

West Allegheny Virtual Academy
Student/Parent Handbook
2016 - 2017

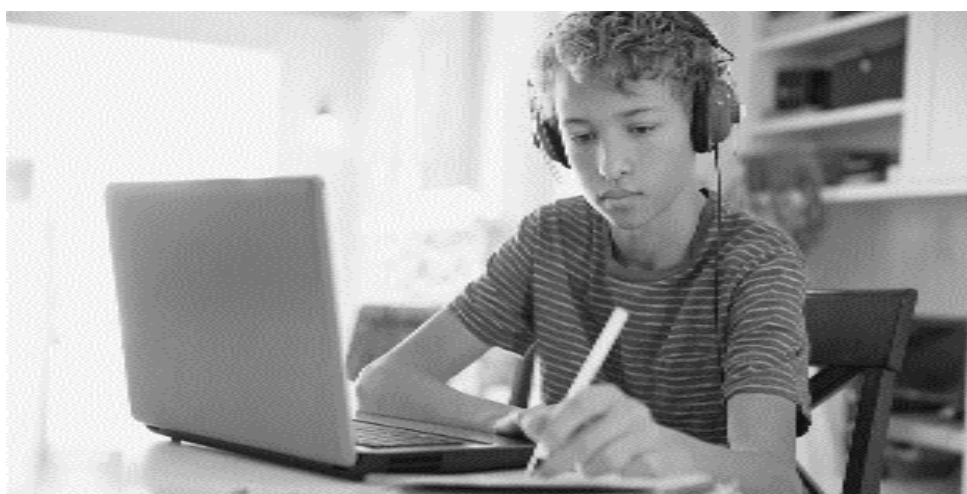


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The West Allegheny School District offers West Allegheny students, kindergarten through grade 12, the opportunity to learn in a full-time or part-time on-line environment. Enrollment is based on an agreement between the school district and the student's family, and gives the students an opportunity to complete schoolwork using online curricula at home, while allowing the same students opportunities to participate in extra-curricular activities sponsored by the district. Additionally, each West Allegheny Virtual Academy (WAVA) high school student who completes all program requirements will be awarded a West Allegheny High School diploma and will be eligible to participate in the West Allegheny Commencement Exercises.

WAVA offers many course opportunities for students. In addition to the main core curriculum classes, high school students can take a variety of electives including world language and social sciences, to name a few. Online options are also available for students that currently attend West Allegheny High School who are pursuing courses such as Latin, Sociology or Art History. Students who have scheduling issues or need credit recovery options may also take online courses. Similarly, online courses are available to West Allegheny students in grades kindergarten through 12 students who are receiving homebound instruction due to physical ailments. In short, the West Allegheny Virtual Academy provides multiple flex-options and services allowing students to design a custom-cyber solution that reflect their unique needs.

Advantages:

- West Allegheny High School Diploma
- Highly Qualified West Allegheny Teachers
- Flexibility in Program Designs
- Progress Monitoring
- Computer and related equipment provided by West Allegheny School District at no cost to the student

NOTE: The computer and all related equipment remain the property of West Allegheny School District. All equipment is collected at the end of each school year in order to perform basic maintenance and updates. The student and parent(s)/guardian(s) are responsible for the replacement costs of any lost or damaged equipment.

Shared Values of WAVA:

- All students can learn and will learn.
- Every student deserves the best possible education through individualized learning opportunities and utilization of quality resources.
- Every student's education is a personal experience involving diverse challenges and opportunities.
- Education is a cooperative responsibility shared by family, community, students, and school.
- Instruction should be provided in a safe and supportive environment, while fostering individual students' needs.
- Students learn responsibility by relating actions to outcomes.
- Through modeling and mentoring, students can become positive and productive individuals.

Enrollment Process:

Students expressing interest in enrolling in WAVA are expected to have basic computer skills and be willing to follow all program and district guidelines. Students must be able to manage their time and to work productively in a self-paced learning environment. Interested students and their parents/guardians must complete all district enrollment forms as a means of confirming residency and program eligibility. Once eligibility has been confirmed, a WAVA facilitator or guidance counselor will contact the family to arrange an intake interview to discuss program expectations and guidelines and to discuss the student's online scheduling options.

Enrollment into the WAVA program is open at the beginning of the school year and at the beginning of the 2nd 3rd and 4th marking periods. Exceptions to this will be considered only for extenuating circumstances upon approval of the administration (documentation and/or medical verification may be required for this exception).

All new middle school and high school WAVA students are required to begin their online classes at the Online Support Classroom in the after-school program. Elementary WAVA students will begin their online classes at the Online Support Classroom during the school day at a time agreed upon by the parents and the Supervisor of Ancillary Programs. This is a trial period for on-line students to learn login procedures; academic and technology support options, tips for success as well as begin on-line learning. Once the student shows the ability to be successful with on-line learning and meeting the criteria set forth in this handbook, the student will be allowed to continue his/her studies at home. This trial period usually lasts two weeks, although if a student does not meet the expected criteria, they will remain in the Online Support Classroom until they are ready to be home learners.

Student Participation Expectations and Guidelines:

Students participating in WAVA are required to meet course benchmarks and receive passing grades as indicated through individual student progress reports. These progress reports will be sent to the student, parents and teachers through email.

On-line learning requires students to develop time management skills for studying and completing assignments. Students will need to be able to seek help when they have a question or need help.

Tier Intervention:

- Tier 1- At the notification of failing grades or lack of timely course progress, the Supervisor of Ancillary of Services or the teacher of record will contact the student, parents, and appropriate West Allegheny administration and guidance counselors. This contact will state the issues and focus on bringing the student back on track and creating an individualized academic recovery plan for him or her.
 - In refocusing the student through the new academic recovery plan, the student's progress will be monitored daily and the student will be contacted at least two times by email to ensure that the newly implemented goals are being met.
 - If the student shows improvement in progress and/or grades within a determined time frame, and is succeeding within the criteria set in the academic recovery plan, he or she will be able to continue working from the home environment.
- Tier 2- If the student does not show improvement in progress and/or grades within a determined time frame, and is not succeeding within the criteria set in the academic recovery plan, then he or she will be required to report to the Online Support Classroom during the after-school program.
- Tier 3- If the student does not show improvement in progress and/or grades within a determined time frame in the Online Support Classroom, then he or she may be removed from the WAVA program and returned to their regular school building. In determining removal, a meeting will be held organized with the Supervisor of Ancillary Programs, guidance counselor(s), student, parents, and appropriate administration.

Extra-Curricular Participation:

Students enrolled in WAVA will have an opportunity to participate in West Allegheny extra-curricular programs consistent with students who are attending schools in the West Allegheny School District. WAVA students who participate in district-sponsored, extra-curricular activities are subject to academic and attendance monitoring per district, WPIAL, and PIAA policies and procedures. WAVA students will be held to the same level of review based on the district's Student Code of Conduct as all West Allegheny students, and participation and/or attendance at district-sponsored activities may be revoked by the West Allegheny School District administration.

Discipline and Code of Conduct:

Student will adhere to all the regulation found in this handbook as well as the Code of Conduct set forth by the district and by their home-school building. Discipline will be administered to students as set forth by their home school building. The Code of Conduct can be found on pg. 33 in this handbook or at <http://www.westasd.org> then click on the link to the home building to view the Student/Parent Handbook.

Attendance:

Regular attendance is necessary to ensure your best performance in school and is also required by state law. Each student's attendance record at school is very important. West Allegheny Board Policy states:

6300.1 Compulsory School Attendance Law. The compulsory school attendance law of the Commonwealth of Pennsylvania requires every child of compulsory school age to be in school attendance, unless absent for an approved reason, and charges the parent/guardian of the child with the responsibility for the child's school attendance. A maximum of fifteen (15) days of cumulative, lawful absences verified by parental notification may be permitted during a school year. All absences beyond fifteen (15) cumulative days shall require an excuse from a state licensed health care practitioner.

Students who miss ten consecutive days shall be dropped from the active membership role unless the school is provided with evidence the excuse is legal or the school is pursuing compulsory attendance prosecution (§ 11.24).

Students in the WAVA program should expect to spend approximately 2.5+ hours working online per course each week. Classes in English, math, social studies and science have monthly assignment calendars. Students should be up-to-date on their assignments to be considered "present". Instances of truancy (habitual non-attendance at school) will be handled according the West Allegheny School Board Policy. Students will be marked absent when not meeting the required login times.

Student will have access to a certified teach in the core content areas. Failing grades and attendance concerns will result in required mandatory attendance in the online support room. Students attending the online resource room must sign in and remain in the resource room for the designated time period.



West Allegheny Virtual Academy Courses (K-8):

All West Allegheny students in elementary and middle school will be required to take the core subjects areas every year as follows:

K – Language Arts & Mathematics

1-3 – Language Arts, Mathematics, Science & Social Studies

4-5 – Language Arts, Mathematics, Science, Social Studies, and a rotation of health, art and music.

6-8 – Language Arts, Mathematics, Science, Social Studies and a rotation of health, art, music, information technology and career exploration. 8th grade student may opt for a full year of World Language.

Physical Education: In addition, all students will need to complete 36 hours of physical education on their own and log the hours completed. Students will submit the PE log quarterly with a minimum of 9 hours to their PE teacher quarterly.

Students in grades 1-8 will be required to read independently throughout the school year and complete reading logs and comprehension assignments for each book or come in to school to take Accelerated Reading (AR) tests. Students must read 6 books per marking period. During the year, students may be assigned books that are being read by the entire grade level and have additional assignments to complete and be graded). This assigned book will count towards one of the six books the student must read.

All students in grades 3-8 will participate in the PSSA testing and Keystones Exams in Algebra I (for 7th or 8th grade students) in the spring and will be required to report to their West Allegheny home school to take the tests. Additional, all students will be required to come in to the school building and take diagnostic assessment on grade level material as requested.

WEST ALLEGHENY HIGH SCHOOL

GRADUATION CREDIT REQUIREMENTS

A minimum of 26.25 total credits, as outlined below, is required to be completed in grades 9-12. These requirements are established by the Pennsylvania Department of Education and the West Allegheny School District School Board. Students and parents are reminded that ALL credits AND requirements must be satisfied upon the completion of the normal school year. It is the student's and parent's responsibility to know the requirements for promotion and graduation and to make plans accordingly. Credits listed below are minimum requirements. All students are required to schedule and maintain a minimum of 7.00 credits each academic year.

Students are encouraged to take additional credits and/or higher level courses.

Minimum Course Requirements for All Students				
Within the credits required in each academic area, every student is <i>minimally</i> required to successfully complete the following courses.				
English	English 9	English 10	English 11	English 12
Mathematics	Algebra I	Geometry	Algebra II	
Science	Biology	Chemistry	Physics	
Social Studies	U.S. History	American Government		

	Classes of 2017 and 2018	Class of 2019 and beyond
English	4	4
Mathematics	4	4
Science	4	4
Social Studies	4	4
Elective	8.50	8.25
Physical Education/Health	1.75* (.25 Health req'd) <small>*Students in 11th and 12th grade may apply to have up to 1.00 credit of Physical Education waived with principal approval in the event of a schedule conflict and/or extenuating circumstances.</small>	2.0* (.5 Health req'd) <small>*Students in 11th and 12th grade may apply to have up to 1.00 credit of Physical Education waived with principal approval in the event of a schedule conflict and/or extenuating circumstances.</small>
State Assessment	Proficient or Advanced on Literature Keystone AND Algebra I Keystone AND Biology Keystone OR Locally Approved Project per Assessed Content Area	Proficient or Advanced on Literature Keystone AND Algebra I Keystone AND Biology Keystone OR Locally Approved Project per Assessed Content Area
TOTAL Required	26.25	26.25

PARKWAY WEST CTC STUDENTS

Any student who enrolls in a program offered at Parkway West CTC during his/her sophomore, junior, *and* senior year will only be required to earn a minimum of three credits of mathematics, science, and social studies, as long as the student meets the minimum required courses for each academic area. A student who chooses not to re-enroll in a Parkway West program he/she attended previously would default to requirements of non-CTC student. This decision may result in the need to take more than one course in the academic areas in a year, limiting elective options. All students are required to schedule and maintain a minimum of 7.00 credits each academic year.

	Classes of 2017 and 2018	Class of 2019 and beyond
English	4	4
Mathematics	3	3
Science	3	3
Social Studies	3	3
Elective (at Parkway CTC)	11.5	11.25
Physical Education/Health	1.75* (.25 Health req'd) *Students in 11 th and 12 th grade may apply to have up to 1.00 credit of Physical Education waived with principal approval in the event of a schedule conflict and/or extenuating circumstances.	2.0* (.5 Health req'd) *Students in 11 th and 12 th grade may apply to have up to 1.00 credit of Physical Education waived with principal approval in the event of a schedule conflict and/or extenuating circumstances.
State Assessment	Proficient or Advanced on Literature Keystone AND Algebra I Keystone AND Biology Keystone OR Locally Approved Project per Assessed Content Area	Proficient or Advanced on Literature Keystone AND Algebra I Keystone AND Biology Keystone OR Locally Approved Project per Assessed Content Area
TOTAL	26.25	26.25

Minimum Credit Requirements for Promotion for All Students

In order to be promoted each year, students must pass a minimum number of credits. Listed below is the minimum total number of credits a student must have earned by the end of each grade to be promoted to the next grade level. Opportunities for credit recovery will be available during the summer at a cost to the student.

9	4.00
10	10.00
11	17.25
Graduation	26.25

HIGH SCHOOL SCHEDULING POLICY

NO SCHEDULE CHANGES WILL BE GRANTED TO ALLOW STUDENTS TO CHANGE CLASS PERIODS OR INSTRUCTORS FOR ANY COURSE OR LUNCH PERIODS AT ANY TIME.

SUMMER / BEGINNING OF SCHOOL CHANGE PROCEDURE

1. ALL course selections for the fall must be finalized within one week beyond the last student day of the school year.
2. NO schedule changes will be made over the summer EXCEPT in the following cases:
 - Course conflict
 - Scheduling error
 - Student has failed a course that needs to be repeated
 - Student completed an advanced or remedial summer course
 - Course placement based on state assessment data
3. NO schedule changes will be made for the first 6 days of the new school year.

ELECTIVE CHANGE PROCEDURE

1. Elective CHANGE REQUESTS will be considered from the 7th through the 12th day of school ONLY (97th through 102nd day of school for 2nd semester courses) and must have parent, counselor and administrator approval IN WRITING. Approval of the change does not guarantee that a change can be made. Changes will be made ONLY if they do not overload ANY other classes.
2. During this period the original course will be dropped and will NOT appear on the student's transcript.
3. Students are responsible for making up any missed work in the new course.

ACADEMIC LEVEL CHANGE PROCEDURE

1. Academic level CHANGE REQUESTS will be considered from the 7th through the 27th day of school (97th through 102nd day of school for 2nd semester courses) and must have parent, counselor and administrator approval IN WRITING. Approval of the change does not guarantee that a change can be made. Changes will be made ONLY if they do not overload ANY other classes. **During this period the original course will be dropped and will NOT appear on the student's transcript, however, the grade earned to date in the original course will transfer to the new course.** Students are responsible for making up any missed work in the new course.
2. Academic level CHANGE REQUESTS will be considered from the 28th through the 70th day of school and must have parent, counselor and administrator approval IN WRITING. Approval of the change does not guarantee that a change can be made. Changes will be made ONLY if they do not overload ANY other classes. **During this period the original course WILL appear on the student's transcript with a "W", but the "W" will not affect the student's GPA.** However, the grade earned to date in the original course will transfer to the new course. Students are responsible for making up any missed work in the new course.
3. NO level changes will be allowed after the 70th day of school.
4. Prior to granting approval for academic level changes, counselors and administrators must be able to confirm that the student has been completing in-class assignments and homework as well as seeking help from the teacher, a resource room or outside tutor.

PROCEDURE FOR DROPPING COURSES

- **STUDENTS MUST EXERCISE CAUTION BEFORE DROPPING COURSES TO ENSURE THAT GRADUATION REQUIREMENTS ARE BEING MET**
 - **STUDENTS MUST MAINTAIN A MINIMUM OF 7.00 CREDITS PER YEAR UNLESS OTHERWISE PERMITTED BY THE PRINCIPAL THROUGH AN APPROVED ACADEMIC PLAN.**
1. From the 7th through the 27th day of school, academic and elective courses may be DROPPED with approval IN WRITING from a parent, counselor and administrator. **The course will not appear on the student's transcript.**
 2. From the 28th through the 70th day of school, academic and elective courses may be DROPPED with approval IN WRITING from a parent, counselor and administrator. **The course will remain on the student's transcript with a "W", but the "W" will not affect the student's GPA.**
 3. From the 71st day of school through the end of the year, academic and elective courses may be DROPPED with approval IN WRITING from a parent, counselor and administrator, but **the student will receive a grade of "WF" for Withdrawal/Fail. The "WF" will be averaged into the student's GPA as a failing grade.**

REPEATING COURSES

1. Students repeating a class that they failed will get credit for the repeating class. Both the failing grade and passing grade will show on the student's transcript and will be averaged into the QPA.
2. Students who choose to repeat a course that was passed will have both courses shown on his/her transcript and both grades averaged into the QPA. The second class will count as an elective credit only.

The West Allegheny School District utilizes the following grading scale. Quarterly report cards will designate student letter and percentage grades. Student transcripts will only reflect a student's final letter grade for each course. Courses graded as Pass/Fail will be designated with a P or F on both report cards and transcripts.

A 90 – 100%	P - Pass
B 80 – 89%	F - Fail
C 70 – 79%	I - Incomplete (awarded in special circumstances only)
D 60 – 69%	X - Missing a major component of the course that MUST be completed to
F 59% and below	potentially pass the class. Seniors with an X grade will not be eligible for graduation.

ART

- V745 Art Appreciation (S1)
- V746 Art Appreciation (S2)
- V700 Digital Photography I (S1)
- V710 Digital Photography I (S2)
- V701 Digital Photography II (S2)
- V703 Graphic Design (S1)
- V793 Graphic Design (S2)

BUSINESS, COMPUTER AND INFORMATION TECHNOLOGY

- V606 Accounting
- V612 Sports and Entertainment Marketing I (S1)
- V622 Sports and Entertainment Marketing I (S2)
- V631 Computer Programming
- V727 Intro to Social Media (S1)
- V728 Intro to Social Media (S2)

ZULALAMA GAMING ACADEMY

- V650 Evolution of Games (S1)
- V651 Game Design (S2)
- V652 Mobile App and Game Design (S1)
- V653 Games Programming I (S2)

ENGLISH LANGUAGE ARTS

- V100 English 9 Acceleration
- V101 Academic English 9
- V110 English 10 Acceleration
- V111 Academic English 10
- V120 Career Readiness English 11
- V121 College Readiness English 11
- V130 Career Readiness English 12
- V131 College Readiness English 12
- V132 Advanced Placement English Literature and Composition**
- V150 Creative Writing (S1)
- V160 Creative Writing (S2)
- V151 Public Speaking (S2)
- V153 Gothic Literature (S1)

MATHEMATICS

- V308 Algebra I Block
- V309 Geometry Block
- V310 Geometry
- V311 Advanced Geometry
- V315 Algebra II
- V316 Algebra II w/Lab
- V317 Honors Algebra II*
- V318 Algebra III
- V319 Trigonometry/Pre-calculus
- V320 Honors Trigonometry/Pre-calculus*
- V321 Discrete Math
- V322 Advanced Placement Calculus**
- V325 Personal Finance (S1)
- V335 Personal Finance (S2)

PHYSICAL EDUCATION AND HEALTH

- V800 Physical Education 9 (S1)
- V810 Physical Education 9 (S2)
- V801 Health and Wellness 9 (S1)
- V811 Health and Wellness 9 (S2)

- V802 Physical Education 10 (S1)
- V812 Physical Education 10 (S2)
- V803 Health Education 10 (S1)
- V813 Health Education 10 (S2)
- V804 Physical Education 11 (S1)
- V814 Physical Education 11 (S2)
- V805 Physical Education 12 (S1)
- V815 Physical Education 12 (S2)

SCIENCE

- V402 Biology I with Lab
- V403 Honors Biology with Lab*
- V404 Conceptual Chemistry
- V405 Honors Chemistry with Lab*
- V406 Conceptual Physics
- V407 Physics
- V408 Forensic Science
- V410 Advanced Placement Biology**
- V411 Advanced Placement Chemistry**
- V425 Health Science I
- V426 Astronomy (S1)
- V427 Marine Biology (S1)
- V457 Marine Biology (S2)
- V428 Veterinary Science (S2)

SOCIAL STUDIES

- V210 U.S. History
- V211 Honors U.S. History*
- V230 American Government
- V231 Honors American Government*
- V238 Honors World History*
- V244 Honors Psychology* (S1)
- V245 Honors Sociology* (S2)
- V246 Honors Comparative Religions* (S1)
- V286 Honors Comparative Religions* (S2)
- V287 Honors Holocaust and Genocide Studies* (S2)
- V248 Introduction to Psychology (S1)
- V288 Introduction to Psychology (S2)
- V249 Current Affairs (S1)
- V289 Current Affairs (S2)
- V251 World Cultures (S1)
- V291 World Cultures (S2)
- V296 Intro to Criminology (S2)

WORLD LANGUAGES

- V500 Spanish I
- V501 Spanish II
- V502 Spanish III
- V503 Spanish IV*
- V504 Advanced Placement Spanish Language & Culture**
- V510 French I
- V511 French II
- V512 French III
- V513 French IV*
- V514 Advanced Placement French Language & Culture**
- V520 German I
- V521 German II
- V522 German III
- V530 Chinese I
- V531 Chinese II

COURSE SELECTIONS

ART

ART APPRECIATION

[V745 (S1), V746 (S2)]

SEMESTER

.5 CREDIT

Art has played a significant role in every major civilization throughout the history of man. The emergence of different art forms often reflects the values that a civilization deems important: religion, labor, love, political change, or even commerce. Since artwork and cultural values are so closely related, studying art is a compelling way to learn about the people who produced it. Course Goals By the end of this course, you will be able to do the following: Identify the concepts of art, expression, and creativity.

Grade level: 9, 10, 11, 12

DIGITAL PHOTOGRAPHY I

[V700 (S1), V710 (S2)]

SEMESTER

.5 CREDIT

Digital Photography I focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students use basic techniques of composition and camera functions to build a personal portfolio of images, capturing people, landscapes, close-ups, and action photographs.

NOTE: Students must supply their own Digital Camera for this course

Grade level: 9, 10, 11, 12

DIGITAL PHOTOGRAPHY II [V701 (S2)]

SEMESTER

.5 CREDIT

In this course, we examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas in which professional photographers may choose to specialize, such as wedding photography and product photography. Students also learn about some of the most respected professional photographers in history and how to critique photographs in order to better understand what creates an eye-catching photograph.

NOTE: Students must supply their own Digital Camera for this course

Prerequisites: Successful completion of Digital Photography I

Grade level: 9, 10, 11, 12

GRAPHIC DESIGN [V703 (S1), V793 (S2)]

SEMESTER

.5 CREDIT

This course will help students develop an understanding of the graphic design industry with a focus on topics such as history of graphic design, types of digital images, graphic design tools, storing and manipulating images, design elements and principles, copyright laws, and printing images.

Grade level: 9, 10, 11, 12

BUSINESS, COMPUTER and INFORMATION TECHNOLOGY

ACCOUNTING [V606]

FULL YEAR

1.0 CREDIT

The Bureau of Labor Statistics identifies accounting as one of the best careers for job growth in the next decade. This course empowers high school students with the essential skills they need to understand accounting basics. Lessons include Account Types (assets, liabilities, expenses, etc.), Fundamentals of Bookkeeping, Financial Statements, and Careers in Accounting. Engaging and relevant, this course particularly helps both those students with an accounting career orientation, and those in need of an overview of essential accounting principles.

Grade level: 9, 10, 11, 12

SPORTS & ENTERTAINMENT MARKETING

[V612 (S1), V62 (S2)]

SEMESTER

.5 CREDIT

This course is designed to enable all students at the high school level to develop skills they will need to be successful in sports, entertainment, and recreational marketing professions. Students learn about the structure of a business firm and financial statements. Students also learn about the basics of sports, entertainment, and recreation marketing. Finally,

students explore essential career skills, such as teamwork and time management. This course covers topics such as marketing staples, mapping markets, marketing communication, and making the sale.

Grade level: 9, 10, 11, 12

COMPUTER PROGRAMMING [V631]

FULL YEAR

1.0 CREDIT

Computer Programming combines engaging online and offline activities in a rigorous course for high school students who may be aspiring to technical careers. This course describes the skills and training required for careers in computer programming and the work ethics required in a computing environment. Student will become familiar with the enterprise system and discuss numbers systems, data types, and functions in computation. Students will create web pages in HTML and learn to program with JavaScript.

Prerequisites: Successful completion of Algebra I

Grade level: 10, 11, 12

INTRO TO SOCIAL MEDIA

[V727 (S1), V728 (S2)]

SEMESTER

.5 CREDIT

Have a Facebook account? What about Twitter? Whether you've already dipped your toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on various social media platforms is crucial in order to survive and thrive in this age of digital communication. In this course, you'll learn the ins and outs of social media platforms such as Facebook, Twitter, Pinterest, Google+, and more. You'll also discover other types of social media you may not have been aware of and how to use them for your benefit—personally, academically, and eventually professionally as well. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.

Grade level: 9, 10, 11, 12

GAMING ACADEMY

EVOLUTION OF GAMES [V650 (S1)]

SEMESTER

.5 CREDIT

Today's professional game designers understand and implement dynamics from many different types of games in their blockbuster hits. In this course, you'll explore ancient cultures, their games, and how they designed games using available technology and resources. Find out more about the benefits game playing has within a society. You will prototype and play games as well as get hands-on experience creating your own original game.

Grade level: 9, 10, 11, 12

GAME DESIGN [V651 (S2)]

SEMESTER

.5 CREDIT

"Gaming" doesn't only mean video games. Gamers also play board games, card games, simulations, and participate in interactive stories. This course breaks down the design process step by step. You will learn the fundamentals through hands-on modding, prototyping, and iteration of a variety of games. Your final project will include building, playtesting, and revising your own original game that can be played with friends and added to your game portfolio.

Prerequisite: Games Through the Ages

Grade level: 9, 10, 11, 12

MOBILE APP & GAME DESIGN [V652 (S1)]

SEMESTER

.5 CREDIT

It seems as if everyone has an idea for an "app" these days! In this course, you will use professional game design techniques to create playable mobile games that you can add to your game design portfolio. Using GameSalad, you will learn the fundamentals of game balance, apply competition and playfulness, demonstrate a working knowledge of triangularity, and debug using iterative game design.

Prerequisites: Games Through the Ages AND Game Design

Grade level: 10, 11, 12

GAMES PROGRAMMING 1 [V653 (S2)]

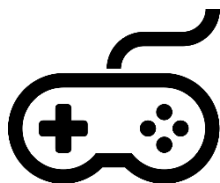
SEMESTER

.5 CREDIT

Learn the concepts taught in a college-level "Programming 101" course, but all of the projects are games! You will receive an introduction to basic programming by building two dimensional (2D) games. GameMaker, the 2D game engine you'll be using, is based on a scripting language that builds techniques that can be transferred to any other programming language such as Python, Java and C++. You will finish complete stand-alone executable games that can be played with friends and added to your digital portfolio.

Prerequisites: Games Through the Ages, Game Design, AND Mobile App & Game Design

Grade level: 10, 11, 12



ENGLISH

The West Allegheny English Language Arts curriculum provides students varied opportunities for mastery in the areas of reading, writing, speaking, and listening. All courses have a summer reading and writing requirement; students should collect the materials before they leave school for the summer.

ENGLISH 9 ACCELERATED [V100]

YEAR

1 ENGLISH CREDIT/1 ELECTIVE CREDIT

The goal of this course is to promote reading and literacy skills to enhance a student's overall opportunities for success for the remainder of his/her high school career and beyond. Students enrolled in this course have demonstrated the need for additional literacy and reading instruction based on 8th grade PSSA Reading scores as well as other critical indicators. This course is a double block course. The English 9 course curriculum provides the framework for instruction, however there will be more emphasis placed on reading and writing strategies to ensure that students are excelling the areas needing growth. Students enrolled in Accelerated English 9 will receive one English credit and one elective credit toward graduation requirements by successfully completing the course.

ACADEMIC ENGLISH 9 [V101]

YEAR

1 CREDIT

To prepare students for post-secondary endeavors, this class will provide an introduction to reading and analysis of fiction and nonfiction materials through the use of text-dependent questions, close readings, etc. The class will also provide an introduction to formal academic writing. Composition experiences will center on the development of the basic essay. In addition, those enrolled will apply writing skills to the analysis of quality literature in the areas of fiction, nonfiction, poetry, and drama. Research skills are also emphasized through various required projects. Students will be responsible for independent study in the form of reading and writing. Academic English 9 provides the foundation of literacy skills needed to be successful in all courses where reading, writing and analysis may apply.

ENGLISH 10 ACCELERATED [V110]

YEAR

1 ENGLISH CREDIT/1 ELECTIVE CREDIT

The goal of this course is to promote reading and literacy skills to enhance a student's overall opportunities for success for the remainder of his/her high school career and beyond. Students enrolled in this course have demonstrated the need for additional literacy and reading instruction based on their 9th grade English performance and teacher recommendation as well as other critical indicators. This course is a double block course. The English 10 course curriculum provides the framework for instruction, however there will be more emphasis placed on reading and writing strategies to ensure that students are excelling the areas needing growth. Students enrolled in Accelerated English 10 will receive one English credit and one elective credit toward graduation requirements by successfully completing the course. . Students will take the Literature Keystones Exam towards the end of the year. A proficient score is required. If a proficient score is not achieved, remediation will be required.

ACADEMIC ENGLISH 10 [V111]

YEAR

1 CREDIT

To prepare students for post-secondary endeavors, students are expected to have mastered the basic skills of the multi-paragraph essay, and to become proficient in writing them during the course of the year. In addition to the study of various literature genres, those enrolled will continue strengthening composition skills, developing public speaking skills and enhancing critical thinking. Critical analysis in discussions and writing is emphasized and applied to various genres of fiction and nonfiction, such as drama, short stories, biographies and essays. Students will take the Literature Keystones Exam towards the end of the year. A proficient score is required. If a proficient score is not achieved, remediation will be required.

CAREER READINESS ENGLISH 11 [V120]

YEAR

1 CREDIT

Career Readiness English is a course designed to prepare students for the rigors and demands of the career field. This course consists of a blended curriculum, with an emphasis on literature texts, while incorporating more non-fiction texts. Writing assignments will cover a range of writing types including introducing technical writing while allowing students to choose topics that pertain to their chosen career field. Students enrolled in this challenging course will enhance their writing assignments through various presentations. Students will work on the myriad of projects. Students will also be exposed to the core literature of the 11th grade novel units, although these may be abbreviated when necessary.

COLLEGE READINESS ENGLISH 11 [121]**YEAR****1 CREDIT**

College Readiness English is a course designed to prepare students to meet the academic rigors of college work. College Readiness English 11 will emphasize close and critical readings of texts as well as other supplemental materials. Students will take part in rigorous novel studies with culminating projects to support each novel. Students enrolled in this challenging course will enhance their critical writing and thinking skills through various writing assignments and works of literature. Writing assignments will cover a wide variety of academic writing that will focus on analysis and critical thinking. Students will be given opportunities to work on presentation skills and participate in academic discussions online.

CAREER READINESS ENGLISH 12 [V130]**YEAR****1 CREDIT**

Career Readiness English 12 focuses on the demands of the workforce. Materials for study will be drawn from literature texts, the core 12th grade novels, non-fiction texts, work manuals, newspapers, and more. Writing objectives will include practice and exposure to letters, memos, reports, financial documents, manuals, business plans, incident reports and more. Career skill objectives will include a variety of real world exposure to necessary career skills such as: professionalism, group dynamics and teamwork, interviewing skills, presentation skills, the importance of networking, understanding technical writing and reading for work. Students will be exposed to a variety of career fields.

COLLEGE READINESS ENGLISH 12 [V131]**YEAR****1 CREDIT**

College Readiness English 12 will build on the critical and analytical skills established in 11th grade. This course will emphasize close and critical readings of texts as well as other supplemental materials. Students will take part in rigorous novel studies with culminating projects to support each novel. Students in this class will delve more deeply into college level texts focusing on higher level thinking questions and higher level tasks. Students enrolled in this course will be expected to be advocates for their learning and workload to prepare them for the self-discipline and awareness necessary in college. Writing assignments will cover a wide variety of academic writing that will focus on analysis and critical thinking. Students will be given opportunities to work on projects and presentations.

AP ENGLISH LITERATURE & COMPOSITION****[V132]****YEAR****1 CREDIT**

This course focuses on the strengthening of advanced skills in reading and writing, with a primary focus on author's craft, purpose, and effect on the reader. It is designed for those who can progress rapidly to work beyond the high school level. Through extensive reading of world literature, students will learn to articulate their responses and to develop abilities in critical reading and analysis expected in college. In composition, emphasis is on extensive literary analysis of fiction, drama, and poetry, as well as the process of writing in many longer expository and argumentative forms. Students will synthesize literary claims by providing support from primary and secondary sources. This course requires significant reading and writing outside of class. Students will be required to take the Advanced Placement exam at the end of the course.

****Students may earn a weighted grade on the 5.0 scale for this course.**

Prerequisites: A "B" average in College Readiness English 11 or a "B" average in AP English Language & Composition, Teacher recommendation

Grade level: 12

CREATIVE WRITING**[V150 (S1), V160 (S2)]****SEMESTER****.5 CREDIT**

This course is designed to get students to pursue creative writing as a vocation or as a hobby. To that purpose, it exposes them to different genres and techniques of creative writing, as also the key elements (such as plot and characterization in fiction) in each genre. Great creative writing does not come merely by reading about the craft—one also needs ideas; a process for planning, drafting and revising; and the opportunity to experiment with different forms and genres.

Prerequisite: Teacher recommendation

Grade level: 11, 12

PUBLIC SPEAKING [V151 (S2)]**SEMESTER****.5 CREDIT**

The art of public speaking is one which underpins the very foundations of Western society. This course examines those foundations in both Aristotle and Cicero's views of rhetoric, and then traces those foundations into the modern world. Students will learn not just the theory, but also the practice of effective public speaking, including how to analyze the speeches of others, build a strong argument, and speak with confidence and flair. By the end of this course, students will know exactly what makes a truly successful speech and will be able to put that knowledge to practical use.

Prerequisite: Teacher recommendation

Grade level: 11, 12

[V153 (S1)]

.5 CREDIT

Prerequisite: Teacher recommendation

Grade level: 9, 10

GEOMETRY [V310]**YEAR****1 CREDIT**

Geometry uses inductive and deductive approaches to cover the topics of plane and solid geometry. Students will develop skills necessary to make and verify conjectures through reasoning and/or proof. Topics include congruence with proof and constructions, similarity, similarity with trigonometry, extending to three dimensions, connecting algebra and geometry through coordinates, circles with and without coordinates, and applications of probability.

***Prerequisite:** Successful completion of Algebra I, Proficient on Algebra I Keystone, Teacher recommendation*

***Grade level:** 9, 10*

ADVANCED GEOMETRY [V312]**YEAR****1 CREDIT**

Advanced geometry is designed for students with superior skills in mathematics because it provides a rigorous, in-depth look at the topics studied in Geometry. Students enrolled in this course must be able to reason deductively. Topics include congruence with proof and constructions, similarity, similarity with trigonometry, extending to three dimensions, connecting algebra and geometry through coordinates, circles with and without coordinates, and applications of probability. These topics will be taught with a heavy emphasis on proof and construction. The constructions will be done using compasses and straight edges and also using technology.

***Prerequisite:** "B" or higher in Algebra I, Advanced on Algebra I Keystone, Teacher recommendation*

***Grade level:** 9, 10*

ALGEBRA II [V315]**YEAR****1 CREDIT**

Algebra II represents the continuation of academic mathematics and offers the student a contemporary study of algebra. This course will enable the students to understand, apply, and model real world situations with polynomial, rational, and radical relationships, trigonometric functions, modeling with functions, and inferences and conclusions with data.

***Prerequisite:** Successful completion of Algebra I and Geometry, Teacher recommendation*

***Grade level:** 9, 10, 11, 12*

ALGEBRA II w/LAB [V316]**YEAR****1 MATH CREDIT/ 0.5 ELECTIVE CREDIT**

Algebra II with lab is a continuation of the topics covered in Algebra I. Algebra II topics include linear functions, systems and inequalities using modeling and multiple representations, matrices, modeling and multiple representations; quadratic expressions and equations, polynomial expressions and equations, exponential functions, quadratic functions, higher order polynomials and rational functions, exponentials, complex numbers, functional notation, and probability. Students will use the lab time to further explore Algebra II topics and topics to be assessed on the Keystone Exam.

***Prerequisite:** Successful completion of Algebra I and Geometry, Teacher recommendation*

***Grade level:** 10, 11*

HONORS ALGEBRA II [V317]**YEAR****1 CREDIT**

Honors Algebra II is a rigorous preparation for advanced mathematics. Exercises are more challenging, including graphing calculator explorations involving investigation of algebraic concepts. Topics include: polynomial, rational, and radical relationships, trigonometric functions, modeling with functions, and inferences with conclusions from data.

****Students may earn a weighted grade on the 4.5 scale for this course.***

***Prerequisite:** "B" or higher in Algebra I, Advanced on Algebra I Keystone, Teacher recommendation*

***Grade level:** 9, 10, 11*

ALGEBRA III [V318]**YEAR****1 CREDIT**

Algebra III represents the continuation of academic mathematics and offers the student a contemporary study of algebra. This course will enable the students to understand, apply, and model real world situations with polynomial, rational, and radical relationships, trigonometric functions, modeling with functions, and inferences and conclusions from data.

***Prerequisite:** "C" or higher in Algebra II, Teacher recommendation*

***Grade level:** 10, 11, 12*

**TRIGONOMETRY/PRE-CALCULUS
[V319]****YEAR****1 CREDIT**

Trigonometry/Pre-calculus provides a strong foundation of trigonometric and pre-calculus concepts, techniques, and applications to prepare students for more advanced work in mathematics. Students will develop quantitative reasoning and problem solving skills along with the ability to understand and communicate mathematical ideas effectively. Topics include: functions and graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, and analytic geometry.

***Prerequisite:** Successful completion of Honors Algebra II or Algebra III, Teacher recommendation*

***Grade level:** 10, 11, 12*

**HONORS TRIGONOMETRY/
PRE-CALCULUS [V320]****YEAR****1 CREDIT**

Honors Trigonometry/Pre-calculus is a rigorous preparation for advanced mathematics courses. The exercises in this course are more challenging, including graphing calculator explorations involving investigations of pre-calculus and trigonometric concepts. Students will explore traditional trigonometry and pre-calculus at a deeper level. Topics include: functions and graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, and analytic geometry.

**Students may earn a weighted grade on the 4.5 scale for this course.*

Prerequisite: B" or higher in Honors Algebra II, Teacher recommendation

Grade level: 10, 11, 12

DISCRETE MATH [V321]**YEAR****1 CREDIT**

Discrete mathematics is the study of mathematical structures that are fundamentally discrete rather than continuous. In contrast to real numbers that have the property of varying "smoothly", the objects studied in discrete mathematics (such as integers, graphs, and statements in logic) have distinct, separated values. This course presents material involving computation theory with a strong emphasis on practical algorithms and experiential learning. This course is designed to prepare for a background in abstraction, notation and critical thinking for the mathematics. Topics include: logic, basic set theory, countability and counting arguments, proof techniques, graph theory, combinatorics, discrete probability, matrices number theory and graph theory. This course is designed to prepare students to become math, computer science and engineering majors.

Prerequisites: Successful completion of Algebra II or Algebra II w/lab, Teacher recommendation

Grade level: 11, 12

ADVANCED PLACEMENT CALCULUS [V322]**YEAR****1 CREDIT**

AP Calculus AB is a college level course. Students are expected to have exemplary skills in algebraic reasoning, trigonometry, and pre-calculus concepts. Topics include representation of functions, exponential, inverse, trigonometric, and rational functions, logarithms, limits, differentiation techniques, velocity and growth rate, interpretation of the derivative and the second derivative, Newton's Method, linearization, optimization, numerical integrations, integration techniques using anti-differentiation and substitution, area measurements, vector operations, parametric curves, dot products, and motion in the plane. Students are required to take the AP exam.

**Students may earn a weighted grade on the 5.0 scale for this course.*

Prerequisites: B" or higher in Honors Trigonometry/Pre-calculus or Trigonometry/Pre-calculus, Teacher recommendation

Grade level: 11, 12

PERSONAL FINANCE [V325 (S1), V335 (S2)]**SEMESTER****.5 CREDIT**

In this course, you will learn about the importance of managing your money responsibly in order to be financially secure. You will gain a deeper understanding of concepts such as personal finance, economic plans, financial decisions, income, savings, and investments. You will learn why it's important to make a financial plan, prepare a budget, and save for the future. The lessons in the course are presented in the sequence in which they relate to your personal life. Using the methods described in this course, you will explore ways to spend, save, and invest money prudently, and to make budgets while taking into account various financial risks and future life events.

Grade level: 11, 12

$$\begin{array}{c} 2 > -3 \\ 0.999... = 1 \\ \pi \approx 3.14 \\ \sqrt{2} \\ 5(2+2) \\ 101_2 = 5_{10} \end{array} \begin{array}{c} + \\ - \\ \times \\ \div \\ 5^2 \\ (1-2)+3 \end{array}$$



PHYSICAL EDUCATION & HEALTH

Physical Education is required each year at the high school level and must be successfully completed in order to meet state and district graduation requirements. Students who do not successfully complete any year of Physical Education or Health will be scheduled for the next grade level plus a repeat course.

HEALTH & WELLNESS 9

[V801 (S1), V811 (S2)]

SEMESTER

.25 CREDIT

This course is required of all ninth grade students. It will provide information, instruction and experiences that will enable the students to gain the basic knowledge and essential skills and attitudes they will need to be successful in high school and beyond. Components of the course will include: communicating effectively, assessing and evaluating individual health/wellness, goal setting, coping with loss, stress management, suicide prevention, physical fitness, healthy relationships and abstinence, sex education, and sexually transmitted disease education. This course emphasizes intelligent decision-making and the need to be responsible for one's actions and one's health and well-being.

Grade level: 9

HEALTH EDUCATION 10

[V803 (S1), V813 (S2)]

SEMESTER

.25 CREDIT

Health 10 is a semester course for all tenth grade students and is a requirement for graduation. It is designed to provide students with a basic framework of knowledge necessary to develop positive attitudes and practices. Units of study will include, but are not limited to: nutrition, eating disorders, understanding drug use and addiction (recreational & prescription), preventing violence and abuse, preventing infectious diseases, and first aid and CPR. This course includes students completing a life issues research paper.

Grade level: 10

PHYSICAL EDUCATION 9

[V800 (S1), V810 (S2)]

SEMESTER

.25 CREDIT

PHYSICAL EDUCATION 10

[V802 (S1), V812 (S2)]

SEMESTER

.25 CREDIT

PHYSICAL EDUCATION 11

[V804 (S1), V814 (S2)]

SEMESTER

.25 CREDIT

PHYSICAL EDUCATION 12

[V805 (S1), V815 (S2)]

SEMESTER

.25 CREDIT

The WAVA Physical Education course is designed to provide students with an opportunity to engage in physical activities in a flexible environment. All students will need to complete 18 hours of physical education on their own per quarter as well as assigned written assignments.

SPECIAL MEDICAL NEEDS

If physical disability prevents active participation in Physical Education, it is the responsibility of the student and/or parent to supply a medical waiver. This waiver must be obtained from a physician. The waiver may apply to a maximum of the specific dates within the school year up to three months and is noted in the student's permanent file. If the medical waiver expires and the student continues to be prevented from participating in Physical Education, a new waiver must be submitted.

SCIENCE

The West Allegheny High School Science curriculum offers students a variety of opportunities for learning and exploration in the areas of earth and space science, biology, chemistry and physics. Additionally, several electives and advanced courses are available to students with strong interest in the sciences and a desire to prepare for a career in a science or science-related career or course of study following graduation.

BIOLOGY w/LAB [V402]

YEAR

1.5 CREDIT

Biology, the study of life, distinguishes living organisms from the nonliving by focusing on the common characteristics of life. There is a focus of study in the following areas: Scientific Processes, Tools and Technologies, Cellular Structure and Function, Biochemical Organization, Genetics, Heredity, Evolution, Ecology, and Human Biology. Students will complete virtual Lab assignments as part of the course.

Grade level: 9

HONORS BIOLOGY* [V403]

YEAR

1.5 CREDIT

Biology, the study of life, distinguishes living organisms from the nonliving by focusing on the common characteristics of life. There is a focus of study in the following areas: Scientific Processes, Tools and Technologies, Cellular Structure and Function, Biochemical Organization, Genetics, Heredity, Evolution, Ecology, and Human Biology. This is a challenging, fast paced, in-depth course with extensive labs and major term projects geared towards very high level 9th grade students.

***Students may earn a weighted grade on the 4.5 scale for this course.**

Prerequisite: A 90% average through all grading periods in 8th grade science AND teacher recommendation.

Grade level: 9

CONCEPTUAL CHEMISTRY [V404]

YEAR

1 CREDIT

The course centers on chemistry related technological issues confronting society and the world. Major chemistry concepts, basic vocabulary and laboratory skills are presented. The course serves as a terminal chemistry course to meet science requirements for the general college bound student. A conceptual framework will be provided for modern chemistry and students will gain experience and appreciation of chemistry through experimentation and inquiry.

Grade level: 10, 11

HONORS CHEMISTRY w/LAB* [V405]

YEAR

1.5 CREDIT

In this course, the student is introduced to the methods and contents of the fundamentals of chemistry. Concepts introduced in the classroom are explored in the lab as basic lab skills are developed. Students will complete virtual Lab assignments as part of the course.

***Students may earn a weighted grade on the 4.5 scale for this course.**

Prerequisite: Students must have completed Algebra I AND Biology I or Honors Biology with an 85% or higher

Grade level: 10, 11

CONCEPTUAL PHYSICS [V406]

YEAR

1 CREDIT

This course deals with the concepts of basic physics by using equations, tables, graphs, and labs. Areas of discussion include measurement, motion, force, velocity, acceleration, momentum, impulse, work, energy, power, and heat. Students will complete virtual Lab assignments as part of the course.

Grade level: 10, 11, 12



PHYSICS [V407]**YEAR****1 CREDIT**

Physics is a college preparatory course that enables students to experience science through a hands on approach which requires them to think critically, apply math skills, collaborate with those around them, and communicate their answers using evidence. Topics that will be discussed in this course are as follows: Scientific Thinking & Reasoning, Kinematics, Dynamics (Newton's Laws), Energy, Momentum, Rotational Motion, and Wave Mechanics. Students will complete virtual Lab assignments as part of the course.

Prerequisite: Concurrently in Algebra II or higher

Grade level: 10, 11, 12

FORENSIC SCIENCE [V408]**YEAR****1 CREDIT**

Forensic science is one of the fastest growing fields in the country and is a vital part of the criminal justice system. The course will consist of case studies incorporating the application of biology, chemistry, physics, and math into criminal investigation. Through lectures and virtual laboratory experiments, students will learn the skills used by forensic scientists for solving crimes. The course is primarily designed as a project based course that focuses on the development of logical thinking skills and problem solving procedures through the collection and analysis of data. Some of the topics to be included are: fingerprinting, blood spatter and DNA sampling. Student will analyze ballistic evidence in a crime scene. Students will learn about forensic investigative methods in arson, computer crimes, fraud and forgeries.

Grade level: 11, 12

ADVANCED PLACEMENT BIOLOGY ** [V410]**YEAR****1.5 CREDIT**

This course is a high level biology course designed to prepare students for AP Biology Exam. This course is very rigorous and will place a heavy demand on students. Students will be expected complete many self-guided laboratory investigations. The tops of emphasis will include biological principles, biochemistry, cell biology, bioenergetics, genetics, evolution, ecology and organismal biology.

*Students may earn a weighted grade on the 5.0 scale for this course.

Prerequisite: "Students must have passed Honors Biology **AND** Honors Chemistry with a "B" or higher **AND** have prior teacher permission

Grade level: 11, 12

NOTE: This course has a summer reading and writing requirement; students should collect the materials before they leave school for the summer.

ADVANCED PLACEMENT CHEMISTRY [V411]****YEAR****1.5 CREDIT**

This is a rigorous chemistry course, designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students will have the opportunity to develop their problem solving skills, laboratory techniques and written communication skills. Topics explored include: atoms and elements, properties of matter, chemical reactions, kinetics, thermodynamics and equilibrium. Students will take the AP exam.

*Students may earn a weighted grade on the 5.0 scale for this course.

Prerequisite: "Students must have passed Honors Biology **AND** Honors Chemistry with a "B" or higher **AND** have prior teacher permission

Grade level: 11, 12

NOTE: This course has a summer reading and writing requirement; students should collect the materials before they leave school for the summer.

HEALTH SCIENCE I [V425]**YEAR****1 CREDIT**

This course introduces students to the various disciplines within the health sciences, including toxicology, clinical medicine, and biotechnology. Students explore the importance of diagnostics and research in the identification and treatment of diseases. The course presents information and terminology for the health sciences and examines the contributions of different health science areas.

Prerequisites: An 80% in Honors Biology & Lab OR a 90% in Biology I & Lab **AND** teacher recommendation.

Grade level: 10, 11, 12

ASTRONOMY [V426 (S1)]**SEMESTER****.5 CREDIT**

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

Grade level: 9, 10, 11, 12

MARINE BIOLOGY [V427 (S1), V457 (S2)]**SEMESTER****.5 CREDIT**

This course is designed to introduce students to oceanic features and processes, ocean habitats and ecosystems, life forms in the ocean, and different types of interactions in the ocean. Students will learn about the formation and characteristic features of the oceans. They will learn about the scientific method and explore careers available in marine biology.

Prerequisite: *Successfully completed Biology*

Grade level: 10, 11, 12

INTRODUCTION TO VETERINARY SCIENCE**[V428 (S2)]****SEMESTER****.5 CREDIT**

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. This course examines some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times humans as well. Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

Prerequisite: *Successfully completed Biology*

Grade level: 10, 11, 12

SOCIAL STUDIES

The West Allegheny Social Studies Curriculum offers students a variety of opportunities for learning. History, culture, social science, economics, geography, law, and government are presented across the curriculum.

U.S. HISTORY [V210]**YEAR****1 CREDIT**

This course examines the major turning points in American history beginning with the events leading up to the changing nature of business and government, World War I, the Great Depression, World War II, the growth of the U.S. as a world power, the Cold War, the struggle to achieve class, ethnic and gender equality as well as extending to the modern day. Contemporary world issues such as globalization, economic interdependence and terrorism will also factor into our analysis of international conflict and cooperation. Current events are integrated into the curriculum so that students may see modern connections between *then and now*.

Grade level: 9

HONORS U.S. HISTORY * [V211]**YEAR****1 CREDIT**

Honors United States History is an academically demanding course of American History and economy. A high level of reading comprehension, independent study, and study skills is required to master areas of debate, analysis, problem solving, and essay development. Students will be required to read novels and create presentations throughout the course. This course will be taught at a higher level than the traditional United States history course.

*Students may earn a weighted grade on the 4.5 scale for this course.

Prerequisite: *A 90% or higher average through all grading periods in 8th grade social studies*

Grade level: 9

AMERICAN GOVERNMENT [V230]**YEAR****1 CREDIT**

A course of American government and economy. This course contains units on national, state and local governments, our political system, and our free enterprise economic system. Students attain knowledge, skills and attitudes, which will enable them to be active, responsible citizens.

Grade level: 10, 11

HONORS AMERICAN GOVERNMENT* [V231]**YEAR****1 CREDIT**

An academically demanding course of American government and economy. This course contains units on national, state and local governments, our political system, and our free enterprise economic system. A high level of reading comprehension, independent study and study skills is required to master areas of debate, analysis, problem solving, and essay development. Students will be selected by teacher recommendation, reading skills and test scores.

*Students may earn a weighted grade on the 4.5 scale for this course.

Prerequisite: *A 90% or higher in the previous year's social studies course*

Grade level: 10, 11

HONORS WORLD HISTORY* [V238]**YEAR****1 CREDIT**

This course provides a robust and comprehensive overview of our world's history. Beginning with early civilizations in the Middle East, India, and China, the course concludes with a survey of the world since 1945. Other topics include a review of the Byzantine Empire, the resurgence of Europe, and the impacts of nationalism and democracy.

**Students may earn a weighted grade on the 4.5 scale for this course.*

Prerequisite: A 90% or higher in all previous social studies courses

Grade level: 11, 12

HONORS PSYCHOLOGY* [V244 (S1)]**SEMESTER****0.5 CREDIT**

This semester course focuses on individual behavior and why an individual behaves the way they do. Topics will include dreams, multiple intelligences, body language, personality type, psychological tests and mental health disorders. This course will consist research projects, presentations, and writing. Advanced reading and critical thinking skills are required. This course is meant to prepare the student for a college course in Psychology. This course is an elective and will fulfill a Social Studies requirement for classes graduating in 2017 and after.

**Students may earn a weighted grade on the 4.5 scale for this course.*

Prerequisite: "B" or higher in previous social studies courses and teacher recommendation

Grade level: 11, 12

HONORS SOCIOLOGY [V245 (S2)]**SEMESTER****0.5 CREDIT**

This semester course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture and religion, violence, deviance, social control, socialization and personality, group behavior, social class and social institutions. The focus will be on society and how it influences our behavior. This course includes major research projects, presentations, and writing. Advanced reading and critical thinking skills are required. This course is meant to prepare the student for a college course in Sociology.

This course is an elective and will fulfill a Social Studies requirement for classes graduating in 2017 and after. **Students may earn a weighted grade on the 4.5 scale for this course.*

Prerequisite: "B" or higher in previous social studies courses and teacher recommendation

Grade level: 11, 12

COMPARATIVE RELIGIONS**[V246 (S1), V286 (S2)]****SEMESTER****0.5 CREDIT**

A comparative study of the world's major religions, through a critical exploration of the essential teachings and cultural texts. In addition to learning about these religions, the student will be exposed to methods used to study and compare religions. The student needs no prior experience in the study of religion. Through this course, students will survey and discuss the nature of religion and the many different religions of Africa, America, China and Japan. We will focus on the religions of Hinduism, Buddhism, Judaism, Christianity and Islam. Students will be required to demonstrate understanding through essays, projects, quizzes and tests.

Grade level: 11, 12

HOLOCAUST & GENOCIDE STUDIES**[V287 (S2)]****SEMESTER****0.5 CREDIT**

The Holocaust & Genocide Studies course examines the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews and five million non-Jews by the Nazi regime and its collaborators between 1933 and 1945. Students will focus on the political, social and economic circumstances that contributed to this genocide as they evaluate the roles of perpetrators, collaborators, bystanders, victims and others during this particular genocide. In addition to the European Holocaust, the course will examine the larger concept of genocide as it relates to other world events. This course of study will be further enhanced through various literary resources, writing assignments and projects.

Grade level: 11, 12

INTRODUCTION TO PSYCHOLOGY**[V248 (S1), V288 (S2)]****SEMESTER****0.5 CREDIT**

Why do humans act as they do? This semester course will offer various explanations for human behavior from the point of view of the individual. It is an introductory course and would be of interest to all students.

Grade level: 11, 12

CURRENT AFFAIRS [V249 (S1), V289 (S2)]**SEMESTER****0.5 CREDIT**

Students will be studying up-to-the minute events of the nation and the world as they happen. Multi-media will be used on a regular basis; newspapers, social media, magazines, videotaping, etc. This semester course will allow the student to experience happenings in our world in a well-rounded way.

Grade level: 11, 12

WORLD CULTURES [V251 (S1), V291 (S2)]**SEMESTER****0.5 CREDIT**

World Cultures will center on the following essential question: How does cultural identity shape us as humans? Through the course of the semester, students will work to gain an understanding of the ways in which culture impacts society as a whole. Students will focus on different elements of culture in general and apply that understanding to specific world events and regions. Students will understand that cultural backgrounds greatly influence decisions and priorities.

Grade level: 11, 12**INTRO TO CRIMINOLOGY [V296 (S2)]****SEMESTER****0.5 CREDIT**

Introduction to Criminology is a one-semester course that cover the theories related to criminology. This course covers subject areas such as: classical theory, positivist theory, punishing offenders, routine activity theory, labeling theory, social disorganization theory and peacemaking criminology to name a few.

Grade level: 11, 12

WORLD LANGUAGES

World Language programs will acquaint students with a culture, language and literature other than their own. They will also gain the skills necessary to communicate in another language. The learning of a world language can improve a student's knowledge base in the areas of vocabulary, grammar, listening and reading comprehension, both in English and the second language. Knowledge of other languages and cultures can play a vital part in a student's preparation for the future in a global community. Many colleges require consecutive study of at least one world language as an entrance requirement, and some college majors will necessitate further study at the college level. Those students who choose can continue their study up through the Advanced Placement level with possible college credit. All students will receive a solid foundation for future study.

SPANISH I [V500]**YEAR****1 CREDIT**

Spanish I focus on four key areas of world language study: listening, speaking, reading and writing. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, and participate in simple conversations and responding appropriately to basic conversational prompts. Students will analyze and compare cultural practices, products and perspectives of various Spanish-speaking countries.

Prerequisite: *It is strongly recommended that students have at least a "C" average in English.***Grade level: 9, 10, 11, 12****SPANISH II [V501]****YEAR****1 CREDIT**

Spanish II continues to develop insight into the Spanish language and culture. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing.

Prerequisite: *"C" or higher in Spanish I. It is strongly recommended that students have at least a "C" average in English.***Grade level: 9, 10, 11, 12****SPANISH III [V502]****YEAR****1 CREDIT**

Spanish III engages students in more advanced language communication. Students will focus on three modes of communication: interpretive, interpersonal and presentational. This course is conducted almost entirely in Spanish.

Prerequisite: *"C" or higher in Spanish II. It is strongly recommended that students have at least a "C" average in English.***Grade level: 10, 11, 12**

^ This course may count toward a student's fourth social studies credit.

SPANISH IV [V503]**YEAR****1 CREDIT**

Spanish IV students are expected to have comprehensive knowledge of the vocabulary, grammatical and cultural concepts. This is an intensive course that concentrates on the study of advanced grammatical concepts and vocabulary. Students will demonstrate improvement of the abilities through speaking, listening, reading and writing.

* Students may earn a weighted grade on a 4.5 scale for this course.

Prerequisite: *"B" or higher in Spanish III. It is strongly recommended that students have at least a "C" average in English.***Grade level: 11, 12**

^ This course may count toward a student's fourth social studies credit.

AP SPANISH LANGUAGE AND CULTURE [V504] YEAR**1 CREDIT**

Students will be expected to demonstrate a high degree of Spanish proficiency in all skill levels. To promote these higher level language skills, there will be an intense grammar study, and extensive reading and writing assignments from many authentic texts. Students will engage in advanced conversation and complex listening comprehension activities on a variety of topics. The purpose of this course is to help students to prepare for the AP Spanish Language examination. As this is an AP course, there will be a vigorous workload in this class.

***Students may earn a weighted grade on the 5.0 scale for this course.**

Prerequisite: 80% or better in French IV or teacher recommendation.

Grade level: 12

^ This course may count toward a student's fourth social studies credit.

FRENCH III [V512]**YEAR****1 CREDIT**

French III engages students in more advanced language communication. Students will focus on three modes of communication: interpretive, interpersonal and presentational. This course is conducted almost entirely in French.

Prerequisite: "C" or higher in French II. It is strongly recommended that students have at least a "C" average in English.

Grade level: 10, 11, 12

^ This course may count toward a student's fourth social studies credit.

FRENCH IV [V513]**YEAR****1 CREDIT**

French IV students are expected to have comprehensive knowledge of the vocabulary, grammatical and cultural concepts. This is an intensive course that concentrates on the study of advanced grammatical concepts and vocabulary. Students will demonstrate improvement of the abilities through speaking, listening, reading and writing.

*** Students may earn a weighted grade on a 4.5 scale for this course.**

Prerequisite: "B" or higher in French III. It is strongly recommended that students have at least a "C" average in English.

Grade level: 11, 12

^ This course may count toward a student's fourth social studies credit.

AP FRENCH LANGUAGE AND CULTURE [V514] YEAR**1 CREDIT**

Students will be expected to demonstrate a high degree of French proficiency in all skill levels. To promote these higher level language skills, there will be an intense grammar study, and extensive reading and writing assignments from many authentic texts. Students will engage in advanced conversation and complex listening comprehension activities on a variety of topics. The purpose of this course is to help students to prepare for the AP French Language examination. As this is an AP course, there will be a vigorous workload in this class.

***Students may earn a weighted grade on the 5.0 scale for this course.**

Prerequisite: 80% or better in French IV or teacher recommendation.

Grade level: 11, 12

^ This course may count toward a student's fourth social studies credit.

GERMAN I [V520]**YEAR****1 CREDIT**

German I focus on four key areas of world language study: listening, speaking, reading and writing. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, and participate in simple conversations and responding appropriately to basic conversational prompts. Students will analyze and compare cultural practices, products and perspectives of various German-speaking countries.

Prerequisite: It is strongly recommended that students have at least a "C" average in English.

Grade level: 9, 10, 11, 12

GERMAN II [V521]**YEAR****1 CREDIT**

German II continues to develop insight into the German language and culture. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing.

Prerequisite: "C" or higher in German I. It is strongly recommended that students have at least a "C" average in English.

Grade level: 9, 10, 11, 12

GERMAN III [V522]**YEAR****1 CREDIT**

German III engages students in more advanced language communication. Students will focus on three modes of communication: interpretive, interpersonal and presentational. This course is conducted almost entirely in German.

Prerequisite: "C" or higher in German II. It is strongly recommended that students have at least a "C" average in English.

Grade level: 10, 11, 12

^ This course may count toward a student's fourth social studies credit.

CHINESE I [V525]**YEAR****1 CREDIT**

Mandarin Chinese I focus' on four key areas of study: listening, speaking, reading and writing. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, and participate in simple conversations and responding appropriately to basic conversational prompts. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are learned.

Prerequisite: *Students must have a minimum of 2 years of another world language completed. It is strongly recommended that students have at least a "B" average in English.*

Grade level: 10, 11, 12

CHINESE II [V526]**YEAR****1 CREDIT**

Mandarin Chinese II continues to develop insight into the Chinese language and culture. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Character recognition and practice are a key focus of the course. Pinyin is still presented with characters throughout to aid in listening and reading comprehension.

Prerequisite: *"C" or higher in Chinese I. It is strongly recommended that students have at least a "C" average in English.*

Grade level: 11, 12

ACADEMIC INTEGRITY

The West Allegheny School District is committed to encouraging strict standards of academic integrity and committed to helping students develop intellectually, creatively, and ethically. Academic integrity is a shared partnership between administrators, teachers, students and parents to ensure that the standard of academic honesty leads to higher levels of performance by providing challenging critical thinking opportunities. Therefore, any kind of academic fraud such as cheating, plagiarism, helping others to cheat or participating in academic misconduct is prohibited. Those students who violate this school's standard for academic integrity will be subject to the following consequences if concurrent within the calendar school year:

- **First Offense** in any subject area: a zero on the assignment with the possibility for partial recovery not to exceed 50% of the assignment provided the student meets the expectations of the teacher. Parent contact made by teacher. Teacher notifies administration.
- **Second Offense** in any subject area: a zero on the assignment with no point value recovery and a discipline referral (Level III within the Student Code of Conduct) to the administration. Parent contact made by teacher and administration.
- **Third Offense** in any subject area: a zero on the assignment, a discipline referral (Level IV within the Student Code of Conduct) to the administration, and a failing grade for the nine weeks in the class where the third offense took place. Parent contact made by teacher and administration.
- **Four Offenses** within same class: Student will be removed from the class with a failing grade in such class for the year and a discipline referral (Level IV within the Student Code of Conduct) to the administration. Parent contact made by teacher and administration.

It is the responsibility of all students to maintain academic integrity with regard to class assignments, exams, and any other graded course requirements. Thus, cheating, plagiarism, and/or knowingly assisting another student to violate academic integrity are all violations of the above mentioned.

Internet Safety:

The West Allegheny School District will make every effort to maintain a safe learning environment for all students. All laptops are provided with basic Internet content filter and are locked to prevent students from downloading other programs. It is the role of the parent/guardian to monitor his/her child as online studies are being completed in the home. A record of sites visited and email account data will be archived, and the West Allegheny School District staff reserves the right to review live use and archived records. The West Allegheny School District is committed to providing a safe and bully-free cyber-learning environment. All suspicions and/or incidents of impropriety should be reported to the Supervisor of Ancillary Programs, who will investigate and address per the West Allegheny School District policy.

TECHNOLOGY ACCEPTABLE USE POLICY

6270

6270 The Board supports use of the Internet and other computer networks in West Allegheny School District's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

The Board also recognizes the value of permitting staff and students to use approved personal electronic devices in the school setting to support educational goals and objectives. Furthermore, the Board recognizes that the presence, use and/or misuse of personal electronic devices may disrupt the educational environment.

Personal electronic devices shall include all personally owned devices capable of taking photographs, recording audio or video data, storing, transmitting or receiving messages or images, or providing wired or wireless, unfiltered connection to the Internet.

Internet users are expected to access the Internet and World Wide Web as an educational resource. The Internet and World Wide Web are available in the district as a resource to promote and enhance the educational experience. All District technology resources including the Internet, World Wide Web resources, and approved personal electronic devices for student use must be used appropriately and explicitly for educational purposes only.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities and developmental levels of each student.

The school district will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

As a public school entity receiving federal funds, this policy is also required for purposes of complying with the Child Internet Protections Act (CIPA) and regulations adopted by the Federal Communications Commission (FCC).

Signed user agreements pursuant to this policy shall be executed by students, parents and staff and remain on file in the office of each building. Forms are available in all building offices.

6270.1 DISCLAIMER

The electronic information available to students and staff does not imply endorsement by the District of the content, nor does the District guarantee the accuracy of information received.

The District shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is received via the Internet.

The District shall not be responsible for any unauthorized charges or fees resulting from the use of approved personal electronic devices or access to the Internet.

The District shall not be responsible for loss, damage, misuse or unauthorized use of any electronic device brought to school by a student or member of the staff.

This policy is not intended to restrict the audio or video data obtained by the District by surveillance cameras or other devices for security purposes.

6270.2 NO EXPECTATION OF PRIVACY

There is no expectation of privacy for any user of the West Allegheny School District's computer network, including Internet access and e-mail.

Users shall have no expectation of privacy in anything created, stored, sent or received on a District computer or approved personal electronic devices using the District's computer network while this policy is in effect.

West Allegheny retains the right, but not the duty, to randomly or specifically monitor without prior notice, any person's use to ensure that the all District technology resources, approved personal electronic devices and the computer network are being used properly, to ensure that they are used in compliance with CIPA, to prevent waste and misuse, for purposes of maintenance, and/or with reasonable cause to suspect misuse of the computer network. This monitoring includes accessing files and communication.

The District reserves the right to log network use and to monitor fileserver space utilization by District users.

6270.3 PRIVILEGE/NOT A RIGHT

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

6270.4 COMPLIANCE

This policy is in effect in the school setting, at any time when using district provided computers, when accessing district provided networks or Internet service, while traveling to or from school or school sponsored events in a district provided vehicle, and at school related events both on and off school property.

The Board establishes that any information that is obscene, child pornographic or harmful to minors, all as defined by the Child Internet Protections Act (CIPA), is inappropriate for access by minors.

The Superintendent or his/her designee shall be responsible for implementing technology and procedures to determine whether the District's computers and approved personal electronic devices are being used for purposes prohibited by law or this Policy. The procedure shall include, but not be limited to:

- a. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board.
- b. The Superintendent or designee shall have the authority to determine appropriate and inappropriate use.

6270.5 PROHIBITIONS

All users are expected to act in a responsible, ethical and legal manner in accordance with District Policy, accepted rules of network etiquette and federal and state law. Specifically, the following uses are prohibited:

- a. Unlawful activity.
- b. Commercial or for-profit purposes.
- c. Non-work or non-school related work.
- d. Product advertisement or political lobbying.
- e. Hate mail, discriminatory remarks and offensive or inflammatory communication.
- f. Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials.
- g. Access to obscene or pornographic material or child pornography.
- h. Inappropriate language or profanity.
- i. Transmission of material likely to be offensive or objectionable to recipients.
- j. Intentionally obtaining or modifying files, passwords and data belonging to other users.
- k. Impersonation of another user, anonymity and pseudonyms.
- l. Fraudulent copying, communications, or modification of materials in violation of copyright laws.
- m. Loading or using unauthorized games, programs, files or other electronic media.
- n. Disruption of the work of others.
- o. Destruction, modification, abuse or unauthorized access to network hardware, software and files (i.e. backup).
- p. Quoting of personal communications in a public forum without the original author's prior consent.
- q. Unauthorized disclosure, use and dissemination of personal information regarding minors.
- r. Unsupervised Chat rooms.

Student use of personal technology devices is prohibited during the school day unless authorized by a teacher or an administrator.

Approved student use of personal technology devices involving the Internet or World Wide Web shall require access via the District's filtered network.

Student users shall not use electronic mail (e-mail) without receiving specific authorization from a teacher or Administrator.

General rules for behavior and communications apply when using the Internet, District networks, or personal electronic devices, in addition to the stipulations of this policy.

This policy is not intended to restrict the use of personal technology devices used by staff unless the use involves the District network or District provided Internet connection, nor is it intended to restrict the use of personal technology devices by individuals who attend school events solely as spectators, unless the use causes a disruption.

6270.6. SECURITY

System security may be protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or District files. To protect the integrity of the system, the following guidelines shall be followed:

- a. Users shall not reveal their passwords to another individual
- b. Users are not to use a computer that has been logged in under another student or employee's name.
- c. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Network accounts shall be used only by the authorized owner of the account for its approved purpose. All communications and information accessible via the network should be assumed by all users to be private property and shall not be disclosed. Network users shall respect the privacy of other users on the system.

6270.7 COPYRIGHT/SOFTWARE

The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines.

6270.8 CONSEQUENCES FOR INAPPROPRIATE USE

The user shall be responsible for damages to the equipment systems and software resulting from deliberate or willful acts.

Illegal use of technology resources, the network or approved personal electronic devices; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services may be reported to the appropriate legal authorities for possible prosecution.

Loss of access and other disciplinary actions up to and including suspension or expulsion from school shall be consequences for inappropriate use.

Vandalism will result in cancellation of access privileges. Vandalism is defined as any attempt to harm or destroy data of another user, Internet or other networks; this includes but is not limited to, uploading or creating computer viruses.

Violation of this Policy may result in disciplinary action pursuant to due process procedures established by Board Policy, state and federal law, and/or collective bargaining agreements.

6270.9 SAFETY

To the greatest extent possible, users of technology resources and the network will be protected from harassment and unwanted or unsolicited communication. Any network user who received threatening or unwelcome communications shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including Chat rooms, e-mail, Internet, etc.

Any District computer/server utilized by students and staff shall be equipped with a technology protection measure that blocks or filters Internet access to materials that are obscene, child pornographic or harmful to minors (as those terms are defined by CIPA). Technology protection measures are not in effect for approved personal technology devices.

Internet safety measures shall effectively address the following:

- a. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
- b. Safety and security of minors when using electronic mail, and other forms of direct electronic communications.
- c. Prevention of unauthorized online access by minors, including "Hacking" and other unlawful activities.
- d. Unauthorized disclosure, use and dissemination of personal information regarding minors.
- e. Restriction of minor's access to materials harmful to them.

The technology protection measure may be disabled by a West Allegheny School District staff member for "bon a fide" research purposes to be undertaken by an adult, provided the adult is not a secondary student.

A West Allegheny School District staff member may with administrative approval, override the technology protection measure for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure, provided access is not given to any obscene, child pornographic or other material harmful to minors.

6270.10 ADDITIONAL PROVISIONS

Only authorized district personnel may make additions/modifications of district website files.

Administrators may develop additional guidelines to ensure efficient and proper use of technology resources, the computer system, approved personal technology devices and Internet.

The District reserves the right to conduct random checks to ensure compliance with this policy.

6270.11 YOUR RIGHTS

Your rights to free speech, as set forth in the Student Rights and Responsibilities Policy (SRRP) and the Code of Student Conduct, apply also to your communication on the Internet. The West Allegheny School District Internet system is considered a limited forum, similar to the school newspaper, and therefore, the District may restrict your speech for valid educational reasons. The district will not restrict your speech on the basis of a disagreement with the opinions you are expressing.

Search and Seizure

- a. Routine maintenance and monitoring of the West Allegheny School District Internet system network resources may lead to discovery that you have violated this policy, The SRRP, the School Code of conduct and/or the law.
- b. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy, the SRRP, or the law. The investigation will be reasonable and related to the suspected violation.
- c. Your parents/guardians have the right at any time to request to see the contents of your e-mail file.

Due Process

- a. The District will cooperate fully with local, state or federal officials in any investigation related to any illegal activities conducted through the West Allegheny School District technology resources, network or Internet system.
- b. In the event there is a claim that you have violated this Policy, the SRRP or the Student Code of conduct in your use of the West Allegheny School District Internet system, you will be provided with notice and opportunity to be heard in the manner set forth in the SRRP.
- c. If the violation also involves a violation of other provisions of the SRRP, it will be handled in a manner described in the SRRP. Additional restrictions may be placed on your use of your Internet account.

Legal reference:

- School Code - 24 P.S. §510, 1303, 1317.1
- Federal Wiretapping and Electronic Surveillance Act - 18 U.S.C. Sec. 2510
- Pennsylvania Wiretapping and Electronic Surveillance Act - 18 Pa. C.S.A. Sec. 5703
- Internet Safety - 47 U.S.C. Sec. 254
- Child Internet Protection Act - 24 P.S. Sec. 4601
- Federal Communications Commission regulations

Approved By Board August 21, 2002, revised July 10, 2013.

SECTION: 6000 STUDENT SERVICES

TITLE: 6950 BULLYING, CYBERBULLYING

ADOPTED: JANUARY 29, 2000 (JAN 21, 2009)

JULY 20, 2016

WEST ALLEGHENY SCHOOL DISTRICT

REVISED:

1. Purpose	<p>The West Allegheny School District is committed to fostering a safe, positive learning environment of mutual respect, honor, acceptance and encouragement, free from threat, harassment, and bullying/cyberbullying. West Allegheny recognizes that bullying/cyberbullying cannot only impede on the academic environment and growth, but also the vocational, social, emotional development of our students. Students and employees should be free from all types of bullying/cyberbullying stemming from peers and employees of the district; therefore bullying/cyberbullying will not be tolerated.</p>
2. Definitions	<p>Bullying/Cyberbullying is intentional, unwanted, severe behavior between or among individuals or groups that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.</p> <p>Bullying may include, but is not limited to, the following:</p> <ol style="list-style-type: none">1. Physical – including, but not limited to, hitting, kicking, spitting, pushing, and taking personal belongings2. Verbal – including, but not limited to, taunting, malicious teasing, name-calling, and making threatening statements or gestures3. Psychological or Relational - including, but not limited to, spreading rumors, and engaging in social isolations or intimidation <p>Cyberbullying may include, but is not limited to, the following misuses of technology: harassing, malicious teasing, intimidating, threatening, or terrorizing another student or employee of the school district by sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures, images, videos or web site postings (including social media).</p> <p>These actions have the effect of doing any of the following:</p> <ol style="list-style-type: none">1. Interfering with a student's education2. Creating a threatening environment3. Disrupting the orderly operation of the school4. Causing a negative change in the dynamics of the school culture or group <p>School setting includes school district property, at school-sponsored activities scheduled on or off school grounds, or during the time students spend traveling to and from school or school-sponsored activities, including bus stops and routes of travel to and from the bus stops, or to school property or school-sponsored activities.</p> <p>The term bullying/cyberbullying shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.</p>

3. Authority	<p>All forms of bullying/cyberbullying by district students and employees are hereby prohibited. Anyone who engages in bullying/cyberbullying is in violation of this policy and shall be subject to appropriate discipline. The school district will not tolerate acts of bullying/cyberbullying occurring on school district property, at school-sponsored activities scheduled on or off school grounds, or during the time students spend traveling to and from school or school-sponsored activities, including bus stops and routes of travel to and from the bus stops, or to school property or school-sponsored events.</p> <p>Students or employees who have been bullied/cyberbullied are encouraged to report such incidents to a school employee, an administrator, or through another designated reporting system without repercussion.</p> <p>Complaints of bullying/cyberbullying shall be investigated promptly by the building principal and/or his/her designee and corrective action shall be taken when a complaint is founded.</p> <p>The West Allegheny School District shall at least annually inform students, parents and employees through awareness activities that bullying/cyberbullying will not be tolerated.</p>
4. Delegation of Responsibility	<p>Each student and employee shall be responsible for respecting the rights of all students/employees and to ensure an atmosphere free from all forms of bullying/cyberbullying.</p> <p>Students and employees shall receive information regarding this policy and shall be expected to report to their building principal and/or his/her designee any suspected incidents of bullying/cyberbullying involving themselves or other district students or employees.</p> <p>Students or employees who have been bullied/cyberbullied are encouraged to report such incidents to a school employee, an administrator, or through another designated reporting system without repercussion.</p> <p>Parents/Guardians shall receive information regarding this policy, at least annually, and shall be encouraged to report to their administrator(s) any suspected incidents of bullying/cyberbullying involving their own child or other district students.</p> <p>Each employee of the West Allegheny School District shall be responsible for attempting to maintain an educational environment free of bullying/cyberbullying and ensure the rights of all students are respected.</p> <p>Employees shall be observant of bullying/cyberbullying, take appropriate actions to intervene upon observing or learning of a bullying/cyberbullying incident and report the bullying/cyberbullying to the building administrator(s).</p>
	<p>Upon learning of a bullying/cyberbullying incident, the building principal and/or his/her designee shall undertake a thorough investigation. The building principal and/or his/her designee will inform parents/guardians of the victim and person accused of the complaint. The administrator(s) will report incidents of bullying/cyberbullying to the superintendent or designee and the superintendent and/or designee will, where appropriate, notify the proper authorities.</p> <p>The district shall provide ongoing educational programs for employees, students and parents concerning the harmfulness of bullying/cyberbullying, the identification of bullying/cyberbullying, and appropriate responsive actions to address bullying/cyberbullying.</p>

5. Guidelines	<p><u>Discipline</u></p> <p>A violation of this policy shall subject the offending student to appropriate disciplinary action, consistent with the student code of conduct, which may include suspension or expulsion. Additionally, Act 26 of 2015 makes cyberbullying a crime and issues of cyberbullying or bullying may be referred to law enforcement.</p> <p><u>Confidentiality</u></p> <p>The West Allegheny School District recognizes that both the complaining students or employees and the alleged bully/cyberbully have a right to maintain the confidentiality of the allegations and related information. The privacy of the complaining student, the individual(s) against whom the complaint is filed, and the witnesses will be respected as much as possible, consistent with legal obligations to investigate, to take appropriate action, and to comply with Family Education Rights and Privacy Act (FERPA) and any discovery or disclosure obligations. As limited by FERPA protections, the principal or his/her designee may inform the complaining student/parents/guardians or employees of the outcome of the investigation.</p> <p><u>Reprisal</u></p> <p>Anyone who retaliates against another student and/or employee for reporting bullying/cyberbullying, assisting or testifying in the investigation or hearing will be subject to disciplinary action.</p> <p><u>Display and Dissemination</u></p> <p>This policy will be displayed and accessible for review in the following manners:</p> <ol style="list-style-type: none"> 1. A copy of this policy shall be available on the school district's publicly accessible Internet web site. 2. A copy of this policy shall be posted in every classroom. 3. A copy of this policy shall be posted in each school building where notices are usually posted. 4. A copy of this policy shall be disseminated to parents annually along with a copy of the student code of conduct. <p>The terms of this policy shall be reviewed with students at least once a year.</p>
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West Allegheny School District - School Code of Conduct

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

West Allegheny's approach to student discipline is corrective and intended to modify the inappropriate behavior. Maintaining appropriate standards of discipline in the West Allegheny School District is essential to the establishment of a safe and orderly educational environment where students can learn. The Student Code of Conduct will be interpreted by the administration and their designees in a manner which they deem just, given the circumstances of the individual case. **Additionally, students must understand that administrators shall have the authority to enforce other reasonable disciplinary actions which they find warranted by situations not covered specifically (including limiting student participation/attendance in extracurricular school-based events/special assemblies/programs aimed at rewarding positive student effort and performance).**

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

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

Misbehaviors and their interventions are categorized across four levels according to degree of seriousness and frequency of occurrence. Each school may have additional guidelines for student behavioral expectations as part of a positive behavior intervention and incentive system.

West Allegheny School District - School Code of Conduct

Level I

Level I offenses include minor misbehaviors on the part of the student which are disruptive and impede classroom procedures and learning or that interfere with the orderly and safe operation of the school. These misbehaviors are expected to be addressed by the individual teacher or staff member who observes the incident, but may require the intervention of an administrator. An accurate record of the offense, corrective and intervention supports, and disciplinary action must be maintained by the teacher or staff member. Repeated instances of Level I behavior, despite redirection or intervention, may constitute a violation at a higher level with referral to an administrator.

Examples of Level I Violations Including but not Limited to:

- Disrespectful actions or language towards peers, adults, and/or property
- Classroom disruptions and violations of classroom procedures established by the teacher, which may include tardiness to class, disruptive behavior, failure/refusal to follow directives
- Disruptive behavior in common areas (e.g. hallways, cafeteria, playground)
- Minor dress code violations
- Lack of cooperation with staff (verbal/non-verbal)
- Failure or refusal to comply with adult directives
- Inappropriate and/or profane language or gesture not directed at others
- Untruthful or deceptive behavior to school personnel
- Violation of Academic Integrity Policy (refer to Academic Integrity Policy), cheating, plagiarism
- Misuse or unauthorized use of electronic devices
- Refusal to engage in academic learning activities
- Inhibiting other students' learning process

Examples of Level I Consequences Including but not Limited to:

- | | |
|---|--|
| <ul style="list-style-type: none">• Timely parent notification (by phone & documented in writing)• Verbal redirection• Special assignment• Behavior contract• Confiscation of electronic device• Mediation | <ul style="list-style-type: none">• Parent/Student/Teacher conference• Loss of classroom privilege• Classroom meeting• Referral to school counselor• Change of classroom seating• Teacher assigned detention• Student conference |
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West Allegheny School District - School Code of Conduct

Level II

Level II offenses are misbehaviors whose frequency or seriousness disrupts the learning climate of the school and/or classroom. These infractions can result from the continuation of Level I misbehaviors and/or include new offenses. The educational consequences are serious enough to require disciplinary action taken by administrative personnel. Repeated or more serious instances of misbehavior at this level raise the offense to a higher level.

Examples of Level II Violations Including but not Limited to:

- Repeated Level I Violations or Level I with aggravating circumstances
- Failure to complete assigned Level I discipline
- Major dress code violation or repeated violations
- Minor disruption in school such as horse playing, play fighting, verbal altercation, etc.
- Failure to properly identify oneself to teachers and/or staff
- Falsification of documents, statements, and/or misrepresentation of parent/guardian
- Loitering in an unauthorized area
- Failure to attend class, leaving class without authorization, presence in unauthorized areas
- Leaving school without authorization
- Verbal/non-verbal flagrant disrespect toward teachers and staff
- Agitating/instigating comments between students
- Use of obscene language/gestures toward others
- Possession of matches, lighters
- Use/possession of tobacco and/or related products, look alike products (first offense)

Examples of Level II Consequences Including but not Limited to:

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| <ul style="list-style-type: none">• Detention• In School Suspension• Out of School Suspension• Temporary removal of driving privileges• Verbal and written reprimand• Behavior contract | <ul style="list-style-type: none">• Parent notification and possible conference• Referral to SAP• Withdrawal of privileges and/or participation in school activities• Loss of driving privileges |
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West Allegheny School District - School Code of Conduct

Level III

Level III offenses are acts whose frequency or seriousness disrupt the learning climate of the school and are directed against persons or properties. These misbehaviors could endanger the health and safety of those in the school.

Examples of Level III Violations Including but not Limited to:

- Repeated Level II Violations or Level II with aggravating circumstances
- Failure to complete assigned Level II discipline
- Vandalism (Less than \$100) or Petty theft (less than \$100)
- Trespassing on school property
- Disorderly conduct
- Major disruption of school such as smoke/stink bombs, fireworks, etc.
- Fighting, harassment, threatening comments, simple assault, hazing
- Act or acts of discrimination and/or intimidating behaviors intended to demean another person
- Bullying/Cyber-bullying
- Refusal to leave school property when directed to do so
- Sexual misconduct, indecent exposure
- Sexual harassment
- Student demonstrations that result in disruption to the school
- Violation of the Acceptable Use Policy (refer to Acceptable Use Policy)
- Truancy
- Possession of pornography or other illegal material, sexting
- Use/possession of drugs and or alcohol, look-alikes, and/or paraphernalia (non-distribution amount)
- Use/possession of tobacco and/or related products, look alike products (2nd offense)

Examples of Level III Consequences Including but not Limited to:

<ul style="list-style-type: none">• Up to 10 day suspension• Law enforcement/charges• Due Process• Restitution• Truancy citation	<ul style="list-style-type: none">• Referral to SST• Parent Conference• Activity Restriction (examples include: school sponsored trips, dances, commencement exercises, etc.)
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West Allegheny School District - School Code of Conduct

Level IV

Level IV offenses disrupt the learning climate of the school by posing a threat to the health, safety and welfare of others in the school. These criminal acts always require administrative actions and may require the removal of the student from school, the intervention of law enforcement authorities and possible action by the West Allegheny School Board.

Examples of Level IV Violations Including but not Limited to:

- Repeated Level III Violations or Level III with aggravating circumstances
- Failure to complete assigned Level III discipline
- Possession of a weapon or look-alike weapon of any kind on school property including school sponsored events and transportation to or from school
- Bomb threat or causing a false alarm
- Arson or attempted arson
- Tampering with security/safety equipment and/or technology systems
- Terroristic threats or acts
- Commission of a criminal felony on school property or at a school sponsored event
- Aggravated assault or sexual assault
- Distribution of pornography (including but not limited to child pornography)
- Distribution and/or intent to sell drugs, alcohol, paraphernalia, or look-alike substances
- Vandalism and/or theft over \$100
- Burglary of school property
- Possession/use of explosive devices
- Misconduct off campus: If any of the above acts occur off campus, a student is subject to expulsion if the victim is a student or school employee and there is a reasonable basis to believe that the continued presence of the student demonstrates a clear threat to the safety of the victims or others in the school environment.

Examples of Level IV Consequences Including but not Limited to:

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| <ul style="list-style-type: none">• Out of School Suspension• Alternative Education Placement• Restitution• Expulsion• Superintendent's hearing | <ul style="list-style-type: none">• School Board of Directors' hearing• Involvement of law enforcement with potential for criminal charges• Applicable Level III consequences• Activity restriction (examples include: school sponsored trips, dances, commencement exercises, etc.) |
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West Allegheny School District Virtual Academy Enrollment Contact Information:

Contact	Name	Title	Email	Phone
WAVA Coordinator	Mrs. Toni Baldanzi	Supervisor of Ancillary Programs	tbaldanzi@westasd.org	724-695-7368 Ext. 3702
Donaldson Elementary	Mrs. Kristen Tracy	Guidance Counselor/ Social Worker	krtracy@westasd.org	724-213-1014
McKee Elementary	Mrs. Emily Hoffman	Counselor	ehoffman@westasd.org	724-695-5267
Wilson Elementary	Mrs. Kathy Taylor	Counselor	ktaylor@westasd.org	724-695-5276
Middle School	Mr. Jeff Kiser	Counselor	jkiser@westasd.org	724-695-5230
	Ms. Melissa Recktenwald	Counselor	mmacneil@westasd.org	724-695-5231
	Mrs. Pearl Hellmann	Social Worker	phellmann@westasd.org	724-695-5233
High School	Mrs. Lynn Birnie	Counselor	lbirnie@westasd.org	724-695-5252
	Mrs. Sophia Mooney	Counselor	smooney@westasd.org	724-695-5251
	Mrs. Laura Montecalvo	Counselor	lmontecalvo@westasd.org	724-695-5249
	Mrs. Suzanne Kriznik	Career & Transition Coordinator	skriznik@westasd.org	724-695-5253

West Allegheny School District Virtual Academy Staff:

Teaching Position	Name	Email
9-12 English 9-12 Learning Support	Ms. Lauren Barry	lbarry@westasd.org
K-12 Art	Mrs. Sharon Harn	sharn@westasd.org
7-8 English K-8 Learning Support	Mr. Brian Lambert	blambert@westad.org
7-8 Science 9-12 Biology & General Science	Mrs. Suzanne Lambert	slambert@westasd.org
9-12 Chemistry	Mr. Larry Majoris	lmajoris@westasd.org
8-12 Spanish	Ms. Allison McLaren	amclaren@westasd.org
K-6 Subjects 7-8 Social Studies	Mr. Bob Meehan	bmeehan@westad.org
7-12 Mathematics	Mr. Doug Murdoch	dmurdoch@westasd.org
9-12 Physics & other sciences	Mr. Steven Nicola	snicola@westasd.org
K-12 PE & Health	Mrs. Erin Rakoci	erakoci@westasd.org
4-12 Business & Info Tech	Mr. Mike Shaffer	mshaffer@westasd.org
9-12 Social Studies	TBD	TBD

EQUAL OPPORTUNITY POLICY

It is the policy of the West Allegheny School District not to discriminate on the basis of race, sex, religion, marital or parental status, national origin, age or handicap in its employment policies as required by Title IX of the 1972 Educational Amendments, Title VI and Title VII of the Civil Rights Act of 1964 as amended, Section 504 Regulations of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Section 204 Regulations of the 1984 Carl D. Perkins Act or any applicable federal statute.

For information regarding programs services, activities and facilities that are accessible to and usable by handicapped persons or for inquiries regarding civil rights compliance contact: Mrs. Elaine Fitzgerald, coordinator of Pupil Services, P.O. Box 55, Imperial, PA 15126, (724) 695-3422 or Director of the office of Civil Rights, Department of Health, Education and Welfare, Washington, DC 20201.

Students and Parents:

This form must be signed and returned to Mrs. Baldanzi when enrolling in the West Allegheny Virtual Academy

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I have read and discussed the policies, rules, regulations, expectations and general information contained in the WAVA Handbook with my child. My child and I understand the information contained in the Handbook and agree to adhere to all policies, rules, regulations of the West Allegheny School District.

Student name: _____

Grade: _____ Home Building: _____

Student Signature _____

Parent Signature _____ Date _____