y consistente con esta política.

Documentación de las prácticas de participación de padres y familias - La documentación para rastrear la implementación de esta política es una parte esencial del cumplimiento y puede incluir, entre otros, hojas de registro en talleres, reuniones y conferencias; horarios, materiales de capacitación y informativos; comunicaciones y folletos; y notas de reuniones.

Revisado: abril de 2024

ALIQUIPPA SCHOOL DISTRICT

Title I Complaint Resolution Policy

Introduction

On December 10, 2015 a new Federal education law was signed by the President. This law, Every Student Succeeds Act (ESSA), requires schools that receive federal Title IA funding adopt written procedures for resolving complaints filed.

Definition

A “complaint” is a written, signed statement filed by an individual or an organization. It must include:

- a) A statement that a school has violated a requirement of federal statute or regulation that applies to Title I.
- b) The facts on which the statement is based.
- c) Information on any discussions, meetings or correspondence with a school regarding the complaint.

Complaint Resolution Procedures

1) **Referral** – Complaints against schools should be referred to the District’s Federal/State Programs Office: Mrs. Renee Bufalini, Federal Programs Coordinator, 800 21st Street, Aliquippa PA 15001.

2) **Notice to School** – The Federal/State Programs Office will notify the school Superintendent and Principal that a complaint has been received. A copy of the complaint will be given to the Superintendent and Principal with directions given for the Principal to respond.

3) **Investigation** – After receiving the Principal’s response, the Federal/State Programs Office, along with the Superintendent, will determine whether further investigation is necessary. If necessary, the Federal/State Programs Coordinator and the Superintendent may do an onsite investigation at the school.

4) **Opportunity to Present Evidence** – The Federal/State Programs Coordinator may provide for the complainant and the Principal to present evidence.

5) **Report and Recommended Resolution** – Once the Federal/State Programs Coordinator has completed the investigation and the taking of evidence, a report will be prepared with a recommendation for resolving the complaint. The report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution and the reasons for their commendation. Copies of the report will be issued to all parties involved. The recommended resolution will become effective upon issuance of the report.

6) **Follow up** – The Federal/State Programs Coordinator and the Superintendent will ensure that the resolution of the complaint is implemented.

7) **Time Limit** – The period between the Federal/State Programs Coordinator receiving the complaint and resolution of the complaint shall not exceed sixty (60) calendar days.

8) **Right to Appeal** – Either party may appeal the final resolution to the Department of Education. Appeals should be addressed as follows:

**Mrs. Susan McCrone, Chief Division of Federal Programs
Pennsylvania Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333**

Revised 2023/2024

Tardiness

Tardiness is always one of the major problems in any school district, including the Aliquippa School District. The ASD feels that habits of tardiness that are not corrected in the earlier years will continue to worsen and possibly become a major problem for the child in his/her adult life. Therefore, the following procedures have been established in an effort to correct this problem.

A student will be considered tardy to school if he/she does not report by 8:40 each morning. Students arriving after 8:45 should be accompanied by a parent/guardian OR have a written excuse from a doctor or other health caregiver. With proper documentation, students will be marked with an *excused tardy*. All students MUST report to homeroom. Failure to report to homeroom will result in an *unexcused tardy*.

The following penalties will be in place regarding tardiness:

1ST TARDY-verbal warning

2ND TARDY-verbal warning

3RD TARDY-DETENTION

5TH TARDY-1-day OSS

Note: After the fifth tardy, the process is repeated. Therefore, students would be suspended on tardy days 5, 10, and so on.

At the beginning of the second semester (3rd nine weeks), all student tardy counts will be erased and will begin again at zero.

- ❖ After the second cycle of tardiness, the student and parent will need to meet with the Student Assistance Team.
- ❖ For truancy purposes, tardy minutes will be added up and converted to illegal days of absence.
- ❖ Students will serve detentions for tardiness during scheduled after school-required group that will address excessive tardiness, attendance, etc.

Parent / Guardian Signature Page

Please Read and Sign

This handbook has been prepared to inform you about the Aliquippa Junior/Senior High School. You will find the rules and regulations that govern the day-to-day operations of our school in this booklet. You will also find important information that everyone needs to know and understand.

Read this handbook carefully. Don't wait! Be sure you understand everything in it.

Parent/Guardian must sign the bottom of this form and each student is to return the page to his/her teacher by **September 20, 2024.**

PLEASE PRINT NAME OF STUDENT:

LAST NAME FIRST NAME

I HAVE READ THE STUDENT/PARENT HANDBOOK AND UNDERSTAND ITS CONTENTS.

SIGNATURE OF PARENT/GUARDIAN

PLEASE RETURN THIS FORM TO YOUR CHILD'S HOMEROOM TEACHER BY SEPTEMBER 20, 2024.

IF THIS FORM IS NOT RETURNED, IT WILL BE ASSUMED THAT YOUR HAVE READ AND UNDERSTAND THE CONTENTS OF THIS HANDBOOK.

Alma Mater

Wave, Red and Black, forever wave;
Unfurl aloft our fairest name.

Wave, Red and Black, forever wave;
We praise thy virtuous fame.

Fight on to conquer for our banner,
And may our spirit never die.

Wave, Red and Black, forever wave,
For *ALIQUIPPA HIGH*.