

WEST ALLEGHENY SCHOOL DISTRICT



**STAFF HANDBOOK
2019-20**

WESTAndtogether

#WeSTANDtogether



Staff Handbook

A Tradition of Excellence...
A Vision for Tomorrow



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Staff Handbook

A Tradition of Excellence...
A Vision for Tomorrow



Section I

Introduction





Staff Handbook

*A Tradition of Excellence...
A Vision for Tomorrow*



District Office Message

Dear Staff Members:

This manual is designed to provide the organization and continuity necessary to assist us in maintaining high expectations and providing safe and supportive school environments for all of our students. The guidelines and policies that are included provide the basis for a sound educational philosophy. And effective educational delivery.

The commitment, which you make during this school year, will contribute greatly towards the success of our students. Your continued dedication will provide a high level of educational opportunities for our students at West Allegheny School District.

We are looking forward to working with you in attaining the goals set for our students based on our Framework for Excellence. If you have any problems, suggestions, or need assistance, please do not hesitate to ask.

Have a great year!

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 of any applicable federal statute.

For information regarding program services, activities and facilities that are accessible to and usable by handicapped persons or for inquiries regarding civil rights compliance contact:

Office of the Superintendent
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, D.C. 20201



Framework for Academic Excellence

Our Mission

The mission of the West Allegheny School District, a leader in quality education, is to ensure each student acquires the necessary knowledge and skills to be a responsible citizen, prepared for life-long learning and employment; this is accomplished by providing meaningful and personally challenging learning experiences within a safe, nurturing environment in partnership with family and community.

Our Vision

The West Allegheny School District will create a learning environment in which students maximize their potential and achieve success in a cooperative partnership with students, parents, staff, administration, and community through a positive, supportive, caring climate which promote the dignity of all individuals.

Shared Values

- Quality education is essential to sustain our democratic society.
- Education benefits people throughout their lives.
- Every person is valuable and worthy of respect.
- All people can and want to learn.
- Quality education is a shared responsibility among students, family, school, and community.
- Higher expectations lead to higher performance.
- Family support provides a strong foundation for individual learning.
- Each individual is unique and capable of reaching higher levels of performance given the proper conditions.



Framework for Academic Excellence (continued)

Unpacking the Framework for Excellence

The Framework for Excellence is a research-based learning theory model. The Framework reflects the inter-relationship and interdependency of each of its components. If one of the parts of the Framework changes, the other parts must adapt and change as well. This indicates the reciprocal nature and dynamics of effective teaching and learning as well as the importance that school culture and climate contribute to student success. The Framework values working in partnership with parents to support students and enhance connectedness to school through school-based activities and strong parental engagement. It also symbolizes that organizations focused on delivering excellence must constantly be in a state of continual reflection, adaption and growth. The Framework also suggests that the whole is greater than the sum of its parts. There are three priorities that support the Framework for Excellence with corresponding foci, critical actions and critical indicators. Our three priorities are as follows:

1. **Academic Rigor, Equity and Excellence for All Students:** Each student will have access to rigorous, equitable academic opportunities and excellence in teaching and learning to ensure career and college readiness.
2. **High Quality Instruction in Every Classroom, Every Day within a Safe and Supportive Learning Environment:** Each student will have access to a highly effective teacher in every classroom who challenges them academically, builds authentic relationships, and supports an effort-based mindset within an accepting and inclusive school culture that promotes engagement and connectedness.
3. **Family Engagement, Financial Responsibility and Operational Efficiency:** Effective family engagement, fiscal responsibility and operational efficiency in program delivery are essential to provide high quality academic programs and support services to our students so they may excel.

Framework for Excellence Belief Statements

We Believe...

1. We believe our collective work is about deepening, expanding and enhancing the reach and effectiveness of work and successes already occurring at West Allegheny.
2. We believe the best way to improve outcomes for students is to improve adult performance and empower effective leaders, teachers and staff.
3. We believe in creating a culture predicated on effort-based learning, where we seek and embrace feedback to improve our practice.
4. We believe in modeling excellence in all we do if we intend to achieve excellence for ALL of our students.
5. We believe in approaching our work with genuine intellectual curiosity, passion and a strength-based approach to support each other and our students.

Framework for Academic Excellence (continued)



A Tradition of Excellence... A Vision for Tomorrow

- GOAL 1: Career and College Ready:** All students will be career and college ready with a viable post-secondary plan and ability to persist.
- GOAL 2: Academic Preparedness:** All students will be academically prepared demonstrating content area mastery at all grade levels.
- GOAL 3: Effort-based Learning and Innovation:** All students will have a growth mindset demonstrating resiliency, perseverance and intellectual curiosity. All students will have access to innovative and relevant academic programming.
- GOAL 4: Highly Effective Educators:** All students will have educators committed to fostering active engagement, empowerment, productive disposition, critical thinking and the love of learning in and out of their classrooms.
- GOAL 5: Supportive School Cultures:** All students will be educated in safe and supportive school cultures fostering wellness, acceptance and the ability to learn and thrive free of bullying, harassment and other negative influences.
- GOAL 6: Engagement and Connectedness to School Activities:** All students will have opportunities to engage in school-based activities that support and enhance connectedness to school and develop positive relationships with staff.
- GOAL 7: Family Engagement and Partnership:** The District will foster productive parent engagement in partnership to support student success and connectedness to school.
- GOAL 8: Safety and Emergency Preparedness:** The District will prepare all students and staff for emergency situations and ensure all facilities are well-maintained and equipped with enhanced security measures.
- GOAL 9: Financial and Operational Effectiveness:** The District is committed to maintaining program enhancements in academics, arts and athletics with fiscal responsibility and operational efficiency, capitalizing on cost-saving measures that are repurposed to support student success.

Framework for Academic Excellence (continued)

Priority 1 - Academic Rigor, Equity and Excellence for All Students

Each student will have access to rigorous, equitable academic opportunities and excellence in teaching and learning to ensure career and college readiness.

GOAL 1: Career and College Ready: All students will be career and college ready with a viable post-secondary plan and ability to persist.

GOAL 2: Academic Preparedness: All students will be academically prepared demonstrating content area mastery at all grade levels.

GOAL 3: Effort-based Learning and Innovation: All students will have a growth-mindset demonstrating resiliency, perseverance and intellectual curiosity. All students will have access to innovative and relevant academic programming.

**Targets****District Targets**

- **95%** or more of our students reading and doing mathematics on or above grade level (G2)
- **100%** of graduating seniors are connected to a career and/or college pathway (G1)
- **100%** of our students are on track for a career and/or college based on GPA and attendance indicators (G1)
- **75%** or more of our students have 95% or above attendance with less than 2% of students chronically absent (G3)
- **90%** of our students pass on first exam attempt in Algebra, Biology and Literature Keystones (G2)
- **85%** of our students with exceptionalities are included 80% or more of the time in regular education classes (G2, G3)
- **50%** of our students scoring advanced on PA State assessments (G2)
- **800** Advanced Placement exams taken with more than **400** qualifying AP scores (G1, G2, G3)
- **75%** or more of our students take a **college level** course prior to graduating (G1, G2, G3)
- **100%** of West Allegheny schools have an SPP greater than 90 points (G2)

**Focus Areas**

- Focus 1a: Enhance and refine Disciplinary Literacy K-12 with an emphasis on student writing (G1, G2, G3)
- Focus 1b: Enhance and refine the K-12 Mathematics Framework focused on effective mathematical practices (G1, G2, G3)
- Focus 1c: Implement a Collaborative Consultative Model for Special Education (G2, G3)
- Focus 1d: Connect every student to a Career and/or College Readiness Pathway and ensure readiness (G1, G2, G3)
- Focus 1e: Implement K-12 STEAM-related courses to enhance innovation, critical thinking and project-based learning; develop 21st century digital literacy (G1, G2, G3)
- Focus 1f: Improve student attendance rates and decrease chronic absenteeism (G3)

Framework for Academic Excellence (continued)

Priority 1 - Academic Rigor, Equity and Excellence for All Students



Critical Actions & Indicators

Strategic Foci	Critical Actions	Critical Indicators
<p>Focus 1a: Enhance and refine Literacy K-12 with an emphasis on student writing (G1, G2, G3)</p>	<ol style="list-style-type: none"> 1. Refine and implement K-12 ELA curriculum and literacy framework aligned to standards and eligible content with embedded learning pathways focused on TDQs, robust vocabulary, and high level tasks 2. Implement a comprehensive and balanced assessment system focused on quality, common curriculum-based assessments with associated student work analysis process 3. Develop a coherent K-12 Multi-tiered System of Support (MTSS) including progress monitoring system for Tier 1, 2, and 3 instruction and implementation of a tier 3 program (Reading Horizons) 4. Utilize progress monitoring data from WIN “What I Need” and WINK Time and K-5 Reading Clinics to inform the MTSS process 5. Implement and refine the use of the Edmentum Platform as supplemental instruction to remediate and enrich grades 2 through 11 6. Implement academic support classes grades 6-12 as tier 2/3 interventions and grades 6-8 ELA labs to support tier 2 and 3 students 7. Continue to participate in NMSI Advanced Placement and LTF new teacher training and embed the pre-AP skill progression in the curriculum 	<p>Accelerated Reader; DIBELS (PSI-PASI); Science CDT; Observational data; PSSA/Keystone item-analysis; DIBELS growth analysis and reading horizons data for reading clinic model; Edmentum Platform; CBAs including culminating tasks; MTSS Tracker; PVAAS; PSSAs; keystones; Keystone 11th grade proficiency rates; PSAT; SAT; ACT; AP Scores</p>
<p>Focus 1b: Enhance and refine the K-12 Mathematics Framework focused on effective mathematical practices (G1, G2, G3)</p>	<ol style="list-style-type: none"> 1. Continue to refine and implement K-12 curriculum with embedded high quality, common curriculum-based assessments with associated student work analysis process 2. Implement a comprehensive content-specific professional learning model grades K-12 inclusive of focused grade-level learning labs and coaching anchored in program and curriculum implementation 3. Implement and refine the use of the Edmentum Platform as supplemental instruction to remediate and enrich grades 2 through 11 4. Continue to participate in NMSI Advanced Placement and LTF new teacher training and embed the pre-AP skill progression in the curriculum 5. Develop a coherent K-12 Multi-tiered System of Support (MTSS) including progress monitoring system and implement academic support classes grades 6-12 as tier 2/3 interventions 6. Continue to implement math lab classes grades 6-8 and high school algebra 1 & 2 to support non-proficient students 7. Implement ST Math in K-1 as supplemental Tier 1 instruction and Get More Math as supplemental intervention program in grades 6-8 8. Investigate and pilot Bridges K-5 math intervention as an extended school/day program 9. Launch mathematics challenges and competitions in grades K-5 	<p>Algebra first time pass rates; 11th grade keystone proficiency rates; Science CDT; Course grades; PSSA/Keystone item-analysis; Observational data; Edmentum Platform; CBAs including culminating tasks; MTSS tracker; PVAAS; PSSAs; Keystones; PSAT; SAT; ACT; AP Scores;</p>
<p>Focus 1c: Implement a Collaborative Consultative Model for Special Education (G2, G3)</p>	<ol style="list-style-type: none"> 1. Develop an effective peer to peer collaboration model within and across schools supporting growth of effective inclusive practices 2. Ensure a continuum of services model with appropriate student placement and class assignment 3. Provide school-based professional development on differentiated instruction, inclusive practices, and collaborative consultation 4. Continue to utilize Total Cluster Grouping Model grades K-5 5. Develop a coherent K-8 Multi-tiered System of Support (MTSS) including progress monitoring system 6. Implement Edmentum Platform as a tier 2/3 supplemental instruction support 7. Monitor effective scheduling practices for students with disabilities 	<p>Number of special education referrals to identification %; Out of district placements; IEP student grades and % CCR; % LRE by school; Special education and inclusion teachers co-observations 3x/yr</p>



Framework for Academic Excellence (continued)

Priority 1 - Academic Rigor, Equity and Excellence for All Students

Strategic Foci	Critical Actions	Critical Indicators
<p>Focus 1d: Connect every student to a Career and/or College Readiness Pathway and ensure readiness (G1, G2, G3)</p>	<ol style="list-style-type: none"> 1. Complete a multi-year HS program of studies plan for every HS student 2. Implement the Career Readiness Graduation requirement including the Career Seminar course, Career and Education Work Standards portfolio, Industry-based learning credential, and college and career center visits to ensure viable post-secondary plans and career-college readiness 3. Continue to implement the College and Career Readiness Indicator System (CCRIS) K-12 with school-specific and student-specific intervention plans 4. Utilize comprehensive data monitoring system for historically underserved students (IEP and low SES) inclusive of student cohort trackers, student Academic, Career/College Excellence (A.C.E.) cards, and data binders (red students every week, yellow students every 2 weeks, green students 1x/month) 5. Continue to implement Chapter 339 Plan with grade-level milestones and career awareness and exploration curriculum in grades K-8 6. Implement a comprehensive middle school career awareness curriculum including Junior Achievement Biztown, a career readiness 8th grade project, and two-year and four-year college visits for 8th grade students aligned to the HS's seven College and Career Pathways 7. Monitor and improve effectiveness of WAVA and WALC 8. Implement and expand the Early College in HS Academy (in partnership with CCAC) in cybersecurity, multimedia game simulation, mechatronics, general studies, and child development; expand and formalize college articulation agreements; ensure student access for at-risk students 9. Continue to implement a Freshman Transition Program and companion activity period program grades 10-12 10. Expand transition program to include milestone grades K, 5/6, 8/9 11. Continue to increase student enrollment in college courses 12. Continue to implement Future Ready Index requirements including industry-based and work-based learning experiences and CEW standards 13. Develop and implement a comprehensive K-12 cohort data management system and student A.C.E. cards 	<p>PSAT ERW/Math reports; Heat Sheets; NOCTI Scores; AP scores and % of qualifying scores; Quarterly CCR reports; Enrollment in HS programs; 8th grade Career Readiness presentations; Activity period schedule; Naviance/College Clearinghouse data; WALC-WAVA GPA/course completion; Future Ready Index; cohort tracker with IBL and Career Readiness requirements</p>
<p>Focus 1e: Implement K-12 STEAM-related courses to enhance innovation, critical thinking and project-based learning; develop 21st century digital literacy (G1, G2, G3)</p>	<ol style="list-style-type: none"> 1. Continue and refine K-8 Computers, Innovation, and Design curriculum vertically aligned to HS courses with focused ISTE and Computer Science Standards 2. Continue implementation of STC/Carolina inquiry-based science program and enhance grade 6 curriculum with renewable/sustainable energy partnership with Parkway Career and Technology Center and AYA 3. Continue to expand student access to NMSI AP courses, computer science, PLTW engineering, cybersecurity certificate and multimedia game simulation certificate; design data analytics certificate program for 2020-2021 (Early College in High School Academy ECIHSA) 4. Continue revising the K-12 Arts Education curriculum in partnership with Arts Education Collaborative 	<p>Implementation of Curriculum; Increase in number of students enrolling in STEM courses at HS; PSSA 8th grade science; Biology Keystone; AP scores</p>
<p>Focus 1f: Improve student attendance rates and decrease chronic absenteeism (G3)</p>	<ol style="list-style-type: none"> 1. Increase parent awareness of attendance through ongoing school and District communications 2. Continue attendance challenges a minimum of 3 times per year in each school 3. Implement school-based buddy programs for chronically absent students in each school 4. Continue to implement and monitor student attendance plans for chronically absent students and convene attendance conferences with parents accordingly 	<p>% of students meeting 95% threshold; Chronic absenteeism; Buddy program targets and data; District attendance data; Attendance plans</p>

Framework for Academic Excellence (continued)

Priority 2 - High Quality Instruction in Every Classroom, Every Day *Within a Safe and Supportive School Culture*

Each student will have access to a highly effective teacher in every classroom who challenges them academically, builds authentic relationships and supports an effort-based mindset within an accepting and inclusive school culture that promotes engagement and connectedness.

GOAL 4: Highly Effective Educators: All students will have educators committed to fostering active engagement, empowerment, productive disposition, critical thinking and the love of learning in and out of their classrooms.

GOAL 5: Supportive School Cultures: All students will be educated in safe and supportive school cultures fostering wellness, acceptance and the ability to learn and thrive free of bullying, harassment and other negative influences.

GOAL 6: Engagement and Connectedness to School Activities: All students will have opportunities to engage in school-based activities that support and enhance connectedness to school and develop positive relationships with staff.

**Targets****District Targets**

- **90%** or more of our teachers have preponderance of proficient or distinguished practice in focus components of Danielson's Framework (G4)
- **100%** of teachers demonstrate at least a year or more of growth based on PVAAS data (G4)
- **5 of 5 schools** demonstrate growth from previous year 4th quarter College and Career Report to current year 4th quarter CCR Report (G 1, G2, G3, G4, G5)
- **100%** of classrooms demonstrate 95% of the Instructional Essentials (G4)
- **Decrease** the number of Out-of-School Suspensions and Level 3-4 Student Code of Conduct Violations (G5, G6)

**Focus Areas**

- Focus 2a: Ensure and support effective teaching and leadership (G4)
- Focus 2b: Deepen results-focused professional development and learning (G4)
- Focus 2c: Enhance school-based professional learning communities (G4)
- Focus 2d: Use data analysis at the District, school, teacher, classroom, and student level to improve and personalize student learning (G4, G5)
- Focus 2e: Ensure safe and supportive teaching and learning environments and positive school cultures promoting connectedness and involvement (G5, G6)

Framework for Academic Excellence (continued)

Priority 2 - High Quality Instruction in Every Classroom, Every Day *Within a Safe and Supportive School Culture*



Critical Actions & Indicators

Strategic Foci	Critical Actions	Critical Indicators
Focus 2a: Ensure and support effective teaching and leadership (G4)	<ol style="list-style-type: none"> 1. Consistent high level implementation of Instructional Essentials 2. Maintain an enhanced evaluation system for all educators inclusive of multiple measures of educator effectiveness; develop content-specific SLOs 3. Provide training and access to professional growth partners/peer mentors and resources that support instructional effectiveness 4. Implement a comprehensive induction program for new teachers 5. Provide increased, focused and differentiated observational cycles for professional staff aligned to curriculum and high impact content-specific instructional strategies utilizing student-data driven observations with a focus on HUP students 6. Study specific student culminating tasks across grade levels (low, middle, high student) throughout the year 	IE Walkthroughs (Fall, Winter, Spring); Observational data touch point targets met; Monitor distribution of educators in the evaluation system; High level of inter-rater reliability between instructional observers; EdReflect usage; Student culminating task monitoring document; Data driven observation forms
Focus 2b: Deepen results-focused professional development and learning (G4)	<ol style="list-style-type: none"> 1. Continue strategic partnerships with experts to support content-specific professional learning and effective curricula implementation and instructional practices 2. Implement school-specific CCR-teaming and PLCs aligned to school level priorities in order to support at-risk students and enhance curricular implementation and learning outcomes 3. Continue formalized learning labs in K-12 mathematics and 6-12 ELA classrooms 4. Participate in early literacy training and NMSI continuation training 	Participant feedback forms; Documentation of learning communities; Consultant Summaries; Observation data instructional essentials data
Focus 2c: Enhance school-based professional learning communities (G4)	<ol style="list-style-type: none"> 1. Meet regularly with the School Leadership Team to support the implementation and monitoring of school-level priorities and improvement efforts 2. Develop coherent professional learning aligned to the monthly, one-hour PD sessions to support teacher learning and collaboration 3. Implement CCR-teaming and PLC time to enhance collaborative coaching/mentoring in priority content areas that includes school leader support for planning, enacting and reflecting on instructional practices aligned to curricula (with K-5 CCR-teaming across schools) 	SLT meeting schedule & agendas; Combined prep schedule and meeting notes; Observation data; Instructional essentials data
Focus 2d: Use data analysis at the District, school, teacher, classroom, and student level to improve and personalize student learning (G4, G5)	<ol style="list-style-type: none"> 1. Utilize a comprehensive data monitoring system for historically underperforming students (IEP and low SES) inclusive of student data binders (red students every wk, yellow student every 2 wks, green 1x/month); use to support CCR-teaming 2. Utilize the quarterly college and career ready report with the SLT to monitor critical indicators/targets and develop appropriate school-level interventions 3. Continue to convene quarterly data summits using Study Island and/or CDT data and other diagnostic data to provide content-specific and student-specific growth strategies in priority content areas 	CCR Quarterly Report; Data Summits Agendas; Teacher-specific goals; AP Growth Targets in all courses; Student Heat Sheets; WIN folders & groups; Intervention logs; Student growth plans



Framework for Academic Excellence (continued)

Priority 2 - High Quality Instruction in Every Classroom, Every Day *Within a Safe and Supportive School Culture*

Strategic Foci	Critical Actions	Critical Indicators
	<ol style="list-style-type: none"> 4. Implement monthly CCRIS school and student data analysis with appropriate intervention strategies and weekly, bi-weekly and monthly progress monitoring (HEAT sheets); monitor through CCR-teaming and PLC time 5. Develop school-specific and teacher-specific strategies/goals based on summative data analysis of PSSA, Keystone, AP, PSAT, SAT, and PVAAS data 6. Conduct quarterly Framework for Excellence visits with school leaders inclusive of mid-year taking stock protocol with expanded school-based leadership team 	
<p>Focus 2e: Ensure safe and supportive teaching and learning environments and positive school cultures promoting connectedness and involvement (G5, G6)</p>	<ol style="list-style-type: none"> 1. Develop comprehensive C.A.R.E. program in each school and utilize C.A.R.E teams (culture/connections, awareness, relationships, extra support) in each school to enhance preventive measures 2. Launch and implement restorative practices as part of district-wide tier 2 and 3 behavior intervention system 3. Meet with WAEA leadership team (district team), school liaisons/ reps (school-based), and safety committee 1x per month 4. Continue and refine consistent staff and student recognitions and celebrations of staff as part of C.A.R.E. 5. Implement Year 3 of Rachel’s Challenge 6. Implement Year 3 of PBIS at MS and Wilson expanding to classroom practices and expand PBIS model to McKee 7. Train select school team on Comprehensive Crisis Management 8. Train all staff on Year 2 “Understanding Student Perspectives and Building Positive Relationships” modules of professional learning 	<p>Meeting agendas; School calendar of events; Monthly discipline data; Monitor quarterly data for effectiveness for Anti-bullying and PBIS programs</p>

Framework for Academic Excellence (continued)

Priority 3 – Family Engagement, Financial Responsibility and Operational Efficiency

Effective family engagement, fiscal responsibility and operational efficiency in program delivery are essential to provide high quality academic programs and support services to our students so they may excel.

GOAL 7: Family Engagement and Partnership: The District will foster productive parent engagement in partnership to support student success and connectedness to school.

GOAL 8: Safety and Emergency Preparedness: The District will prepare all students and staff for emergency situations and ensure all facilities are well maintained and equipped with enhanced security measures.

GOAL 9: Financial and Operational Effectiveness: The District is committed to maintaining program enhancements in academics, arts and athletics with fiscal responsibility and operational efficiency, capitalizing on cost-saving measures that are repurposed to support student success.



Targets

DISTRICT TARGETS PRIORITY #3	
Maintain a minimum of 8% fund balance of expenditures with zero-deficit spending (G9)	100% technology reliability with devices and network (reliability and speed) (G9) (Baseline 2015-16 98.2%)
100% School/Building Compliance to the energy conservation program (baseline 2015-16 92.25%) (G8)	100% of schools have annual safety and crisis plan and associated monthly drills (G8)
100% Participation by unit captains in district-school safety training (G8)	



Focus Areas

- Focus 3a: Implement value-based budgeting, multi-year financial forecasting and capital improvement projects (G9)
- Focus 3b: Identify cost savings, capitalize on energy conservation program and pursue revenue enhancing sources (G9)
- Focus 3c: Support continual service improvement of all technology operations, applications and endpoints to ensure equity of access (G9)
- Focus 3d: Ensure effectiveness of Crisis-Safety Response and Emergency Operations Plan (G8)
- Focus 3e: Ensure effective and strategic communications of District happenings and accomplishments (G7)
- Focus 3f: Engage parents/families as partners supporting and focusing on student academic, social and emotional success (G7)

Framework for Academic Excellence (continued)

Priority 3 – Family Engagement, Financial Responsibility and Operational Efficiency



Critical Actions & Indicators

Strategic Foci	Critical Actions	Critical Indicators
Focus 3a: Implement value-based budgeting, multi-year financial forecasting and capital improvement projects (G9)	<ol style="list-style-type: none"> 1. Continue to monitor budget millage scenarios 2. Monitor fund balance and capitalize on cost avoidance and savings measures and staff efficiency 3. Develop a mutual agreement with Pittsburgh Technical College and monitor and resolve tax abatements and appeals 4. Continue to implement the 5 yr capital plan inclusive of updates to district demographic study to impact 2021-22 school year and middle school renovation project design, and HS science wing renovations 	<p>8% or greater unassigned fund balance over multiple years; Balanced budget (revenue=expenditures); Monitor expenditures on-going; capital project plan; staff model</p>
Focus 3b: Identify cost savings, capitalize on energy conservation program and pursue revenue enhancing sources (G9)	<ol style="list-style-type: none"> 1. Continue to monitor reduction in utility costs and capitalize on energy savings 2. Ensure continued efficient operations of the food service program and capitalize on revenue generating opportunities 20% breakfast participation and ensure a smooth transition of the new food service manager 3. Reduce cyber charter school enrollment/tuition and out-of-district placements through WAVA and WALC 4. Complete an RFP process and negotiate a new transportation contract that optimizes operational plan and cost savings consistent with market analysis delay until 2019-2020 5. Complete an RFP process and negotiate a new Food Service Management Company contract for the 2020-2021 school year 	<p>Utility savings and cost avoidance reports year to year, monthly and from base year; Staffing model; Minimize loss margin (debt) annually and monthly; Lunch account meals served YTD reporting; cyber charter tuition payments; out-of-district tuition payments</p>
Focus 3c: Support continual service improvement of all technology operations, applications and endpoints to ensure equity of access (G9)	<ol style="list-style-type: none"> 1. Evaluate and provide fiscally responsible options for the upcoming refresh of student and staff technology endpoints 2. Support continuous maintenance and improvement of the SIS 3. Develop customized cohort reporting and student academic, college/career excellence cards 4. Implement cloud-based administrative and instructional applications and develop a single sign-on solution 5. Continue to provide technology literacy training for K-12 teachers 6. Research and potentially implement a single calendar solution and an online fee and activity registration platform 	<p>Website visitation #s; quality assurance checks by school; 100% net resolution of service tickets by quarter; 99% reliability with speed and internet/wireless stability; Teacher/administrative integration of technology resources</p>
Focus 3d: Ensure effectiveness of Crisis-Safety Response and Emergency Operations Plan (G8)	<ol style="list-style-type: none"> 1. Provide continued staff training (including substitutes) on our emergency operations plan supporting S.M.A.R.T measures 2. Continue to provide comprehensive training with unit captains 3. Implement the Repeater System and equipment associated with the safety grants 4. Refine the Emergency Operations Plan for the District and develop aligned school-specific plans 5. Implement monthly and annual emergency S.M.A.R.T. drills, hold a mock reunification drill during 2019-2020 school year 6. Collaborate with North Fayette Township and PennDot to determine a traffic safety solution to the MS/HS campus entry 7. Transition three behavior crisis therapist to support at-risk students 8. Monitor and advance preventive C.A.R.E. measures and emergency S.M.A.R.T. measures as the comprehensive emergency operations plan 9. Convene monthly school safety reviews and quarterly District Safety Committee Meetings to review and reflect on the District's EOP plan 	<p>Safety drill effectiveness log; Review EOP Plan with the Board annually; Yearly/Monthly drill log; Building safety logs; Training program for unit captains</p>



Priority 3 – Family Engagement, Financial Responsibility and Operational Efficiency

Strategic Foci	Critical Actions	Critical Indicators
<p>Focus 3e: Ensure effective and strategic communications of District happenings and accomplishments (G7)</p> <p>Focus 3f: Engage parents/families as partners supporting and focusing on student academic, social and emotional success (G7)</p>	<ol style="list-style-type: none"> 1. Frequent communications to parents from District (monthly) and schools (weekly) using Constant Contact 2. Utilize social media effectively; Facebook daily and launch Instagram 3. Automate the Framework for Excellence on the website and ensure efficiency and functionality of the website 4. Maintain parent and student advisory committees 5. Continue collaboration with the Safe and Wellness Schools and Wellness Committee 	<p>Actual communications; Twitter events (AP, 8th grade career readiness presentations, Senior Celebration/graduation); 5 promo videos (back-to-school, staff appreciation, senior celebration, graduation, holiday); SSS Committee products</p>



Staff Handbook

A Tradition of Excellence...
A Vision for Tomorrow

District Calendar



WEST ALLEGHENY SCHOOL DISTRICT 2019 - 2020 School Year Calendar



Approved by School Board 12/12/2018

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
TC - 13	SC - 8					

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
TC - 20	SC - 20					

OCTOBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
TC - 23	SC - 22					

NOVEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
TC - 19	SC - 18					

DECEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
TC - 14	SC - 14					

JANUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
TC - 22	SC - 21					

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
TC - 20	SC - 19					

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
TC - 22	SC - 22					

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
TC - 19	SC - 19					

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
TC - 20	SC - 20					

JUNE						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
TC - 2						

- = No School
- = 1/2 Day Dismissal - 11:25 a.m. (secondary) and 12:20 p.m. (elementary)
- = District Shutdown
- = End of 9-weeks 45 days; 46 days; 46 days; 46 days ** = Report Cards Issued
- = Teacher In-service/Clerical
- = Conference/In-service Days
- = Snow make-up days
- = Prom (5/2/20)
- = Last Day Students Early Dismissal - 11:25 p.m. (secondary) and 12:20 p.m. (elementary) (Dependent upon snow makeup days)
- = Commencement Ceremony
- = Last Day teachers (Dependent upon snow makeup days)
- = Kennywood



District Calendar (continued)

WEST ALLEGHENY SCHOOL DISTRICT 2019 - 2020 School Calendar

2019

August 14, 15, 16, 19, 20	Wednesday - Tuesday	Teacher In-Service/Clerical Days (8/15 & 8/16 Act 80 Days)
August 21	Wednesday	First Day of School for Students
September 2	Monday	NO SCHOOL - Labor Day
October 14	Monday	NO SCHOOL - Teacher In-service Day (Act 80 Day)
October 25	Friday	1/2 Day Dismissal - PM Clerical Day
November 7	Thursday	1/2 Day Dismissal - 1/2 Teacher Conference Day
November 8	Friday	NO SCHOOL - Teacher Conference Day (Act 80 Day)
November 27	Wednesday	1/2 Day Dismissal - PM Clerical Day
November 28 - December 2	Thursday - Monday	NO SCHOOL - Thanksgiving Break
December 23-31	Monday - Tuesday	NO SCHOOL - Winter Break

2020

January 1	Wednesday	NO SCHOOL - Winter Break
January 20	Monday	NO SCHOOL - 1/2 Clerical - 1/2 Teacher In-service
February 17	Monday	NO SCHOOL - Teacher In-service Day
March 20	Friday	1/2 Day Dismissal - PM Clerical Day
March 27	Friday	1/2 Day Dismissal - PM Teacher Conference Day
April 8	Wednesday	1/2 Day Dismissal - PM Clerical Day
April 9-13	Thursday - Monday	NO SCHOOL - Spring Break
May 2	Saturday	PROM
May 25	Monday	NO SCHOOL - Memorial Day
May 29	Friday	1/2 Day Dismissal - Commencement - Last Day - Students
June 1 - 2	Monday - Tuesday	Teacher In-service / Clerical Days
June 11	Thursday	Kennywood

SNOW MAKE-UP DAYS (if needed)

Thursday, April 9, 2020

Monday, April 13, 2020

1/2 Day Dismissals - 10/25/19, 11/7/19, 11/27/19, 3/20/20, 3/27/20, 4/8/20, 5/29/20
11:25 a.m. (secondary) and 12:20 p.m. (elementary)

INSTRUCTIONAL DAY INFORMATION

Student Days - 183

Teacher Days - equivalent to 196 days

9-Week End Dates - 10/24/19, 1/14/20, 3/20/20, 5/29/20
Report Card Issue Dates - 10/31/19, 1/21/20, 3/27/20, 6/5/20



Staff Lists

HIGH SCHOOL

Baldanzi, Toni L
Barner, Nancy J
Barnes, Colleen D
Barry, Andrew J
Barry, Lauren N
Bennett, Kristy Lynn
Bielecki, Christopher J
Birnie, Lynn M
Burgoon, Susan M
Burnett, Angela R
Cackovic, Blaise E
Calderone, Barbara A
Carter, Lisa L
Castelluci Jr, Anthony R
Cook, Jennifer M
Cook, Kristin L
Cornell, Bryan L
Coulter, Robert
Cunningham, Colleen L
D'Amico, Elizabeth A
D'Amico, James R
DeBor, Lynn Ann
Denk, Jessica J
Devereaux, Angela R
Didio, Louis J
Dolcich, Gertrude L
Druga, Rich M
Dugan, Shawn M
Ferko, Sara A
Fox, Jennifer L
Fox, Terry
Grabner, Kennan A
Hamilton, James P
Hanczar, Kris E
Hernandez, Frank A
Heyl, Monica J
Hoffmann, Dawn M
Horvath, Sheila A
Horwatt, Karen L
Hoskins, Patricia E

Ingram, Bart L
Isenberg, Nancy J
Jones, Jennifer N
Kephart, Sandra G
Kercher, Michael
Kester, Tammy L
Keys, Jessica M
Krek, Amy L
Kriznik, Susan L
Kropf, Matthew A
Lacek, John J
Lambert, Suzanne L
Lecker, Barbara D
Lestander, Martin E
Levcik, Timothy J
Lucas, Christopher Anthony
Marshall, Daniel
Matoney, Michelle C
McBurney, Matthew
McFate, Mindi Dale
McHone, Cheryl A
Meehan, Scott D
Meinert, Kateri B
Meola, Michele M
Montecalvo, Laura N
Monzo, Lisa A
Mooney, Sophia A
Murdoch, Douglas J
Neurohr, Ronald J
Nichols, Tashawn
Nicola, Steven F
Ochsenhirt, Rachel F
Partyka, Mindy L
Patterson, Kimberly D
Persing, Kristin E
Petrick, Samantha N
Pittinaro, Sandra M
Prevade, Daniel C
Reynolds Jr, Roger D
Rocchio, Amy

Roche, Katharine R
Schweinsberg, Amy L
Shaffer, Michael L
Shannon, Elizabeth A
Sharlow, Terisa A
Shaw, Jean A
Short, Michael D
Shuck, Leah M
Smith, Richard F
Snyder, Joan M
Spada, Amanda M
Staub, Jean Ann
Stawiarski, Betty A
Stephens, DeVonna J
Vattimo, Michael R
Wagner, Emily M
Weber, Elizabeth C
White, Douglas J
White, Stephanie L
Wilson, William J
Wischmann, Andrew L
Word, Robert W
Yost, Robert E
Zanella, Catherine M



STAFF LISTS (CONTINUED)

MIDDLE SCHOOL

Baird, Michelle L	Feeney, Kathleen	Lutz, Ann C	Schmidt, Jacqueline G
Barron, Elizabeth A	Feudale, Chelsea D	Macek, Christie	Scott, Coleen M
Bears, Joshua M	Greczek, Jennifer L	Majoris, Larry R	Selestow, Marcella L
Bell, Barbara Marie	Groba, Steven R	Mason, Richard D	Seybert, Mary Jo
Berich, Anita J	Hahka, Julie L	Mayo, Robert L	Sharlow, Terisa
Adair, Rachel	Harn, Sharon A	McCaskey, Dana	Siciliano, Lauren M
Block, Leandra L	Hartzog, Lea M	McCracken, Scott D	Sikorski, Bonita M
Britton, William G	Hegner, Tiffany R	McLaren, Allison	Silveira, Robin L
Buggey, Bobbi Jo	Hellmann, Pearl	Monti, Gabrielle C	Smith, Dianne
Bunyak, Melissa R	Hendrick, Gina M	Morgan, Carrie A	Snyder, Thomas J
Burke, Thomas J	Henry, Jessica A	Neergaard, Ryan	Stewart, Rona Lee
Cecchetti, Mallory	Hill, Mary B	Niccolai, Leda M	Taddeo, Renee M
Clay, Erin L	Huchko, Megan L	Nolan, Patricia E	Taylor, Samuel N
Cleary, Ryan Patrick	Huff, Kaitlyn E	Petraglia, Lauren A	Treonze, Renee T
Cook, Jennifer	Kandracs, Tammy A	Pichi, Lisa M	Troup, Katherine Scott
Cozzo, Heather M	Karcz, Brian J	Meehan, Valerie A	Turner, Sabine H
Csuhta, Kathy J	Kelly, Patrick	Rasbach, Todd R	Watkins, Nancy Kaye
Cyprych Jr, Joseph S	Kiser, Jeffrey R	Rectenwald, Melissa A	Wilkinson, Kathleen D
Dapper, Krista Lee	Kisow, Mary Jo	Roberts, Alyssa K	Zedreck, Carleen
Davis, Mark W	Kot, Renee L	Rose, Zackery	
Denk, Jonathan G	Lambert, Brian K	Rozum Rakoci, Erin L	
DiCenzo, Victoria	Lepri, Sharon C	Russell, Curt A	
Dunaway, Leigh A	Lesko, Gail A	Sabin, Rebecca A	

DONALDSON ELEMENTARY

Augustin, Sara A	Darbous, Wallace M	Koraido, Beth S	Smith, Holly A
Barr, Lisa M	DeChicko, Matthew J	Krisovenski, Anita L	Spotskey, Linda L
Bateman, Michelle M	DeLisio, Kristin L	Mackey, Amy M	Stitch, Denise C
Boesenberg, Amy M	DeMario, Robert J	Mangan, Tiffany A	Stone, Courtney L
Borgo, Jean	Dierker, Erin E	McKissick, Susan J	Stout, Lynda R
Bouwers, Ruth A	Gardocki, Robin J	Ordich, Diane J	Tissue, Kristina C
Brookman, Katherine	Goodwin, Bernadette R	Panucci, Lisa M	Tracy, Kristen M
Bruno, Meagan S	Hamilton, Debra	Prevade, Carla A	Vestal, Leah L
Burke, Janet C	Hari, Vimala	Rosso, Laurie A	Vukovcan, Julie M
Buser, Kimberly M	Hart, Linda M	Rukas, Lisa	Wiedmann, Arlene D
Butler, Christiana D	Hensler, Cynthia J	Santucci, Stephanie	Zdinak, Nicole C
Cavalovitch, Taylor M	Hogg, Linda	Schultz, Elizabeth E	
Claus, Rebecca L	King, Jacqueline S	Sekelik, Tanya M	
D'Amico, James D	Konieczny, Kristen J	Shaffer, Lynanne M	



STAFF LISTS (CONTINUED)

MCKEE ELEMENTARY

Bacu, Dana M	Fittipaldo, Karen	Nation Jr, Harold E	Stockhausen, Deborah J
Bertocchi, Mariann E	Fucy, Gwen E	Nohe, Hannah R	Stultz, Carolyn A
Beuchat, Michelle C	Hamm, Thomas W	Opfermann, Timothy E	Taranto, Melissa
Bollman, Renee D	Heron, Chris Ann	Orndoff, Kristen A	Tarquino, Susan L
Burdick, Kristin M	Hoffman, Mark R	Pasquino, Olivia J	Tomaceski, Ashley P
Canovali, Chrisanne	Kocuba, Leanne M	Pflug, Julie Ann	Wagner, Melissa A
Castelluci, Renae M	Kelly, Barbara	Pratt, Christina M	Wensell, Lisa B
Chiccarello, Tammy L	Krull, Kathleen M	Prevade, Cassandra L	Werling, Amber Leigh
Conoscuito, Erica N	Lander, Brian	Robbins, Scott M	Wiechelt, Diane L
Davis, Kirsten R	Lauff, Victoria M	Rutkauskas, Amanda L	Wilson, Angleo
Dawson, Kimberly G	Machusko, Karen E	Seybold, Tina L	Zysk, Sharon E
DeBiasio, Bonnie M	Mancuso, Kelly	Shook, Shara L	
Denk, Jessica	March, Claire M	Short, Brandie M	
Derrick, Tami L	McBurney, Cheryl A	Stalling, Kathy	
Dorman, Susan M	Metz, Brenda L	Steward, Lisa A	

WILSON ELEMENTARY

Barney, Rebecca L	Dudeck, Jill L	Lezanic, Christa	Piekut, Elizabeth L
Bayly, Beth A	Eater, Kimberly	Marshall, Elizabeth P	Pijanowski, Kimberly A
Boyle, Lauren J	Frech, Karen L	Martin, Kristen L	Psaros, Michelle A
Britton, Kelly L	Gardner, Stefanie	Mays, Elizabeth Ashley	Rogers, Jennifer A
Cala, Jessica	Garofoli, Tania	McMullen, Elizabeth M	Russo, Mary Ann
Caruso, Renee	Gray, Rachel L	Meehan, Lisa D	Schwartzmiller, Amie L
Conway, Deirdre M	Greer, Renee M	Meehan, Robert D	Sepesy, Samantha
Cornelius, Molly A	Grogan, Bridget F	Merhaut, Anna Marie	Shultz, Lisa M
Cornelius, Ronald T	Halfhill, Brianna N	Messner, Jodie	Suchar Jr, William
Cosnek, Kelly J	Hancock, Lisa M	Morrison, Angela L	Taylor, Kathryn M
Counihan, Brittney M	Hannah, Dana M	Muraco, James S	Tomazich, Rebekah A
Cowburn, Darla L	Hufnagel, Lisa M	Nolte, Michele M	Weidinger, Tawnya L
Dale, SueAnn J	Humbert, Darren M	Norris, Christina	Zombek, Kelsey N
Day, Destiny A	Jack, Laura E	Ourada, Rosemary A	Zorey, Kerrie
Dennis, Julie M	Kobert, Kristin E	Patterson, Renee M	
Denniston, Kathleen B	Kropf, Rebecca G	Patton, Beth Ann	
Dorste, Christie T	Kuhn, Brittney L	Peters, Raymond A	





Section II

Instructional Expectations





Instructional Essentials

It is our belief that teachers matter most as the school-based factor impacting student achievement and success. Priority 2 in our Framework of Excellence is *High Quality Instruction in Every Classroom, Every day Within a Safe and Supportive School Environment*. In support of providing a highly effective teacher in every classroom, every day, the District developed Instructional Essentials, aligned to the Danielson Framework for Teaching, which defines effective teaching. The Instructional Essentials are expected to be visible and observable in every classroom, every day, whether a kindergarten classroom or an 12th grade AP physics class. All classrooms across the District are expected to have observable evidence of the Instructional Essentials. They form the minimum standard of instructional excellence at West Allegheny.

Instructional Essentials		Framework for Teaching Alignment
Standards Aligned Learning Targets	Student learning targets are visible, student friendly and aligned to PA Core Standards Students are able to articulate what they are learning and the relevance Learning targets are specific and measurable (What will students know, do and show?)	3A Expectations for Learning; Directions for Activities; Explanations of Content
Student-Centered Classrooms	Students working, conversing and learning in small groups using resources as appropriate Students “doing the learning, minds-on”, with teacher as facilitator	3B Quality of Questions; Discussion Techniques; Student participation 3C Activities and Assignments; Structure & Pacing; Instructional Materials & Resources
Bell-to-Bell Instruction	Lesson structure has a clear beginning, middle, end (i.e., warm-up, opening, work time, closure) Content-specific routines are evident Instructional time is maximized and rigorous	2C Classroom Routines 3B Quality of Questions; Discussion Techniques; Student participation 3C Activities and Assignments; Structure & Pacing; Instructional Materials & Resources
Evidence of Individual Student Learning	Criteria for high quality work is clearly articulated during the lesson (i.e. quality student work samples, criteria sheets, rubrics, look-fors, etc.) Students utilize academic behaviors to self-monitor their learning toward essential skills and concepts Formative feedback throughout lesson (assessment for learning)	3A Expectations for Learning; Directions for Activities; Explanations of Content 3D Assessment Criteria; Monitoring Student Feedback; Feedback to Students



Special Education Services

It is our belief that all students can achieve at a high level and each student should be educated in the least restrictive environment possible. The school district is responsible for making sure that all students with disabilities are educated alongside students without disabilities to the extent appropriate for the student. Appropriate means that the education meets the student's special needs and allows the student to make educational progress within the general education curriculum. The regular education classroom should be the first choice of the Individual Education Program. The goal of the district is for **85%** of our students with exceptionalities to be included 80% or more of the time in regular education classes with their peers.

This belief aligns with Priority 1 in our Framework for Academic Excellence: Academic Rigor, Equity and Excellence for ALL Students, *Develop and Implement a Collaborative Consultative Model for Special Education*. The district is focused and committed on more fully developing inclusive practices that promote opportunities for all students to access the appropriate curricula in the least restrictive environment. The consultative model has special education teachers working closely with the student's regular education teacher to ensure that the appropriate specially designed instruction is implemented and the student meets success and progresses within the grade level curriculum.

As such, The West Allegheny School District Student Services Department is dedicated to offering individualized, appropriate educational services to exceptional students that meets the needs of the students while continuing to challenge them at the appropriate level.



Special Education Services (continued)

STUDENT REFERRALS PROCESS

1. Teacher or parent expresses concern regarding student performance (academic or behavior).
2. Parent conference should be scheduled to discuss concerns, and review data (including state and local assessment scores, attendance, educational history and retention). School administrator and/or student services should be included in meeting.
3. An intervention plan that includes measurable goals should be developed and implemented for a minimum of 6 weeks.
4. Set up a review meeting after a minimum of 6 weeks of interventions. Collect data on interventions during this time and determine if student progress was made. When scheduling review meeting please be sure to inform school administrators and/or student services.
5. If student has made sufficient progress, continue interventions.
6. If student has not made sufficient progress, consider revising the intervention plan and/or referral for special education.
7. If making a special education referral, please consult your school administrator and send a written request with the data/intervention plan to the Assistant to the Superintendent for Special Education and Student Services so that the Permission to Evaluate form can be issued. Parents should be informed of the referral process.

EVALUATION PROCESS

1. The permission to evaluate form is sent to parents.
2. The evaluation will be completed, and the report will be issued to the parent within 60 calendar days from the date the signed permission is received by the District (excluding summer days from the last teacher day to the first teacher day).
3. A meeting will be scheduled within 30 calendar days from date the report is issued. Test results will be reviewed and an IEP will be developed if the student is found to be eligible for special education.



Special Education Services (continued)

INDIVIDUALIZED EDUCATION PLAN (IEP) IMPLEMENTATION PROCESS

Children who are regarded to be exceptional by the Multi Discipline Team are entitled to receive special education services. The document that specifically addresses these services is called an Individual Education Plan (IEP).

1. Required members of the IEP team include:
 - a. The child's parents, At least one of the child's regular education teachers,
 - b. At least one special education teacher,
 - c. A representative from the school district who:
 - i. is qualified to provide or supervise special education programs
 - ii. knows about the general curriculum
 - iii. knows what resources the Local Education Agency (LEA) can offer. Someone who can interpret the evaluation results, who may already be a member of the team, at your request or that of the school,
 - d. Other people who know your child well or who have worked with your child,
 - e. Your child (at age 14 when planning will be done for life after graduation or any time before that age when you want your child to be present), or A representative from a vocational-technical school if a vocational- technical school is being considered for your child.
2. The IEP will review all of the evaluation material and will determine how your child is performing in school.
3. The IEP team will write annual goals that can be measured and which meet the needs of your child.
4. IEPs for eligible students are developed on an annual basis, or sooner, if requested by one or more members of the IEP team.

504 GUIDELINES

Chapter 15 of the PA School Code. is also sometimes referred to as Section 504, which is the federal name for this program. The goal of Chapter 15 is to provide protected handicapped students, without discrimination, related services and accommodations that are needed to allow for equal opportunity to participate in the school program. Students must meet the requirements, which include being school age with a diagnoses of a physical or mental handicap that substantially limits or prohibits participation in, or access to, an aspect of the school program.



GIFTED EDUCATION

Gifted process:

1. Student is referred by staff or parent
2. The school counselor will administer the WRIT and have the teacher(s) complete the Hawthorne Teacher Evaluation. They will collect the data to complete the Child Study Meeting Action Plan.
3. The parent will be notified of a meeting or phone conference regarding the results of the child study meeting.
4. The Student Services office can be contacted to answer any questions or participate in any meeting or phone conference.
5. Criteria for moving forward with additional testing:
 - WRIT score of 125 or higher
 - Hawthorn Teacher Evaluation 128 or higher
 - PSSA in the advanced range

District or standardized achievement testing that indicates student is achieving a year or more above grade level and requires enrichment to the language arts or math curriculum.

The gifted IEP is a strength based academic document. There is no longer a talent/interest based program.

Program delivery:

- WIN time daily in highest group
- Academic enrichment daily in the classroom in area of strength with other academically advanced students
- Additional time can be scheduled with the gifted facilitator per academic strength, based on the recommendation of the GIEP team.

The gifted facilitator is responsible for writing the GIEPs and monitoring progress based on the goals in the GIEP. Students can receive additional enrichment in the areas of Language arts and math based on the needs determined by the GIEP team

ENGLISH LANGUAGE LEARNERS

The goals of the program are to assist English Language Learners to work at an optimal pace to gain proficiency in the English language, achieve academic success and acquire cultural familiarity. Students are placed into the English language learner program based on WIDA and ACCESS scores. Students are assessed yearly and those that meet the exit criteria, as established by the Commonwealth of Pennsylvania, are required to be monitored in the educational setting for up to four years.

- As part of the registration/enrollment process, families are provided a Home Language Survey
- The Home Language Survey is reviewed
- The teacher of English as a Second language program conducts a family interview to determine if the student is potentially an ELL. An interpreter is required if the parents request interpreter services.
- The results of the family interview determine if the student should be screened using the WIDA screener. The results of the screening determine the amount of English language instruction the student receives.



HOMELESS CHILDREN AND YOUTHS

The **McKinney-Vento Homeless Assistance Act** was established in 1987 and amended by the **Every Student Succeeds Act** of 2015. The Act defines the term “homeless children and youths” as individuals who lack a fixed, regular, and adequate night-time residence.

The federal mandate ensures that homeless children and youth have access to the same free and appropriate public education as other children. Children who are homeless may qualify for assistance with school lunch, school supplies, tutoring and transportation so that they can remain in their school of origin.

If you know of a student or family who may be homeless, please communicate this information to a West Allegheny School Counselor who, in turn, will relay the information to the District’s homeless liaison.

The PA Basic Education Circular “*Education for Homeless Youth*” provides additional guidance on the implementation of the McKinney-Vento Homeless Assistance Act.



GRADING GUIDELINES – STUDENTS WITH INDIVIDUAL EDUCATION PROGRAMS

It is imperative that all teachers follow the specially designed instruction within the student's Individual education plan. Teachers should refer to the re-teaching /remediation/re-assessment guidelines when a student earns a grade below 65%. Students with IEP's should not receive failing grades (D's and F's) unless the student shows no effort or does not turn in the assignment. In this instance or when the student is performing below grade level and/or is at risk of receiving failing grades (D's or F's), the IEP team should meet and determine what additional specially designed instruction or accommodations/modifications are necessary for the student to meet success.

Students with IEP's will not always be able to perform the same tasks as the general education population and this is when it is necessary and allowable for the teacher to accommodate the task or instruction. Please be aware that the general education classroom is the most appropriate placement for most students with IEP's.





Section III

Employee and

Human Relations





Staff Handbook

A Tradition of Excellence...
A Vision for Tomorrow



Attendance Guidelines

The expectation of the West Allegheny School District is that all staff strive for 95% or better attendance. This is the same goal we have for our students. It is further expected that staff appropriately use personal and sick days for their intended purpose.

USE OF PERSONAL LEAVE

Three (3) days of personal leave without loss of pay shall be granted per year which may be taken for any reason.

- If possible, personal leave requests should be made seventy-two (72) hours in advance, in no case less than twenty-four (except in emergency)
- Not permitted first or last five instructional days of school year (requires superintendent approval)
- During the months of May and June and on the last day before or the first day after any school vacation, personal days shall have a daily limit of 10% of the teachers within any building on a first come, first served basis. The number of personal days available daily shall not be reduced by those teachers for whom no substitute is required. Any exceptions will be determined solely by the Superintendent.
- **WAEA Staff Only:**
- Not permitted on in-service days, except in emergency (requires superintendent approval)
- Up to two (2) unused personal days can be carried over to following year however; no more than three (3) personal days can be used consecutively.
- Requests for more than three (3) consecutive days must have superintendent approval and must be for a once in a lifetime event.

USE OF SICK LEAVE

An employee is entitled to use any or all of his or her accumulated sick-leave in the event of **illness or disability**.

WAEA Staff Only: An employee may request sick leave in advance of a known medical procedure or doctor appointment.

- As noted on the "Absent from Duty" form, a doctor's excuse MUST accompany the form if sick leave causes an absence for more than three (3) consecutive days.
- Up to six (6) days per year of an employee's annual sick-leave allotment may be used intermittently for illness in the professional employee's immediate family. Immediate family shall be defined as spouse, child, step-child, parent, step-parent, mother-in-law, father-in-law. When using a sick day for a family member, record in Aesop as "Sick" and in the "Notes to Administrator" indicate "For Family Member".

USE OF EMERGENCY LEAVE

WAEA represented employees may **convert** up to **ten (10)**, a WAESPA represented employee may **convert** up to **five (5)**, sick days into emergency days with the approval of the Superintendent. Requests shall include specific reasons. **Emergency days can be taken only after personal and/or vacation days have been exhausted.**

Emergency is defined as a sudden, urgent, unexpected occurrence or occasion requiring immediate action.

Procedure for converting emergency days:

1. All personal/vacation days must be exhausted
2. Email a request to superintendent (or designee) copy to your supervisor, with details of need.
3. If approved, record the emergency days in Aesop, code as **SICK** with note "Approved Emergency Day".



Attendance Guidelines (continued)

AESOP CALL OFF PROCEDURES

1. If a staff member is unable to report to school due to illness, he/she should log into the automated substitute placement service **AESOP** as early as possible, preferably the night before the absence. Make every attempt to call prior to 6:00 a.m. as it is usually very difficult to obtain a substitute after this time. The website may be accessed from the district's website on the staff resource page or by phone at 1-800-942-3767. Please note: **If you will not be returning the day following your absence, please call your respective office by 2:00 PM.**
2. If a teacher anticipates an absence due to personal reasons or appointments, he/she should contact the Principal's/Supervisor and/or secretary during the school day. **An AESOP request** must be completed by the teacher and approved by the principal prior to the leave.

ABSENT FROM DUTY FORM

All staff must complete an **ABSENT FROM DUTY** form upon their return to work. This form can be found on the network drive, W:\Information\Forms.



Family Medical Leave

Family Medical Leave entitles eligible employees (eligible employee = an individual who works 1250 hours in the year preceding the requested leave) to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Eligible employees are entitled to:

- Twelve workweeks of leave in a 12-month period for:
 - the birth of a child and to care for the newborn child within one year of birth;
 - the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
 - to care for the employee's spouse, child, or parent who has a serious health condition;
 - a serious health condition that makes the employee unable to perform the essential functions of his or her job;
 - any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" **or**
- Twenty-six workweeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness if the eligible employee is the service member's spouse, son, daughter, parent, or next of kin (military caregiver leave).

Family medical leave may be taken intermittently.

Steps to apply for family medical leave:

1. Print a copy of the appropriate form (self or family member)
2. Complete Employee section (Section II)
3. Have your health care provider complete Health Care Provider section (Section III)
4. Submit completed family medical leave form to the Human Resources department for presentation to School Board for approval

More information along with forms necessary to apply for family medical leave can be found on the Network drive at W:\Information\Family Medical Leave.



GUIDELINES/STEPS FOR TAKING A FAMILY MEDICAL LEAVE

Information about the Family and Medical Leave Act can be found in the WAESPA Collective Bargaining Agreement Article XI.B. and the WAEA Collective Bargaining Agreement Article XVII.F.



Parental Leave of Absence

WAEA Employees may request and will be granted unpaid parental leave of absence for up to one year from the birth of their child.

Inform the Human Resources office in writing, either email or written memorandum, of your intent to use parental leave and the dates for which the leave will be used.

Medical Leave of Absence

WAEA - A teacher who is unable to teach because of medically certified incapacitating personal illness or disability, verified by a physician's statement, and who has exhausted all sick leave available, shall, upon request, be granted an unpaid leave of absence for the remaining school year, or the next complete school year.

- Request submitted to Human Resources, accompanied by physicians note.
- Request should include beginning and end dates of requested leave.
- Request will be placed on the next agenda presented to School Board for approval.

WAESPA - An employee who is unable to perform his or her duties because of personal illness or disability, verified by a physician's statement, and has exhausted vacation (if applicable), sick, personal, family medical leave shall request and be granted an unpaid leave of absence for the duration of the illness or disability. The leave of absence shall last only as long as the employee is actually disabled or sick, as certified by the employee's personal physician, and shall not, in any event, exceed one (1) year.

- Request submitted to Human Resources, accompanied by physicians note.
- Request should include beginning and end dates of requested leave.
- Request will be placed on the next agenda presented to School Board for approval.



Salary Adjustments

WAEA

Salary adjustments as a result of credits earned (lateral movement on the salary scale) must be approved by the Board of School Directors.

Once you have achieved enough credits to advance to the next level, notify the Human Resources Department by requesting a salary adjustment along with an effective date for the adjustment. All requests shall be accompanied by official transcripts from the issuing university which supports the number of credits earned as well as the date completed.

Salary adjustments requesting the next degree level higher than currently held (bachelor → masters → doctorate) shall be accompanied by transcripts indicating “degree conferred” or a copy of your diploma.

Tuition Reimbursement

WAEA

Professional staff may be reimbursed for up to 9 (nine) credits per year. Reimbursement amount for credits 1-24 is \$100/credit. Reimbursement amount for credits 25+ is half of the University of Pittsburgh’s current graduate per credit tuition rate.

Steps for reimbursement:

1. Submit a Course Pre-approval form *prior* to the start of your class
2. Once class is completed, submit the Course Reimbursement form along with your grade (“B” or higher) and receipted invoice of class.

Requests for reimbursement must be submitted to the Human Resources Office by the first Friday of the month to be processed and paid that same month. All submissions after the first Friday will be processed for payment the following month. Tuition reimbursement checks are included with your 30th of the month pay. Tuition reimbursement is not part of your direct deposit, but a separate check included with your paystub.

Should employment be terminated, the District shall be reimbursed for tuition reimbursement paid to employee per Article XII.F.4.c of the collective bargaining agreement.



Flex Time

Teachers are responsible for working eight and one half (8.5) hours of flex time. This should be time spent with students or in communication with parents. Regardless of student or parent contact, the time spent should endeavor to improve or enhance circumstances and/or conditions for students.

NOTE: Activities that account for flex time cannot be compensated.

ACCEPTABLE USE OF FLEX TIME

TEACHING/TUTORING

- Before School tutoring if not compensated
- After school tutoring if not compensated
- Lunch tutoring if relinquishing prep and/or lunch period
- Independent study work with students
- After school clubs and non-stipend club events

PROFESSIONAL LEARNING

- Summer professional learning (similar to NMSI)
- District sponsored workshops and professional development
- School-based leadership team participation such as PBIS Committee, Inclusive Practices Committee, etc.

CURRICULUM

- Curriculum writing and development
- Textbook and instructional material adoption
- Assessment writing and development
- Other district level meetings pertaining to grading and academic program

BEYOND STANDARD WORK DAY (or relinquish of prep time)

- Parent and student meetings such as IEP, SLT, SAP, Safety, PTA
- Overnight field trips (including parent informational meeting and after hours prep)
- Curriculum Night and other academic programming events
- Multiple Open Houses
- Student Recognition Nights/Events
- Fundraiser Pick Up Nights
- Schedule pick-ups and orientation events such as kindergarten and middle school
- Chaperoning and/or participating in school-sponsored events such as art fairs, creativity and innovation showcase, musical concerts, science fair, talent show, teacher's cup, holiday concerts, Read Across America, school dances
- **Approved** volunteer/community events/activities in which students benefit such as book bus activities

OTHER ACTIVITIES AND EVENTS (must have prior approval by principal)



Floating Professional Activities

Approved activities for floating professional learning (to be completed in a minimum of two-hour increments)

1. CARE Committee – work at your school in a minimum of two-hour increments. CARE dates and hours require principal pre-approval.
2. Technology training provided by our Technology Department. Professional development classes will focus on device usage and applications and will be offered in two-hour sessions. These classes will be published shortly. A certificate of completion will be provided at the completion of the two-hour class.
3. Student Services Parent Workshops will be open to WAEA staff members. Most sessions are conducted at District Office in the large conference room from 6:00-8:00 p.m. A certificate of completion will be provided at the conclusion of the two-hour workshop.
4. Pre-approved relevant training aligned to District programming. Review of your training proposal must be submitted to Dr. Nelson and your principal for final approval at least a month in advance of the scheduled training. Training may not occur during the workday.
5. Pre-approved curriculum and/or assessment development work and/or District Committee participation (such as Act 48 and Act 82) that occurs after regular workday and on non-workdays. Please email Dr. Nelson with your request for curriculum-related hours.
6. Pre-approved National Board Certification credits (new 2019-2020).



Worker's Compensation Reporting Procedure

What to do if you are injured at work?

- As soon as practicable, report the incident to Worker's Compensation Coordinator (Barb Kelly) in the Business Office even if you don't think you will need medical treatment.
 - Make sure your most up-to-date contact information, including phone numbers, home address and personal email is on file with payroll and human resources.
- Your claim will be filed electronically and you will be assigned a claims representative to work with you.
- If you require medical treatment, you will be given a copy of your injury report that will include a confirmation/claim number. To expedite service, take the injury report with you to your initial doctor's appointment
- When seeking medical attention for a work-related injury occurring after hours, tell the medical provider that yours is a Workers' Compensation injury. Remember to report the incident to your employer the next business day.
- The Provider Panel list can be found on the District's network, information\W\Worker's Compensation. A Provider Panel is a list of medical providers you must treat within the first 90 days following a work-related injury. You must sign a form acknowledging your receipt of the Provider Panel information.

If immediate emergency care is needed, go to the nearest emergency room for the initial visit. Follow-up visits should then be scheduled with a medical provider on the Provider Panel.

- You can expect a follow up call from your Claims Representative between 8 a.m. and 5 p.m. to discuss your injury and if applicable, a treatment strategy.
- Watch your mail for paperwork that will need to be filled out immediately and returned to our worker's compensation carrier, CM Regent Insurance Company, or given to your medical provider. A self-addressed stamped envelope will be included for your use for the materials that are to be sent back to CM Regent Insurance Company.
- A pharmacy card will be issued to you once your claim has been accepted and Workers' Compensation benefits are approved. This card is to be used for all prescription purchases as prescribed by your medical provider.
- Call your Claims Representative after every doctor appointment to relay the most current medical and return-to-work information.

If you have any questions or concerns, please call Berkshire Hathaway Home State Companies at 800-661-6029.





Section IV

Policies

And

District Guidelines





Code of Ethics of the Education Profession

**Adopted by the PSEA House of Delegates December 1968
Amended December 1972, May 1992**

The educator believes in the worth and dignity of each human being and recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship. The educator regards as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to practice his/her profession according to the highest ethical standards.

The educator recognizes the magnitude of the responsibility he/she has accepted in choosing a career in education, and engages himself/herself, individually and collectively with other educators, to judge his/her colleagues, and to be judged by them, in accordance with the provisions of this code.

(PREAMBLE)

PRINCIPLE I - *Commitment to the Student*

The educator measures his/her success by the progress of each student toward realization of his/her potential as a worthy and effective citizen. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfilling his/her obligation to the student, the educator—

1. Shall not without just cause restrain the student from independent action in his/her pursuit of learning, and shall not without just cause deny the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which he/she bears responsibility.
3. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
4. Shall conduct professional business in such a way that he/she does not expose the student to unnecessary embarrassment or disparagement.
5. Shall not on the ground of race, color, creed, gender, disability, or national origin exclude any student from participation in or deny him/her benefits under any program, nor grant any discriminatory consideration or advantage.
6. Shall not use professional relationships with students for private advantage.
7. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
8. Shall not tutor for remuneration students assigned to his/her classes, unless no other qualified teacher is reasonably available.



Code of Ethics of the Education Profession (continued)

PRINCIPLE II - *Commitment to the Public*

The educator believes the patriotism in its highest form requires dedication to the principles of our democratic heritage. He/she shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for all and for interpreting educational programs and policies to the public.

In fulfilling his/her obligation to the public, the educator—

Shall not misrepresent an institution or organization with which he/she is affiliated, and shall take adequate precautions to distinguish between his/her personal and institutional or organizational views.

1. Shall not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions.
2. Shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
3. Shall not use institutional privileges for private gain or to promote political candidates or partisan political activities.
4. Shall accept no gratuities, gifts, or favors that might impair or appear to impair professional judgment, nor offer any favor, service, or thing of value to obtain special advantage.

PRINCIPLE III - *Commitment to the Profession*

The educator believes that the quality of the services of the education profession directly influence the nation and its citizens. He/she, therefore, exerts every effort to raise professional standards, to improve his/her service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, he/she contributes actively to the support, planning, and programs of professional organizations.

In fulfilling his/her obligation to the profession, the educator—

1. Shall not discriminate on the ground of race, color, creed, gender, disability, or national origin for membership in professional organizations, nor interfere with the free participation of colleagues in the affairs of their association.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
3. Shall not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
4. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves professional purposes.



Code of Ethics of the Education Profession (continued)

5. Shall not refuse to participate in a professional inquiry when requested by an appropriate professional association.
6. Shall provide upon the request of the aggrieved party a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
7. Shall not misrepresent his/her professional qualifications.
8. Shall not knowingly distort evaluations of colleagues.

PRINCIPLE IV - *Commitment to the Professional Employment Practices*

The educator regards the employment agreement as a pledge to be executed both in spirit and, in fact, in a manner consistent with the highest ideals of professional service. He/she believes that sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. The educator discourages the practice of his/her profession by unqualified persons.

In fulfilling his/her obligation to the profession employment practices, the educator—

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall apply for a specific position only when it is known to be vacant, and shall refrain from underbidding or commenting adversely about other candidates.
3. Shall not knowingly withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
4. Shall give prompt notice to the employing agency of any change in availability of service, and the employing agent shall give prompt notice of change in availability or nature of a position.
5. Shall adhere to the terms of a contract or appointment, unless these terms have been legally terminated, falsely represented, or substantially altered by unilateral action of the employing agency.
6. Shall conduct professional business through channels, when available, that have been jointly approved by the professional organization and the employing agency.
7. Shall not delegate assigned tasks to unqualified persons.
8. Shall permit no commercial exploitation of his/her professional position.
9. Shall use time granted for the purpose for which it is intended.



Code of Ethics of the Education Profession (continued)

PROVISIONS FOR ENFORCEMENT Bylaws, Pennsylvania State Education Association

Article IV A, Section 4, Paragraphs 2, 3, 4 -- Powers and Responsibilities

The Professional Rights and Responsibilities Commission shall have the power to investigate cases of alleged violations of the Code of Ethics. After investigation, due notice, and hearing, the Professional Rights and Responsibilities Commission shall have the power to recommend to the Board of Directors censure, suspension, or expulsion of any member for violation of the code;

The Professional Rights and Responsibilities Committee after investigation, due notice, and hearing, shall have the responsibility to recommend to the Board of Directors the application of a sanction to any member, individual, or agency. The Board of Directors shall have the power to review and to accept, reject, or modify after hearing, if requested, the recommendation of the Professional Rights and Responsibilities Commission;

Any member subject to censure, suspension, or expulsion shall have a right to appear in his or her own behalf before the Board of Directors. The Board of Directors shall have the power to reinstate any suspended or expelled member.

Article X C, Member Discipline

1. A member may be censured, suspended, or expelled for a violation of the Code of Ethics of the Association or for conduct which is inconsistent with the Association's stated purpose or objectives.
2. A charged member shall be provided with due process guarantees.

Code Development -- It is the duty of the PSEA Commission of Professional Rights and Responsibilities to maintain a continuous review of the "Code of Ethics of the Education Profession." Amendments or revision of the Code shall be presented for approval to the PSEA House of Delegates.

Interpretations of the Code of Ethics of the Education Profession -- A request for interpretation of the Code shall be in writing and shall describe the matter to be interpreted in sufficient detail to enable the members of the Commission on Professional Rights and Responsibilities to evaluate the request in all its aspects.

PSEA Commission on Professional Rights and Responsibilities.

Changes in the above text may not be made in reprints without permission of the Commission.

**Pennsylvania State Education Association
400 North Third Street
Harrisburg, PA 17101
Phone: 717-255-7029**



Student Code of Conduct

West Allegheny School District believes that it is essential for our schools to provide a safe and supportive school environment 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.



Student Code of Conduct (continued)

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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Student Code of Conduct (continued)

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.

- Repeated Level I Violations or Level I with aggravating circumstances

Examples of Level II Violations Including but not Limited to:

- 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:

- | | |
|---|--|
| <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 |
|---|--|



Student Code of Conduct (continued)

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 SAP • Parent Conference • Activity Restriction (examples include: school sponsored trips, dances, commencement exercises, etc.)
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Student Code of Conduct (continued)

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:

- | | |
|---|--|
| <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.) |
|---|--|



District Policies

ANTI-BULLYING POLICY 6950

Purpose

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.

Definitions

Bullying/Cyberbullying is intentional, unwanted, severe behavior between or among individuals or groups that involves a real or perceived power imbalance. The behavior may be repetitive, persistent and/or pervasive.

Bullying may include, but is not limited to, the following:

1. **Physical** – including, but not limited to, hitting, kicking, spitting, pushing, and taking personal belongings
2. **Verbal** – including, but not limited to, taunting, malicious teasing, name-calling, and making threatening statements or gestures
3. **Psychological or Relational** - including, but not limited to, spreading rumors, and engaging in social isolations or intimidation

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).

These actions have the effect of doing any of the following:

1. Interfering with a student's education
2. Creating a threatening environment
3. Disrupting the orderly operation of the school
4. Causing a negative change in the dynamics of the school culture or group

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.

The term bullying/cyberbullying shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.



Anti-bullying Policy 6950 (continued)

Authority

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.

Complaints of bullying/cyberbullying shall be investigated promptly by the school principal and/or his/her designee, and corrective action shall be taken.

The West Allegheny School District shall at least annually inform students, parents and employees through awareness activities that bullying/cyberbullying will not be tolerated.

Delegation of Responsibility

Each student and employee shall be responsible for respecting the rights of all students/employees and to ensure an educational environment free from all forms of bullying/cyberbullying.

Students and employees shall receive information regarding this policy and shall be expected to report to their school principal and/or his/her designee any suspected incidents of bullying/cyberbullying involving themselves or other district students or employees.

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.

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.

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.

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 school administrator(s).

Upon learning of a bullying/cyberbullying incident, the school principal and/or his/her designee shall undertake a thorough investigation. The school principal and/or his/her designee will inform parents/guardians of any impacted student(s) and person(s) 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.



Anti-bullying Policy 6950 (continued)

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.

Guidelines

Discipline - 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.

Confidentiality - The West Allegheny School District recognizes that both the reporting ~~complain~~ing 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 reporting person(s), the individual(s) against whom the complaint is filed, any individuals impacted 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.

Reprisal - 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.

Display and Dissemination - This policy will be displayed and accessible for review in the following manners:

1. A copy of this policy shall be available on the school district's publicly accessible 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 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.

The terms of this policy shall be reviewed with students at least once every school year.



CHILD ABUSE/MANDATED REPORTER GUIDELINES

If a teacher is suspicious that a child in his/her class is a victim of child abuse, he/she is required to report these suspicions to the school nurse or building administrator. There is no liability for making a wrong accusation, but there may be serious, far-reaching harm if a child abuse case goes unreported.

CHILD ABUSE REPORTING PROCEDURES

Act 124, the Child Protective Services Law, declares that “abused children are in urgent need of an effective child protective service to prevent them from suffering further injury and impairment. It is the purpose of this act to encourage more complete reporting of suspected child abuse...” School personnel can play an effective role in protecting children through prompt and responsible reporting of suspected child abuse cases as required by law. Any mandated reporter who willfully fails to report is guilty of a summary offense and, with subsequent failures to report, is guilty of a misdemeanor.

Mandated reporters include but are not limited to teachers, nurses, counselors, administrators and medical examiners.

ROLE OF TEACHER

Any teacher, nurse or counselor who suspects a case of child abuse is to notify the principal in writing. This immediately places the responsibility for further action on the principal. However, this does not relieve the mandated reporter of the responsibility of seeing that a report is filed with Child Protective Services. In the event the principal is not available, the teacher is to contact the Supervisor of Pupil Personnel Services. In her absence, the assistant superintendent or superintendent is to be contacted. School employees shall not contact the child’s family or any other person to determine the cause of the suspected abuse or neglect.

ROLE OF PRINCIPAL

The principal (or his/her designee) will make an oral or electronic report to the Child Line (800-932-0313) and submit a written report within 48 hours after the oral reports. Any personal interview or physical inspection of any child should be conducted in a professional manner by qualified personnel and with a witness present. If additional resources are needed to confirm suspected cases of child abuse, the principal shall make these resources available. After the report has been made, the building principal will decide whether the parents will be notified regarding the actions taken. The principal shall provide feedback to all persons involved on the results of all reported cases of suspected child abuse.

IMMUNITY FROM LIABILITY

Any person, school or agency participating in good faith in the making of a report or testifying in any proceeding arising out of an instance of suspected child abuse, the taking of photographs, or the removal or keeping of a child pursuant to these regulations shall have immunity from any liability, civil or criminal, that might otherwise result by reason of such actions. For the purpose of any proceeding, civil or criminal, the good faith of any person required to report case of child abuse shall be presumed.



CONFIDENTIALITY OF EXCEPTIONAL STUDENT RECORDS 6402

Pupil records are an inherent part of a student's formal education in a public school setting. They are used by authorized district personnel to collect, maintain and disseminate pertinent information.

Student Records are, by nature, confidential and privileged; therefore, administrators, counselors, specialists, teachers and members of the secretarial staff shall abide by the District's policy pertaining to the collection of data, maintenance of educational records and the dissemination of information. This policy has been prepared to ensure the privacy rights of both parents and the student in the collection, maintenance, release and destruction of these records. Toward that end, this policy incorporates provisions from the Regulations of the State Board of Education on Pupil Records, the Family Educational Rights and Privacy Act of 1974, and the confidentiality Regulations for Special Education.

Annual Notice

The West Allegheny School District is required each year to provide notice to parents that fully describe the rights with respect to a child's educational records.

Educational records are records that are directly related to a student and are maintained by the District. Educational records contain personally identifiable information such as the student's name, the name of the student's parent or other family members, the student or student's family's address, personal identifiers such as the student's social security number, personal characteristics regarding the student, and other information making the student's identity easily traceable. This information is important and useful for the District and is used for the operation of the educational system and to assure the provision of an appropriate education to the child.

Collection of Data (22Pa Code §12.33)

The District begins from the fundamental principle that no information should be collected from students without the prior informed consent of the child and/or his parents. However, it will not always be practical or possible to obtain the separate consent of every parent for every data gathering process. Although rigid formulae for the distinction between when individual written consent for the collection of data is required and when it is not would be appropriate, the district will consider two contrasting benchmarks:

- a. Specific individual consent is ordinarily not required for group aptitude and achievement testing (whether standardized or informal) and reporting grades or skills and knowledge in subject matter areas within the customary school curricula.
- b. However, individual assessments, such as intelligence, achievement, behavior, etc. will only be conducted with parent permission as well as the collection of information not directly relevant for educational purposes.

Maintenance of Data

- a. Category "A" data: Includes official administrative records that constitute the minimum personal data necessary for the operation of the educational system and includes identifying data such as name and address; birth date; academic work completed; level of achievement such as grades and standardized achievement test scores; and attendance records.



Confidentiality of Exceptional Student Records Policy 6402 (continued)

These records will be maintained for 100 years.

- b. Category “B” data: includes verified information of clear importance, but not absolutely necessary to the school over time, in helping the child or in protecting others such as scores on standardized intelligence and aptitude tests, interest inventory results, health records, family background information, systematically gathered teacher or counselor ratings or observations and verified reports of serious or recurrent behavior patterns.

The District will give serious consideration to the elimination of unnecessary Category “B” data at periodic intervals; for example at points of transition from elementary to junior high school and from junior high to high school. In any case, these records will be destroyed when the student leaves school.

- c. Category “C” data: Includes potentially useful information but not yet verified or clearly needed beyond the immediate present such as personality test results and unevaluated reports of teachers, counselor and others which may be needed in ongoing investigations and disciplinary or counseling actions.

This data will be reviewed at least annually and destroyed as soon as their usefulness is ended or transferred to Category “B” data if the continuing usefulness of the information is clearly demonstrated and the validity has been verified.

- d. For students who have been identified as eligible for special education services, the District shall inform the parents when personally identifiable information that has been collected, maintained or used for special education services and the provision of a free, appropriate public education is no longer needed to provide educational services to the child.

This data will be reviewed at least annually and destroyed as soon as their usefulness is ended or transferred to Category “B” data if the continuing usefulness of the information is clearly demonstrated and the validity has been verified.

- e. For students who have been identified as eligible for special education services, the district shall inform the parents when personally identifiable information that has been collected, maintained or used for special education services and the provision of a free, appropriate public education is no longer needed to provide educational services to the child.

Disclosure to Third Parties

The West Allegheny School District fully complies with the Family Educational Rights and Privacy Act (FERPA) with regard to the dissemination of personally identifiable information of students. Therefore, parents have the right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The District’s annual notice shall specify and explain the FERPA exceptions to parental consent for the disclosure of information including to school officials with a legitimate educational interest; directory information or information to a school in which the child is attending or seeks to attend.



Confidentiality of Exceptional Student Records Policy 6402 (continued)

Access Rights

In addition to the right to refuse the release of directory information, the Family Educational Rights and Privacy Act (FERPA) affords parents the right to inspect and review the student's education records. The District shall comply with a written request without unnecessary delay and in any case within 45 days of the day of the District receives a request for access. This district will permit either parent to inspect and review their child's educational record unless the District has received a Court Order or other documentation advising that the parent does not have such authority.

The right to inspect and review records includes the right to:

- a. a response from the District to reasonable requests for explanations and interpretations of the record;
- b. request that the District provide copies of the records containing information about the child if failure to provide copies would effectively prevent the parents from inspection or review. The annual notice shall set forth any fees that the District may charge for copies;
- c. the right to have a representative of the parent inspect and review the records.

Amendment of Records

The parents have the right to request the amendments of the student's education records that the parent believes are inaccurate or misleading or violate the privacy or other rights of the child. Parents may ask the West Allegheny School District to amend a record that they believe is inaccurate or misleading. If the District decides not to amend the record as requested by the parent, the District will notify the parent of the decision and advise them of their right to a hearing regarding the request for amendment. The hearing shall provide the parent with the opportunity to challenge the information in the educational record to assure that it is not inaccurate or misleading or otherwise in violation of the privacy or other rights of the child.

If as a result of the hearing, the District decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parent in writing. If as a result of the hearing, the District decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of the right to place in the record it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the agency. It shall be maintained as part of the record of the child.

Responsibility for Ensuring Confidentiality

The annual notice shall designate the specific person responsible for ensuring the confidentiality of student records. The Building Principal shall be responsible for student records in his or her individual building. The Coordinator of Pupil Personnel Services will ensure the confidentiality of educational records for eligible students.

Release of Disciplinary Information for Eligible Children

In the event that it is necessary for the District to report a crime allegedly committed by an eligible student to local law enforcement, the District shall ensure that the student's special education and disciplinary records are transmitted for consideration by the local law enforcement. However, such transmission shall only be done to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).



DRUG AND ALCOHOL POLICY 6640

This Policy and its associated guidelines are intended as a vehicle of the West Allegheny School District to effectively curb the potential and current use and abuse of drugs, controlled substances and alcoholic beverages by students.

The possession and use of drugs, controlled substances and alcoholic beverages are forbidden in the West Allegheny School District. This includes the school buildings, the school grounds, the school buses and any and all activities under the control or direction of school personnel whether they occur on or off school property. Violation of these restrictions will result in disciplinary measures being taken against offenders by the Administration. The Administration of the West Allegheny School District also reserves the right to prefer civil charges against any and all offenders, and to refer those offenders to law enforcement authorities for appropriate action.

It will be the responsibility of the Superintendent and/or his/her designee to develop and implement **guidelines** for the implementation of the above stated Policy.

GUIDELINES

These guidelines have been created as one part of the West Allegheny School District Drug, Controlled Substances and Alcoholic Beverages Policy. They are intended to provide a consistent means for effectively responding to alcohol and drug related situations that may occur at school sponsored events either on or off school property. The Board reserves the right to use any extraordinary measures deemed necessary to control substance abuse.

I. Definitions

Unless the context otherwise requires, the following terms, when used in this Policy, shall have the following meanings:

- A. "Drug" - Any chemical, organic or inorganic substance classified as a "controlled substance" by the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act, Act of April 14, 1972, P.L. 233, No. 64, as amended, 33 P.S. 780 - 101-et seq. "Drug shall include but not be limited to:
 1. Any opiate, or derivative or compound of opium;
 2. Any hallucinogenic substance including lysergic acid, diethylamide, mescaline, peyote, psilocybin and tetra-hydrocannabinols;
 3. Marijuana, including all forms, species and/or varieties of genus cannabis sativa L., seeds, resins, oils and compounds thereof;
 4. Cocaine, coca leaves and any compound, derivative or preparation thereof;
 5. Stimulants, including amphetamine phenmetramine, methyl-phenidate, methamphetamine and any compound, mixture or preparation containing any quantity thereof;
 6. Depressants, including barbituric acid or any compound or derivative thereof;



Drug and Alcohol Policy 6640 (continued)

7. So-called "look-alike drugs" or compounds containing caffeine, ephedrine or similar substances, packaged or intended to look like a controlled substance;
8. The use of inhalants, such as amelnitrates or so called "Rush", airplane glue, ether, kerosene or compounds thereof;

"Drug" shall not include any substance prescribed by a licensed physician for a student, provided that the student first registers the drugs with the school nurse or health office at the time they are first brought onto school premises and used in accordance with instructions of the prescribing physician.

- B. "Alcohol" - Any alcoholic beverage, a beverage containing any alcohol, malt or fermented beverages, or combinations thereof.
- C. "Personal Amount" - A small amount of drugs intended for personal use of an individual. Unless circumstances otherwise warrant, a personal amount shall be not more than two marijuana cigarettes, ten grams of marijuana, three grams of hashish, three pills, tablets, inhalants, capsules or similar substances, one gram of cocaine or other powder-like controlled substance.
- D. "Distribution Amount" - A distribution amount shall be greater than two marijuana cigarettes, ten grams of marijuana, three grams of hashish, three pills, tablets, inhalants, capsules or similar substances, or one gram of cocaine or other powder-like controlled substances.
- E. "Subsequent Offenses" - Those offenses beyond the first offense for drug and alcohol (D/A) policy violations.
- F. "Drug Paraphernalia" - Includes any utensil or item which in the school's judgment be associated with the use of drugs, alcohol or mood altering substances. Examples include but are not limited to papers, roach clips, pipes and bowls.



Drug and Alcohol Policy 6640 (continued)

II. Suspected Use of Drugs

- A. Definition - A student is suspected of using drugs or alcohol, but there is no evidence of violation of law or school regulation. This situation may involve a student suspected of using drugs or alcohol, but who does not show extreme behavior changes and no evidence is available; a student who contacts a teacher in regard to the drug or alcohol use of another student or the student who volunteers information about personal drug or alcohol use.
- B. Action by Staff
 - 1. A staff person may approach the student regarding behavior, performance, or general health. The student will not be accused of drug use, but an attempt will be made to discuss the situation or to refer the student to the principal/assistant principal and/or the Student Assistance Program.
 - 2. A limited discussion will be held with the student, and will not be used as a basis for punishment.
 - 3. If there is continued suspicion, appropriate school personnel will complete the student behavior checklist to aid the Student Assistance Program in identifying students who may have drug or alcohol problems.
- C. Notification of Parents
 - 1. The parent will be contacted by the appropriate administrator or his/her designee.
 - 2. Any contact will concern the student's actual behavior or possible cause.
- D. Confidentiality
 - 1. The dissemination of information will be limited to the Principal, staff members involved, student, and Student Support Team.
 - 2. The Principal has the option of inviting other appropriate personnel.
- E. Discipline - Assistance
 - 1. No discipline mandated.
 - 2. Referral to appropriate support personnel.
- F. Disposition of Substance Not Applicable
- G. Notification of Police Not Applicable



Drug and Alcohol Policy 6640 (continued)

III. Possible Drug Use Emergency

A. Definition

A student demonstrates obvious symptoms of possible drug use, such as staggering, slurred speech, dazed appearance, incoherence, and/or inability to respond. This situation is handled as a health problem and potential emergency.

B. Action By Staff

1. District standard health, first-aid and potential emergency procedures will be followed.
 - a) The student will not be left alone.
 - b) The school nurse will be summoned immediately, with arrangements to be made for the student to be taken to a medical facility if necessary.
2. The principal or designee will be notified, and transportation will be arranged with parents, if possible. Otherwise, the school will arrange for transportation of the student by police, ambulance, or other emergency vehicle.
3. Investigation - The principal or designee will conduct a search of the student. The search may also include the student's locker, desk or other personal property, and any vehicle in control of the student on school property. A witness will be present during any search.
4. A referral will be made to the Student Assistance Program for monitoring the actions of the student.

C. Notification of Parents

The parents will be notified of the circumstances, including a description of the situation and symptoms exhibited by the student and noted by the school nurse.

D. Confidentiality

Information shall be limited to the parties who have immediate knowledge of the situation and may also be extended to medical personnel, the school superintendent, principal, necessary counselors, and/or Student Assistance Program.



Drug and Alcohol Policy 6640 (continued)

E. Discipline and/or Assistance

If the student is under the influence of a drug or alcohol, the student will be given a suspension up to ten days and required to have D & A assessment by the school D & A counselor or an appropriate rehabilitation facility. A student has the right to an informal office hearing according to the student's rights and responsibilities. The student and parents must meet with the Student Assistance Program to discuss the findings of the D & A assessment. Students and parents not following through with assessment will be required to have a hearing with the building principal or his/her designee before the student is readmitted to school. Prior to readmission, a mandatory meeting with the Student Assistance Program is necessary. This may not preclude a formal board hearing.

F. Disposition of Substance

1. If a drug is discovered at the time of an emergency, the information will be revealed to necessary medical personnel for the sole purpose of aiding and treatment.
2. Any staff member finding controlled substances should ensure the evidence is not disturbed and notify the appropriate administrator to secure the scene.
 - a. If the substance is deemed a control substance by law enforcement officials, it will be referred to the appropriate step of the D & A Policy.

G. Police Notification

1. If possession, use, or under the influence of a drug or alcohol is suspected, the police will be notified and requested to take appropriate action.



Drug and Alcohol Policy 6640 (continued)

IV. Possession of a Personal Amount of Any Drug, in Any Quantity and/or any Paraphernalia - First Offense

A. Definition

A student is discovered with a personal amount of drugs and/or drug paraphernalia for the first time.

B. Action By Staff

1. The staff person discovering the student possessing the drugs and/or paraphernalia will summon the principal or escort the student to the principal's office.
2. The principal or designee will conduct a search of the student. The search may also include the student's locker, desk or other personal property, and any vehicle in control of the student on school property. A witness will be present during any search.
3. The student will not be left alone.
4. Referral to Student Assistance Program to collect appropriate data.

C. Notification of Parents - The parent will be contacted, the situation described and a conference arranged as soon as possible.

D. Confidentiality

Information will be limited to the initial parties involved, the superintendent, principals, police, counselors, Student Assistance Program and/or District Magistrate.

E. Discipline - Assistance

1. If the student possesses a personal amount of drugs, the student will be given a suspension up to ten days and be required to have an assessment by the school's D & A counselor or an appropriate rehabilitation facility. A student has the right to an informal office hearing according to the student's rights and responsibilities. The student and his/her parents must meet with the Student Assistance Program to discuss the findings of the D & A assessment. Students and parents not following through with assessment will be required to have a hearing with the building principal or his/her designee before the student is readmitted to school. Prior to readmission, a mandatory meeting with the Student Assistance Program is necessary. This may not preclude a formal board hearing.

F. Disposition of Substance

Any staff member finding controlled substances should ensure the evidence is not disturbed and notify the appropriate administrator to secure the scene.

G. Notification of Police

The Police will be notified.



Drug and Alcohol Policy 6640 (continued)

V. Possession of Controlled Substance, Drug or Alcohol (Distribution Amount)

A. Definition

A student is discovered to be in possession of a distribution amount of drugs.

B. Action By Staff

1. The staff member discovering the drug will summon the principal or escort the student to the principal's office.
2. The principal or designee will conduct a search of the student. The search may also include the student's locker, desk or other personal property, and any vehicle in control of the student on school property. A witness will be present during any search.
3. The student will not be left alone.
4. Referral to Student Assistance Program to collect appropriate data.

C. Notification of Parents - The parent will be contacted by the principal or designee, the situation will be described and a conference arranged as soon as possible. The principal and/or designee will assure that the parent has been notified in both oral and written form.

D. Confidentiality - Information will be limited to the initial parties involved, the superintendent, parent, principal, counselor, SAP, police, and/or District Magistrate.

E. Discipline - Assistance

If a student is found to be in possession of a distribution amount of drugs, the student will be given a suspension up to 10 days and be required to have an assessment by the school's D & A counselor or an appropriate rehabilitation facility. A student has the right to an informal office hearing according to the student's rights and responsibilities. The student and his/her parents must meet with the Student Assistance Program to discuss the findings of the D & A assessment. Students and parents not following through with assessment will be required to have a hearing with the building principal or his/her designee before the student is readmitted to school. Prior to readmission, a mandatory meeting with the Student Assistance Program is necessary. This may not preclude a formal board hearing. The superintendent will be notified.

F. Disposition of Substance

Any staff member finding controlled substances should ensure the evidence is not disturbed and notify the appropriate administrator to secure the scene.

G. Notification of Police

The police will be notified.



Drug and Alcohol Policy 6640 (continued)

VI. Distribution or Selling Drugs

A. Definition

A student is discovered in the act of distributing, giving, selling, purchasing or receiving drugs to or from another person.

B. Action of Staff

1. The staff member will summon the principal or escort the student to the principal's office.
2. The principal or designee will conduct a search of the student. The search may also include the student's locker, desk or other personal property, and any vehicle in control of the student on school property. A witness will be present during any search.
3. The student will not be left alone.
4. A referral will be made to the Student Assistance Program for collection of appropriate data and follow-up with the student.

C. Notification of Parents

The parent will be contacted by the principal or designee, the situation described and a conference arranged as soon as possible. The principal and/or designee will assure that the parent has been notified both orally and in writing.

D. Confidentiality

Information will be limited to the initial parties involved, the superintendent, principal, counselors, Student Assistance Program, parent, and police.

E. Discipline - Assistance

Following an informal hearing with the principal, the student will initially be suspended from school for 10 days or until a hearing before the Board of School Directors. A formal hearing will be held before the Board to consider expulsion. Terms of that expulsion or an alternative to that expulsion will be determined by the Board. Students who are not expelled will be required to have an facility. The student and his/her parents must meet with the Student Assistance Program to discuss the findings of the assessment. Students will follow the recommendation of the rehabilitation facility when applicable.

F. Disposition of Substance

Any staff member finding controlled substances should ensure the evidence is not disturbed and notify the appropriate administrator to secure the scene.



Drug and Alcohol Policy 6640 (continued)

G. Notification of Police

The police will be notified.

VII. Subsequent Possession of Drug or Alcohol

A. Definition

A student is discovered to be in possession of a drug or alcohol subsequent occurrences.

B. Action By Staff

1. The staff member discovering the student in possession of a drug will summon the principal or escort the student to the principal's office.
2. The principal or designee will conduct a search of the student. The search may also include the student's locker, desk or other personal property, and/or any vehicle in control of the student on school property. A witness will be present during any search.
3. The student will not be left alone.
4. A referral will be made to the Student Assistance Program for collection of appropriate data and follow-up with the student.

C. Notification of Parents

The parent will be contacted by the principal or designee, the situation described and a conference arranged as soon as possible. The principal and/or designee will assure that the parent has been notified in both oral and written form.

D. Confidentiality

Information will be limited to the initial parties involved, the principal, superintendent, counselors, Student Assistance Program, parent, police, and/or District Magistrate.

E. Discipline - Assistance

1. Following an informal hearing before the principal, a student will be suspended for a period of ten days.



Drug and Alcohol Policy 6640 (continued)

2. A formal hearing may be held before the Board of School Directors to consider expulsion. Terms of that expulsion or an alternative to that expulsion will be determined by the Board of School Directors. Students who are not expelled will be required to have an assessment by the school's D&A counselor or an appropriate rehabilitation facility. The student and his/her parents must meet with the Student Assistance Program to discuss the findings of the assessment. Students will follow the recommendation of the rehabilitation facility when applicable.

F. Disposition of Substance

Any staff member finding controlled substances should ensure the evidence is not disturbed and notify the appropriate administrator to secure the scene.

G. Notification of Police

The police will be notified.



FREEDOM OF SPEECH POLICY 3480

The Board acknowledges the right of its employees as citizens in a democratic society to speak out on issues of public concern. When those issues are related to the school system and its programs, however, the employee's freedom of expression must be balanced against the interests of this District.

The following guidelines are adopted by the Board to help clarify and therefore avoid situations in which an employee's expression could conflict with the district's interests. In situations in which an employee is not engaged in the performance of his/her duties of his/her duties, he/she should:

1. State clearly that his/her expressions represent personal views and not necessarily those of the School District;
2. Not direct his/her expression toward any individual(s) with whom he/she would normally be in contact in the performance of duties, in order to avoid the disruption of cooperative staff relationships. Disagreements between employees should be addressed through established channels and the chain of command;
3. Refrain from expressions that would interfere with the maintenance of student discipline;
4. Refrain from making public expressions which he/she knows to be false or made without regard for truth or accuracy;
5. Not make threats against coworkers, supervisors or District officials;
6. Violations of these guidelines may result in disciplinary action up to and including dismissal;
7. Administrators and those in supervisory positions should recognize that in that position his/her comments will be commonly viewed as representative of the District;
8. Employees having disagreements with administrators and/or board directives or policies should address them through established channels and chain of command.
9. Notwithstanding anything provided in this Policy 2480, school employees are subject to the requirements of confidentiality as provided in Board Policy and State and Federal Law.



GRADING POLICY 5510

The formal issuance of grades through symbols on a regular basis is authorized by the Board in order to promote a process of continuous evaluation of student performance, to inform the student, his/her parent/guardian, and counselor of the student's progress, and to provide a basis for bringing about improvement in student performance.

The Administration shall develop and implement a clearly stated grading system to inform students and parents/guardians of the progress being made by the student in his/her educational program.

District Grading Scale:

90-100%= A

P = Pass

80-89%= B

F = Fail

70-79%= C

I = Incomplete (awarded in special circumstances only)

60-69%= D

X = Missing a major component of the course that **MUST** be completed to pass a class.

59% and below= F



HIGH SCHOOL GRADING GUIDELINES

Grading Procedure

The faculty and administration of West Allegheny Senior High School believe that it is essential to have a clearly stated grading system in order to further good communication between parents, students, and teachers. Therefore, they have established the following policy that will be subject to review at the beginning of each school year.

Grading Scale

The West Allegheny School District utilizes the following grading scale for quarterly and final grades. Quarterly report cards will designate student percentage grades. Student final 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 potentially pass the class. Seniors with an X grade will not be eligible for graduation.
F	59% and below		

Illegal/Unexcused Absences. If a student fails to attend a class for an illegal or unexcused reason, the teacher shall use his/her discretion whether to permit the student to make up any assignments, tests, or other material for that day.

Nine Weeks Grade

Each student shall earn a final percentage grade for each of the four nine-week grading periods. These percentages are based on points earned for course requirements such as tests, homework, projects, and reports. To calculate the final percentage, a teacher may choose to weight assessment categories or use total points.

A student earning a failing (F) quarterly or final grade shall be recorded no less than 50% unless approved by a principal. Other letter grades – A, B, C, D – are broken down in increments of 10 from 60-100, but there is a 59-point difference between 59% and 0%, a gap that can often make it mathematically impossible for some failing students to ever catch up. The 50% minimum is intended to encourage student performance, increase motivation, and give students the opportunity to experience success.

Final Grade

The final grade for a student will be determined using one of two methods, percentages or quality points.

When using percentages, each of the four (4) nine-week grade percentages shall be averaged into the student's final grade. Each of the four grading periods is weighted equally.



High School Grading Guidelines (continued)

When using quality points, each of the four (4) nine-week letter grades will be converted to a 4-point scale, with A=4, B=3, C=2, D=1, F=0.

Once converted, the average of the four quality points will determine the final grade using the following scale:

A = 3.51 - 4.0

C = 1.51 - 2.49

F = 0 - .49

B = 2.51 - 3.49

D = .51 - 1.49

*When quality points are averaged to 0.5, 1.5, 2.5 or 3.5, total points will be used as a tiebreaker.

Students with **three (3) F's will fail automatically** unless the following condition is met: The teacher, upon reviewing the student's total year performance believes that the student in question has met the **MINIMUM** criteria for passing and the principal, upon reviewing each individual case, authorizes the passing grade.

In the event a student changes academic levels of a course mid-year (e.g. from Honors to Academic), the teacher assigning the final grade may exercise one of two options:

1. Use the percentage(s) assigned from the prior course, along with the earned percentage(s) in the currently enrolled course to calculate a final grade.
2. Adjust the student's final grade to reflect overall mastery and performance level of the current course to assign a final grade.

Quality Point Values/Weighted Grades

West Allegheny High School utilizes a three-tiered point system for weighting classes. Students in a weighted course will receive an additional quality point assessment per grading period. The final letter grade will remain the same; only the quality points will change.

The tables below represent the weighted and non-weighted point values for all full credit courses and courses with a lab. Only the point values increase, the credit for each course remains the same. Additionally, the point values are lower for courses that are not a full credit (e.g. semester courses).

Percentage Range	Grade	AP / CHS / PLTW Courses	Honors Courses	All Other Courses
90-100	A	5.00	4.50	4.00
80-89	B	4.00	3.50	3.00
70-79	C	3.00	2.50	2.00
60-69	D	2.00	1.50	1.00
0-59	F	0	0	0

Percentage Range	Grade	AP / CHS / PLTW Courses With a Lab (1.5 Credits)	Honors Courses With a Lab (1.5 Credits)	All Other Courses With a Lab (1.5 Credits)
90-100	A	7.50	6.75	6.00
80-89	B	6.00	5.25	4.50
70-79	C	4.50	3.75	3.00
60-69	D	3.00	2.25	1.50
0-59	F	0	0	0



High School Grading Guidelines (continued)

Test Return Procedure

The assessment practice of testing provides the student and teacher information regarding the level of achievement. Testing provides the feedback to the teacher that is needed to revise teaching style, to re-teach material and to develop guidelines for pacing instruction. The student is able to view areas of proficiency and deficiency and adjust appropriately. All tests will be returned to and discussed with the students within one week of the administering of the test. Essay assignments of at least 2 pages in length will be returned and discussed within two weeks of the assignment. Teachers may invoke the options below in regard to testing:

1. Return tests (answer sheet and test)/essay assignment, discuss the test/essay, and the test/essay remains the property of the student. Therefore, it becomes the sole responsibility of the student to share the test(s) essay with the parent and also the sole responsibility of the student to present the test(s) in the event that he/she believes that a grade assigned was inaccurate.
2. Return tests (answer sheet and test)/essay assignment, discuss the test/essay, give it to the student to take home for review and/or parent/guardian signature and then require that the test/essay be returned so that the teacher may maintain their files for each student. Teachers cannot invoke academic penalties for tests not returned.
 - Teachers may post a test, for student/parent review, on Skyward in lieu of sending test copies home, unless the family has reported no access to the appropriate technology to utilize Skyward.

Academic Integrity

The West Allegheny High School 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 to the administration. Parent contact made by teacher and administration.

Third offense in any subject area: a zero on the assignment, a discipline referral 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 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.



MIDDLE SCHOOL GRADING GUIDELINES

Each student shall earn a final percentage grade for each of the four nine-week grading periods. These percentages are based on points earned for course requirements such as tests, homework, projects, and reports. To calculate the final percentage, a teacher may choose to weight assessment categories or use total points.

Lowest Percentage For F Grades:

If a student earns less than 50% on any graded assignment that he or she attempted to complete, the grade entered into the grade book should be rounded up to 50%. The rationale for this practice is guided by the fact that other letter grades — A, B, C and D— are broken down in increments of 10 from 60 to 100, but there is a 59-point difference between 59% and 0%, a gap that can often make it mathematically impossible for some failing students to ever catch up. The adjustment to 50% is intended to encourage student performance, increase motivation and to give students the opportunity to experience success.

Determination of Final Grades:

The four (4) nine-week grades shall be averaged into the student's final grade. Each 4 (9 weeks grading period) is weighted equally, using a weighted method in math, science, social studies and ELA. Constancy in grading procedures is key to success with all students' success across all grade levels (6th – 12th grade). It also promotes CONSISTENCY for teachers, students and parents at each grade level. The final grade for a student will be determined using one of two methods, quality points or percentages. Examples are provided below.

Homework and any assignment that is graded for completion will make up 15% of the final grade. Assignments and assessments that are graded for accuracy will make up 85% of the final grade.

When using quality points to determine a final grade, the following scale will be used.

A = 3.51 - 4.0 C = 1.51 - 2.49

B = 2.51 - 3.49 D = .51 - 1.49

F = 0 - .49

*(When quality points are averaged to 0.5, 1.5, 2.5 or 3.5, total points will be used as a tiebreaker.)

Example Quality Points

The FINAL grade for a student will be an average based on a letter grade point system. Grades – not percentages – are what determine a final grade for a student.

FINAL Grade Calculation Examples

#1 D C B D

Pts. 1 2 3 1 = 7 pts. Divided by 4 (9 weeks) = 1.75

(*if above .50 round up to next whole number, so 2 = C)

#2 D D C D

1 1 2 1 = 5 pts. Divided by 4 (9 weeks) = 1.25

(* if average is below .50 round down to next whole number, so 1 = D)

#3 B C B C

3 2 3 2 = 10 pts. Divided by 4 (9 weeks) = 2.50



Middle School Grading Guidelines (continued)

(This example is between a B and C. Teachers must use total points for the year to decide the grade. This method should be used if calculations are at .50, 1.50, 2.50 and 3.50.)

Example Percentages

When determining the average, teachers should round according to the rules of mathematics unless at 59.5%, 69.5%, 79.5% or 89.5%. Then total points are to be used as a tiebreaker.

65% = D 72% = C 73% = C

75% = C 67% = D 66% = D

62% = D 63% = D 67% = D

77% = C 75% = C 72% = C

$291/4 = 72.75 = C$ Final

$289/4 = 72.25 = D$ Final

$290/4 = 72.5 =$ (Examine total points)

Students with three (3) F's will fail automatically unless the following condition is met: The teacher, upon reviewing the student's total year performance believes that the student in question has met the **MINIMUM** criteria for passing and the principal, upon reviewing each individual case, authorizes the passing grade.

Extra Credit

Extra credit has to be related to the curriculum and should provide meaningful academic enrichment opportunities. Volunteering and community service are acceptable activities to count for extra credit. Students should not be penalized if they cannot make evening or weekend activities; they should be given an alternative assignment to count toward extra credit. If parents are to sign a student test for extra credit points, students are to correct test mistakes. If a teacher chooses to use extra credit, it should be limited to raising the 9-week average to no more than 3%.

Homework

Homework is an integral part of learning and should reflect student needs, capabilities, and/or interests.

Homework provides opportunities for students to prepare for, practice, apply, integrate, enrich, and extend school learning; to reinforce work-study skills; to effectively use school/community resources; and to develop self-discipline.

Teachers assess homework according to district guidelines. Students are responsible for completing assignments according to the teacher's established criteria. Parents/ guardians are responsible for providing the work area, time, and conditions necessary for the student to successfully complete homework assignments.

The administration recommends that homework not be used as a grade to determine proficiency of the completed assignment, but rather as a grade to assess whether the student has completed or not completed the assignment. Additionally, the administration recommends that homework be used as an effective, positive reinforcement technique.



Middle School Grading Guidelines (continued)

Academic Integrity

The West Allegheny High School 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 to the administration. Parent contact made by teacher and administration.

Third offense in any subject area: a zero on the assignment, a discipline referral 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 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.



ELEMENTARY GRADING GUIDELINES AND PROCEDURES

Below is a summary of the content areas that will be evaluated on the quarterly elementary grade level report cards.

Grade	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K	English Language Arts Mathematics	English Language Arts Mathematics Art, Music, Library, Health & Physical Education	English Language Arts Mathematics	English Language Arts Mathematics Art, Music, Library, Health & Physical Education
1	English Language Arts Mathematics	English Language Arts Mathematics Science/Social Studies Art, Music, Library, Health & Physical Education, Computer, Innovation and Design	English Language Arts Mathematics	English Language Arts Mathematics Science/Social Studies Art, Music, Library, Health & Physical Education, Computer, Innovation and Design
2	English Language Arts Mathematics	English Language Arts Mathematics Science/Social Studies Art, Music, Library, Health & Physical Education, Computer, Innovation and Design	English Language Arts Mathematics	English Language Arts Mathematics Science/Social Studies Art, Music, Library, Health & Physical Education, Computer, Innovation and Design
3	English Language Arts Mathematics Science	English Language Arts Mathematics Science, Social Studies Art, Music, Library, Health & Physical Education, Computer, Innovation and Design	English Language Arts Mathematics Science	English Language Arts Mathematics Science, Social Studies Art, Music, Library, Health & Physical Education, Computer, Innovation and Design
4	English Language Arts Mathematics Science	English Language Arts Mathematics Science, Social Studies Art, Music, Library, Health & Physical Education, Computer, Innovation and Design	English Language Arts Mathematics Science	English Language Arts Mathematics Science, Social Studies Art, Music, Library, Health & Physical Education, Computer, Innovation and Design
5	English Language Arts Mathematics Science	English Language Arts Mathematics Science, Social Studies Art, Music, Library, Health & Physical Education, Computer, Innovation and Design	English Language Arts Mathematics Science	English Language Arts Mathematics Science, Social Studies Art, Music, Library, Health & Physical Education, Computer, Innovation and Design



Elementary Grading Guidelines (continued)

The following adaptations were made to the 2017-2018 elementary report card:

1. K-5 Related Arts use qualifiers based on effort instead of letter grades and include **O** for **Outstanding**, **S** for **Satisfactory**, and **N** for **Needs Improvement**.
2. In grades 1 and 2, science and social studies are graded in alternate semesters.
3. In grades 3-5, science is graded in every quarter.
4. In grades 3-5, social studies is graded report period 2 and 4.
5. In grades 3-5, science and social studies instruction will occur with students engaged in 40-minute science lessons 4 days of the 6-day rotation and in 40 minute social studies lessons 2 days of 6 day rotation. However, science and social studies scheduling flexibility may occur to accommodate specific units of instruction that require more than 4 days of instruction for science or more than 2 days of instruction for social studies.
6. In Kindergarten and grade 1, consistent categories are identified for English Language Arts and Mathematics with related performance standards listed under each component. Instead of letter grades, students will receive **O** for **Outstanding**, **S** for **Satisfactory**, and **N** for **Needs Improvement**.
7. In grades 2-5, consistent categories are identified for English Language Arts, Mathematics, Social Studies, and Science with a letter grade and percent given for each content area; related performance standards under the categories will use **O** for **Outstanding**, **S** for **Satisfactory**, and **N** for **Needs Improvement**.

Description of Qualifiers for Performance Standards

O- Outstanding	Exemplary work demonstrating thorough understanding of essential skills and concepts
S- Satisfactory	Progressing adequately and demonstrating appropriate/general understanding of skills and concepts
N- Needs Improvement	Approaching grade level with partial or limited understanding of skills and concepts

District Grading Scale – Grades 2-5

90-100%= A
 80-89%= B
 70-79%= C
 60-69%= D
 50-59% = F

Teachers will have the capability to auto-fill to a default the performance indicator statements per skill for a given grading period to satisfactory. Indicators of outstanding or needs improvement will require specific selection. A skill or concept that is not being assessed in a marking period will be shaded out, but will still be visible to read.



Elementary Grading Guidelines (continued)

Frequency and Format of Grading

	K	Grade 1	Grade 2	Grade 3 - 5
Format of Grades	No letter Grade O, S, N for specific performance standards		Letter Grade and % at content level with O, S, N for specific performance standards	
Frequency of Grades	ELA, Mathematics quarterly & Related Arts Report Periods 2/4	ELA, Mathematics quarterly; Sci and SS 2/4 report period; & Related Arts Report Periods 2/4	ELA, Mathematics quarterly; Sci and SS 2/4 report period; & Related Arts report periods 2/4	ELA, Mathematics, Science quarterly; SS and Related Arts Report Periods 2/4

Lowest Percentage for F Grades:

If a student earns less than 50% on any graded assignment that he or she attempted to complete, the grade entered into the grade book should be rounded up to 50%. The rationale for this practice is guided by the fact that other letter grades — A, B, C and D — are broken down in increments of 10 from 60 to 100, but there is a 59-point spread between D and F, a gap that can often make it mathematically impossible for some failing students to ever catch up. The statistical tweak of saying that an F is now 50 instead of zero is intended to encourage student performance, increase motivation and to give kids the opportunity to experience success.

Re-teaching/Remediation/Re-assessment:

Student grades should reflect mastery of district curriculum objectives related to essential knowledge and skills. Students who receive a failing grade on a major project or assessment shall have an opportunity to receive remediation and be reassessed for mastery (smaller quizzes and in class assignments are left to the discretion of the teacher). Remediation is defined as teacher initiated instructional intervention. ***In order for a student to be eligible for any reassessment which could result in a possible change of the recorded grade, the following events must occur. NOTE: In the event that a student does not meet the eligibility as outlined below, teachers may use their professional discretion to allow students to retest.***

- Student completes daily assignment(s).
- Student receives a grade of below 65%.
- Following an unsuccessful assessment, remediation activities must begin immediately. These activities should relate to the objectives that were just assessed. These activities might include, but are not limited to, the student:
 - Attending tutorials
 - Completing additional homework assignments or those not previously completed, or
 - Other appropriate work as prescribed by the teacher.
- At a scheduled time, reasonable for the student and convenient to the teacher (determined by the teacher; usually within 5 days), the student will be reassessed for mastery of content in one of the following ways:
 - Redo assignment.
 - Take a suitable alternate test (or complete a different project).
 - Complete an alternate activity or any other suitable assessment determined by the teacher.



Elementary Grading Guidelines (continued)

- The reassessment should cover the same basic content at the same level of difficulty as the original assessment.
- The higher of the two grades will be recorded in the teacher’s grade book. The original failing grade and the substituted grade should be shown in the notes of the teacher’s grade book.
- If a student is not successful after the first reassessment, the teacher may use his or her discretion to determine if an additional attempt(s) may be made by the student.

Modifications to Graded Assignments/Assessments:

Please be aware that there may be instances where differentiation to the curriculum is necessary as outlined in a student’s IEP, 504 Plan, ELL status, or medical necessity. If a student receives accommodations aligned to his or her learning needs, the student is eligible for an identical range of points and the same range of grades. In these instances, accommodations should be noted in the teacher’s grade book.

Weighted Determination of Grade for English Language Arts

At the end of the nine weeks, 60% of the grade will be made up of Reading Tests, Quizzes, Projects, Presentations; 20% of the grade will be made up of English, Writing, Grammar; 15% of the grade will be made up of Spelling; and 5% of the grade will be made up of Accelerated Reading.

Grade 2-5	60% Reading Tests, Quizzes, Projects, Presentations	20% English, Writing, Grammar	15% Spelling	5% Accelerated Reading
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ANTI-HAZING POLICY 6540

Purpose

The purpose of this policy is to maintain a safe, supportive and positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the District and are prohibited at all times.

Authority

The Board of School Directors prohibits hazing, as part of any school-sponsored or recognized student activity regardless of whether the conduct occurs on or off school property or outside of school hours.

No administrator, student, parent/guardian, coach, sponsor, volunteer, or District employee shall plan, direct, encourage, condone, tolerate, assist, engage in, or ignore any hazing activity.

The Board encourages students who have been subjected to hazing to promptly report such incidents to their coach, sponsor and/or a building administrator.

Definitions

For the purpose of this policy, **hazing** is defined as any action or situation that recklessly or intentionally endangers or jeopardizes the mental health, physical health, or safety of a person or causes willful destruction or removal of public or private property for the purpose of initiation or membership in or affiliation with, or as a condition of continued membership in, any organization, team, club or group operating under the sanction of or recognized by the West Allegheny School District. The term shall include, but not be limited to:

- Any brutality of a physical nature, such as whipping, beating, branding, forced sexual activity, exposure to the elements, forced consumption of any food, alcoholic beverage, drug, controlled substance or other forced physical activity that could adversely affect the physical or psychological health or safety of the individual.
- Any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in humiliation, harassment, embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual(s).
- Any willful destruction or removal of public or private property.

For the purpose of this policy, any activity, as described above, upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding.

Delegation of Responsibility

Students, parents/guardians, administrators, coaches, sponsors, volunteers, and district employees alerted to incidents of hazing shall immediately intervene and report such conduct to a building administrator.



Anti-hazing Policy 6540 (continued)

Upon learning of a hazing incident, the building principal and/or athletic director and/or his/her designee shall undertake a thorough investigation. The building principal and/or athletic director 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 hazing to the superintendent or designee immediately and the superintendent and/or designee will, where appropriate, notify the proper authorities.

Guidelines - Complaint Procedure

1. When a student believes that s/he has been subjected to or will be subjected to hazing, the student shall promptly report the incident or potential incident, orally and/or in writing, to their level coach or sponsor of the activity and/or building administrator.
2. If a coach/activity advisor witnesses, or is made aware of by another person, an incident of hazing, s/he shall intervene and immediately report the details of the incident to the Athletic Director and/or administrator(s) of the building(s) which the students involved attend.
3. The administrator shall, upon receipt of a complaint, conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing.
4. The administrator shall prepare a written report summarizing the investigation and recommending disposition of the complaint.

Disciplinary Measures

1. If the investigation results in a substantiated finding of hazing, the administrator shall recommend appropriate disciplinary action up to and including expulsion as circumstances warrant, in accordance with the Student Code of Conduct. Additionally, the student(s) responsible for the acts may be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity.
2. If the investigation results in a substantiated finding that a coach, sponsor or volunteer affiliated with the activity or organization planned, directed, encouraged, assisted, engaged in, condoned, or ignored any violation of this policy, s/he will be disciplined appropriately in accordance with Board policy, applicable regulations and laws. Discipline could include, but is not limited to, dismissal from the position as coach, sponsor or volunteer and/or dismissal from district employment.
3. If a team, organization or group authorizes hazing in a blatant disregard of this policy or other applicable district rules, penalties may also include recession of permission for that organization to operate on school property or to otherwise operate under the sanction or recognition of the West Allegheny School District.
4. Any person who causes, participates or ignores hazing may also be subject to criminal prosecution.



MEDIA GUIDELINES

No employee is to respond and/or contact broadcast, print and/or social media outlets without first notifying and obtaining approval from the communications coordinator and/or superintendent.

While understanding that positive rapport with the media is vital to maintaining a positive and honest relationship with the public, and while understanding that the schools are public property, the West Allegheny School District asserts the right to maintain privacy within the learning environment during the school day and protect the property it maintains. In that regard, the following are guidelines for all print and broadcast media.

On School Grounds

Media personnel are asked to contact the school district's communications office if they intend to visit the school grounds for filming or interviewing purposes. Filming of the grounds from beyond the school property cannot be prohibited unless it interferes with the privacy of students and staff or inhibits the learning process in any way. Employees, parents, volunteers and visitors should notify the school office if such filming or interviewing is occurring, whereby the school office promptly notifies the building principal and the communications coordinator.

In School Buildings

Media personnel are welcomed in response to news releases generated by the communications office. They are asked to notify the communications coordinator when they plan to visit the schools. Upon arrival they should check in at the school office and obtain a visitor's badge and should be accompanied by the communications coordinator or a designated administrator. Reporters are not permitted to interview students or staff without prior notification of intent to do so through the communications office and appropriate notification by the communications office to the building principal and the employees/students involved. Media are asked to film, interview, or photograph only for the intent indicated.

Websites/Social Media

Teachers are to use the District web provider for all teacher hosted websites, which should be arranged through the communication office or Questeq. Use of West Allegheny student images on teacher sites must be preapproved through the communication office as they relate to the Do Not Publish list of students. Staff members are to provide social media posting updates through the communication office and at no time are permitted to host independent school/classroom-related social media domains.



CANINE SEARCH POLICY 6850

Purpose

School administrators have a compelling interest in ensuring that controlled substances are not present on school grounds and preventing drug-related activity on school grounds. In order to reinforce this purpose, generalized and random locker, vehicle and bag searches, including but not limited to backpacks, gym bags, draw string bags, (not physically on a student's person), to include canine sniff searches, are authorized and may be made without notice and require no individualized suspicion. If a drug sniffing dog reacts to the purported presence of an illegal substance, such reaction shall constitute reasonable individualized suspicion so as to permit a search of the individual's locker, vehicle or bag.

Authority

The Board authorizes the North Fayette Police Department, other municipalities assisting the NFPD, and private firms to assist the district by providing the services of their canine officer.

Delegation of Responsibility

A search of school property shall be conducted at any time to further the District's compelling interest in ensuring that controlled substances are not present on school grounds and preventing drug-related activity on school grounds.

In order to reinforce the within purpose, generalized and random locker, vehicle and bag searches, including but not limited to backpacks, gym bags, draw string bags, (not physically on a student's person), to include canine sniff searches, are authorized and may be made without notice and require no individualized suspicion. If a drug sniffing dog reacts to the purported presence of an illegal substance, such reaction shall constitute reasonable individualized suspicion so as to permit a search of the individual's locker, vehicle or bag. Drug sniffing dogs will not be used to search a student's individual person. No bag search shall occur while the bag is physically on a student's individual person.

All student handbooks shall include language explaining the use of canine searches on occasion throughout each school year. The administration shall annually evaluate the effectiveness of canine searches in the school and report such to the Board

Guidelines

Dogs used for canine searches in the schools by the police shall be appropriately trained and certified.

Use of canine searches at least once per semester is deemed adequate. However, the district may choose to conduct canine searches whenever it deems necessary further its compelling interest in ensuring that controlled substances are not present on school grounds and preventing drug-related activity on school grounds

Procedure

The attending officer shall accompany the dog to the school. While the dog works, building principals and/or administrators shall temporarily close the area containing lockers, bags, or vehicles to be searched.

The following procedure will be used if the dog alerts to a locker, bag, or vehicle:

- a. The locker number, backpack or vehicle will be noted. Adjacent lockers, bags, and vehicles will also be noted when necessary. A second dog may be used to verify any initial locker alert.



Canine Search Policy 6850 (continued)

- b. After a canine officer and handler have completed the search, the building principals will conduct searches of the lockers. The building principal shall notify the student that his/her locker, bag or vehicle is going to be searched and invite him/her to be present. The administration shall conduct the search. However, when school authorities have a reasonable suspicion that a locker contains materials which pose a threat to the health, welfare, or safety of the school population, student lockers may be searched without prior warning. When a canine search indicates reasonable suspicion of a crime or violation of school rules, the canine officer shall remain at the scene with administrators or the proper authorities will be contacted if a private firm is used.
- c. If drug paraphernalia or controlled substances or those items thought to be controlled substances, are found, the parent/guardian shall be contacted immediately and requested to come to the school. An investigation shall be conducted by the building principal according to Board policy and school procedures.
- d. If no drugs are found, the student will return to class. The building principal shall contact the student's parents/guardians before the end of the school day to explain the procedure that has occurred. Where possible, the student will be invited to be present with the principal when the telephone call is made.
- e. The Superintendent shall notify the Board in a timely fashion.



SEXUAL HARASSMENT POLICY 3900

The Board reaffirms its commitment to maintaining an education environment conducive to learning at all times. Therefore, no student or member of the staff shall be subjected to sexual harassment. It shall be a violation of this policy for any member of the staff to harass a student, for any student to harass another student, or for a student to harass a member of the staff through conduct or communications of a sexual nature as defined below:

Definition - Sexual harassment shall consist of unwelcomed sexual advances, request for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any member of the school staff to a student, when made by any member of the school staff to another staff member, or when made by any student to another student when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or when
- b. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or when
- c. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or education environment.
- d. Sexual harassment, as defined above, may include but is not limited to the following: verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person, with sexual or demeaning implications; unwelcomed touching; and suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, advancements, or demotions.

Enforcement.

- a. The District will enforce disciplinary action against any person who threatens or insinuates, either explicitly or implicitly, that an employee's refusal to submit to sexual advances will adversely affect the employee's employment, evaluation, wages, advancement, assigned duties, shifts, or any condition of employment or career development. This discipline can include termination.
- b. The District recognizes that the question of whether a particular action or incident is a purely personal, social relationship without a discriminatory employment effect requires a factual determination based on the facts in each case.
- c. Given the nature of the type of discrimination, the District also recognizes that false accusations of sexual harassment can have serious effects on innocent men and women. Therefore, false accusations will result in the same severe disciplinary action applicable to one found guilty of sexual harassment.

Reporting.- The procedures and guidelines for registering a sexual harassment complaint and the forms necessary to initiate an investigation are in the offices of each building principal and the central administration.



SMOKING POLICY 2650

The Board believes that the use of tobacco and tobacco related products, including but not limited to electronic cigarettes, presents a health and safety hazard, which can have serious consequences for the smoker and non-smoker and the safety of the school district. The Board recognizes the health dangers from the use of tobacco, and wishes to protect students, employees, visitors and guests from an environment that may be harmful to them.

TOBACCO USE PROHIBITED

- A. All persons, including employees, officers, volunteer, visitors and students are prohibited from smoking, using tobacco products of any kind, using look-a-like products including but not limited to electronic cigarettes, look-alike smoking cessation devices and the use of smokeless tobacco products in any school building utilized for children within the School District, and on any school bus or other vehicle used in transporting children operated by or on behalf of the West Allegheny School District. This prohibition shall be enforced at all times and shall include any activity or function occurring within the facility, whether school sponsored or otherwise.
- B. Smoking, using tobacco products of any kind, using look-a-like products including but not limited to electronic cigarettes, and look-alike smoking cessation devices and the use of smokeless tobacco products is prohibited on exterior school grounds of any school building utilized for children.
- C. Smoking, using tobacco products of any kind, using look-a-like products including but not limited to electronic cigarettes, and look-alike smoking cessation devices, and the use of smokeless tobacco products is prohibited in all other indoor school buildings, facilities and exterior school grounds, including but not limited to, any outdoor fixed seating area and concession stands.
- D. There shall be no designated smoking areas located in any building, facility or on school grounds.

Purpose

This Smoking Policy is implemented for the following reasons:

- A. This policy will further the goal of consistency among on-going School District programs directed against smoking;
- B. This policy will be part of a necessary regulatory scheme for students in the public schools;
- C. This policy will provide the role-modeling efforts of professional and nonprofessional staff to direct children against smoking;
- D. This policy, by virtue of its application to school district employees and members of the public, in conjunction with the policy not permitting students to smoke or use tobacco, will generate respect among students for school authority, thereby improving discipline;
- E. This policy will reflect and emphasize the hazards of smoking.



Smoking Policy 2650 (continued)

Compliance with Federal and State Law

- A. Congress has adopted the “Pro-Children Act of 1994” (20 U.S.C.S. β6081,et seq.), which requires that public school districts prohibit smoking within any indoor facility wherein routine or regular educational services to children is being provided.
- B. The Pennsylvania Legislature has adopted a School Tobacco Control Law, Act 168 of 1998, which provides that a Board of School Directors may prohibit smoking on school property and otherwise regulate smoking.
- C. The Pennsylvania Legislature has adopted Act 145 of 1996, which permits school authorities to prosecute students for possession or use of tobacco.

Definitions

Tobacco use is defined as the use or possession of all tobacco products including a cigarette, cigar, pipe or other smoking equipment including electronic cigarettes, and shall also include the use of any smokeless tobacco products.

“Smokeless tobacco product” shall include, but not be limited to, any chewing tobacco, snuff, or similar smokeless tobacco product that is used, chewed, sniffed or ingested.

“School building utilized for children” is any indoor facility used by the West Allegheny School District for provisions of routine or regular kindergarten, elementary or secondary education, or library services to children.

“Tobacco use” is a lighted or unlighted cigarette, cigar, pipe or other tobacco product and smokeless tobacco in any form including all tobacco products of any kind, look-a-like products including but not limited to electronic cigarettes and look-alike smoking cessation devices.

“Children” means individuals who have not attained the age of 18.

“Student” or “Pupil” is a person between the ages of 6 and 21 years who is enrolled in school.

Penalties

Any person who violates this policy may be subject to the following penalties, which are in addition to any civil or criminal prosecution and penalty imposed by law:

Employees

Employees, officers and agents of the District will be subject to disciplinary action up to and including possible dismissal.

Violations of this policy by employees will, under normal circumstances, result in the following progressive discipline unless a particular violation is judged to be willful or contemptuous, in which case more severe discipline may be imposed. The Board reserves the right to impose greater discipline than indicated if circumstances warrant. Should labor contract define other disciplinary procedures the provisions of the labor contract shall prevail.



Smoking Policy 2650 (continued)

- First Offense: Verbal warning
- Second Offense: Letter in file. (Upon completion of a smoking cessation program, the letter will be withdrawn.)
- Third Offense: Suspension without pay for two (2) days
- Fourth Offense: Further suspension or possible dismissal

Employees of private or public agencies providing services to the District are subject to the provision of this Policy and their employer is held responsible for their compliance.

Volunteers

Volunteers will be subject to temporary or permanent termination of participation in the volunteer program.

Visitors

Visitors who fail or otherwise refuse to adhere to this policy will be asked to leave the premises and may be subject to temporary or permanent exclusion from school grounds.

Agencies or organizations renting or otherwise using District facilities are held responsible for compliance with this Policy. Failure to comply may result in the District's refusal to permit the organization or agency future use of the facility.

In addition to the above stated penalties, any person who violates this policy by smoking in any school building in violation of any local fire code or ordinance may be subject to prosecution before a district justice in accordance with said fire code or ordinance.

Employee Assistance Program

Employees may be referred and encouraged to participate in smoking cessation programs through the employee assistance programs as appropriate.

The provisions of this policy apply to all individuals or organizations using school facilities. Violations of this policy will be taken into consideration in determining if future requests of facilities use should be granted.

When appropriate, employees shall be referred and encouraged to participation in a smoking cessation program through the employee assistance program as may be appropriate.



STUDENT RECORDS POLICY 6400

Pupil records are an inherent part of a student's formal education in a public school setting. They are used by authorized district personnel to collect, maintain and disseminate pertinent information.

1. They are, by nature, confidential and privileged; therefore, administrators, counselors, specialists, teachers and members of the secretarial staff shall abide by the district's policy pertaining to the collection of data, maintenance of educational records and the dissemination of information. This policy has been prepared to insure the privacy rights of both parents and the student in the collection, maintenance, release and destruction of these records. Toward that end, this policy incorporates provisions from the Regulations of the State Board of Education on Pupil Records, adopted on July 12, 1974, and as amended on July 15, 1977, Family Educational Rights and Privacy Act, 1974.
2. The West Allegheny school District shall adhere to sound practices in the collection, maintenance and dissemination of student records. In this regard, the West Allegheny School District shall provide notice to the parents and eligible students, at least annually, of the following:
 - a. Their rights under the Family Educational Rights and Privacy Act of 1974.
 - b. The types of educational records and information contained therein which are directly related to students and maintained by the School District.
 - c. The name and position of the official responsible for the maintenance of each type of records, the persons who have access to those records and the purposes for which they have access.
 - d. Their rights to review, inspect and be given a copy of the records.
 - e. The fee charged for reproducing copies of records for parents or eligible students.
 - f. The policies of the institution for reviewing the expunging student's records.
 - g. The procedure for access to a student's records and hearing procedures.
 - h. Their rights to file complaints with the Family Educational Rights and Privacy Act Officer (FERPA), Department of Health Education and Welfare, 330 Independence Avenue, Washington, D.C. 20261.
 - i. The transfer of records to officials of another school or school system upon notification of the child's enrollment.
 - j. Parents and eligible students whose primary home language is not English and are not able to understand the contents of this policy or to be knowledgeable of their rights, shall be provided with assistance by the District upon written notification.
 - k. Note of where the pupil records policy may be obtained.



SUICIDE AWARENESS, PREVENTION AND RESPONSE POLICY6501

Purpose:

The Board is committed to maintain a safe school environment; to protect the health, safety and welfare of its students; to promote healthy development; and to safeguard against the threat or attempt of suicide among school-aged youth. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; establish methods of prevention, intervention and response to suicide or suicide attempt; and promote access to suicide awareness and prevention resources. The impact of students' mental health on their academic performance and the effect of mental health issues and suicide on students and the entire school community are significant

Therefore, in order to ensure the safety and welfare of students, the District will work to educate school personnel and students on the actions and resources necessary to prevent suicide and promote mental well-being.

Authority:

In compliance with state law and regulations and in support of the West Allegheny School District's suicide prevention measures, this policy shall apply in any situation where a student is expressing suicidal thoughts or intentions of self-harm on school property, at any school- sponsored activity, or on any public vehicle providing transportation to or from a school or school-sponsored activity. This policy shall also apply following a student's suicide threat or attempt that does not occur on school grounds or during a school-sponsored activity, but that is reported to any school personnel. Information received in confidence from a student may be revealed to the student's parents/guardians, the program supervisor, building principal or other appropriate authority when the health, welfare or safety of the student or any other person is deemed to be at risk.

The District will notify school personnel, students and parent/guardians of this policy and will post the policy on the District's website.

Definitions:

At-Risk for Suicide shall mean any youth with risk factors or warning signs that increase the likelihood of suicidal behavior.

Chief School Administrator shall mean the superintendent of a school district or joint school district, the chief executive officer of a charter school, regional charter school or cyber charter school, and/or the executive director of an intermediate unit or area vocational-technical school.

Crisis Response Team shall include, but may not be limited to, the administrators, guidance counselors, the school nurse, social worker, and school resource officers, and/or other members of the Student Assistance Program (SAP), as designated, and may include other members as deemed appropriate by the chief school administrator/ school entity. Community mental agency resources may be called for assistance to be a part of the team.

Expressed Suicidal Thoughts or Intentions shall mean a verbal or nonverbal communication that an individual intends to harm him/herself with the intention to die, but has not acted on the behavior.

Prevention refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support, and protect individuals from suicide.



Suicide Awareness, Prevention and Response Policy 6501 (continued)

Protective Factors shall refer to characteristics (biological, psychological, and social) that reduce risk and the likelihood of the individual developing a mental illness.

Resilience shall refer to an individual's innate ability to persevere in the face of adversity and reduce the risk of unhealthy outcomes.

Risk Factors shall mean the personal or environmental characteristics associated with suicide. People affected by one or more of these risk factors have a greater probability of suicidal behavior.

School Connectedness shall mean the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

School Personnel include, but may not be limited to, administrators, teachers, paraprofessionals, support staff, coaches, bus drivers, custodians, and cafeteria workers.

Suicide shall refer to death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

Suicidal Act or Suicide Attempt shall mean a potentially self-injurious behavior for which there is evidence that the person probably intended to kill him/herself; a suicidal act may result in death, injuries, or no injuries.

Warning Signs are evidence-based indicators that someone may be in danger of suicide, either immediately or in the very near future

The District shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

Guidelines:

SUICIDE AWARENESS AND PREVENTION EDUCATION

Protocols for Administration of Student Education

Students shall receive age-appropriate lessons in their classrooms through health education or other appropriate curricula on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources and refer friends for help. Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development. Students shall be taught not to make promises of confidence when they are concerned about a peer or significant other. These lessons may be taught by health and physical education teachers, community service providers, classroom teachers or student services staff. Students who are in need of intervention shall be referred in accordance with the District's referral procedures for screening and recommendations.



Suicide Awareness, Prevention and Response Policy 6501 (continued)

Student education may include but is not limited to the following:

1. Information about suicide prevention. Resources are available on the Pennsylvania Department of Education's (PDE's) website– www.education.pa.gov
2. Help-seeking approaches amongst students, promoting a climate that encourages peer referral and emphasizes school connectedness.
3. Increasing students' ability to recognize if they or their peers are at risk for suicide.
4. Addressing problems that can lead to suicide, such as depression and other mental health issues, anger, and drug use.

Protocols for Administration of Employee Education

All District employees, including, but not limited to secretaries, coaches, bus drivers, custodians and cafeteria workers, shall receive information regarding risk factors, warning signs, response procedures, referrals, and resources regarding your suicide prevention.

As part of the District's professional development plan, professional educators in school building serving students in grades six (6) through twelve (12) shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.

Additional professional development in risk assessment and crisis intervention shall be provided to school counselors, District mental health professionals, social workers, school nurses and school psychologists.

Resources for Parents/Guardians

The District may provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs; and information about local behavioral/mental health resources.

METHODS OF PREVENTION

The methods of prevention utilized by the District include, but are not limited to, early identification and support for students at risk; education for students, staff and parents/guardians; and delegation of responsibility for planning and coordination of suicide prevention efforts.

Suicide Prevention Coordinators

District-wide:

A District-wide suicide prevention coordinator shall be designated by the Superintendent. This may be an existing District employee. The District suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy. The District suicide prevention coordinator shall investigate cases involving peer-to-peer harassment, as required under federal law and Board Policy. These individuals will help identify overlapping risk factors, including hostile environments created by persistent or severe harassment on the basis of gender, race, disability, or other protected classes.



Suicide Awareness, Prevention and Response Policy 6501 (continued)

Building Level:

Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing District employee.

Each building shall establish a crisis response team(s). The crisis response team(s) may include, but is not limited to, administrator(s), school counselors(s), the school nurse, social worker, and/or teachers and other members of the school's Student Assistance Program team. Community mental agency resources may also be called upon for assistance.

Any school personnel who are made aware of any threat or witnesses any attempt towards self-harm that is written, drawn, spoken, or threatened shall immediately notify the principal or designee. Any threat in any form shall be treated as real and dealt with immediately. No student should be left alone, nor confidences promised. In cases of life-threatening situations, a student's confidentiality will be waived. The school entity's crisis response procedures shall be implemented. If an expressed suicide thought or intention is made known to any school personnel during an afterschool program and the principal or designee are not available, the school personnel shall call 1-888-796-8226 – re:solve Crisis Network, 412-473-1000 - County Emergency Services, 1-800-SUICIDE, or 1-800-273-TALK for help. Thereafter, immediately inform the principal of the incident and actions taken.

Risk factors refer to personal or environmental characteristics that are associated with suicide including, but not limited to:

- Behavioral Health Issues/Disorders:
 - Depression
 - Substance abuse or dependence
 - Previous suicide attempts
 - Self-injury
- Personal Characteristics:
 - Hopelessness/Low self-esteem
 - Loneliness/social alienation/isolation/lack of belonging
 - Poor problem-solving or coping skills
 - Impulsivity/risk-taking/recklessness
- Adverse/Stressful Life Circumstances:
 - Interpersonal difficulties or losses
 - Disciplinary or legal problems
 - Bullying (victim or perpetrator)
 - School or work issues
 - Physical, sexual or psychological abuse
 - Exposure to peer suicide
- Family Characteristics:
 - Family history of suicide or suicidal behavior
 - Family mental health problems
 - Divorce/death of parent/guardian
 - Parent –child relationship



Suicide Awareness, Prevention and Response Policy 6501 (continued)

Warning signs are indications that someone may be in danger of suicide, either immediately or in the near future. Warning signs include, but are not limited to:

- Expressions such as hopelessness, rage, anger, seeking revenge, feeling trapped, anxiety, agitation, no reason to live or sense of purpose
- Recklessness or risky behavior
- Increase alcohol or drug use
- Withdrawal from friends, family or society
- Dramatic mood changes

Referral Procedures

Any District employee who has identified a student with one (1) or more risk factors or who has an indication that student may be contemplating suicide, shall refer the student for further assessment and intervention to the building school counselors.

Documentation

The District shall document the reasons for referral, including specific warning signs and risk factors identified as indications that the student may be at risk.

METHODS OF INTERVENTION

The methods of intervention utilized by the district include, but are not limited to, responding to suicide threats, suicide attempts in school, suicide attempts outside of school and completed suicide. Suicide intervention procedures shall address the development of an emotional or mental health safety plan for students identified as being at increased risk of suicide.

Procedures for Students at Risk

A district-approved suicide assessment instrument may be utilized by trained mental health staff such as school counselors, school psychologists, or social workers.

Parents/Guardians of a student identified as being at risk shall be notified by the school. If the school suspects that the student's risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services 1-800-932-0313.

If the parent or guardian refuse to cooperate and there is any doubt regarding the child's safety, the school personnel who directly witnessed the expressed suicide thought or intention will pursue a 302 involuntary mental health assessment by calling County Emergency Services at 412-473-1000 and ask for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from the principal or other central office administrator.

The District shall identify mental health service providers to whom students can be referred for further assessment and assistance.



Suicide Awareness, Prevention and Response Policy 6501 (continued)

Mental health service providers may include, but not limited to, hospital emergency departments, psychiatric hospitals, community mental health centers, psychiatrists, psychologists, social workers and primary care providers.

The District shall create an emotional or mental health safety plan to support a student and the student's family if the student has been identified as being at increased risk of suicide.

Students with Disabilities

For students with disabilities who are identified as being at-risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

If a student is identified as being at-risk for suicide or attempts suicide and requires special education services or accommodations, the Director of Pupil Services shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.

Documentation

The District shall document observations, recommendations and actions conducted throughout the intervention and assessment process including verbal and written communications with students, parents/guardians and mental health service providers.

METHODS OF RESPONSE TO SUICIDE OR SUICIDE ATTEMPT

The methods of response to suicide or a suicide attempt utilized by the District include, but are not limited to:

1. Identification of and training for the school crisis response/crisis intervention team.
2. Determining the roles and responsibilities of each crisis response team member.
3. Notifying students, employees and parent/guardians.
4. Working with families.
5. Responding appropriately to the media.
6. Collaborating with community providers.

Re-Entry Procedures

A student's excusal from school attendance after a mental health crisis and the student's return to school shall be consistent with state and federal laws and regulations.

A District-employed mental health professional, the building principal, or the school counselor shall meet with the parents/guardians of a student returning to school after a mental health crisis, and, if appropriate, meet with the student to discuss re-entry and applicable next steps to ensure the student's readiness to return to school.

When authorized by the student's parent/guardian, the designated District employee shall coordinate with the appropriate outside mental health care providers.

The designated District employee will periodically check-in, as needed, with the student to facilitate the transition back into the school community and address any concerns.



Suicide Awareness, Prevention and Response Policy 6501 (continued)

REPORT PROCEDURES

Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and mental health service providers.

When a District employee takes notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

As stated in this policy, District employees shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response.

The Director of Pupil Services shall provide the Superintendent or designee with a copy of all reports and documentation regarding the at-risk student. Information and reports shall be provided, as appropriate, to school counselors, district mental health professionals and school nurses.

References:

SUICIDE AWARENESS AND PREVENTION RESOURCES

A comprehensive set of resources for youth suicide awareness and prevention is accessible through the Department at www.education.pa.gov.

PA Youth Suicide Prevention Initiative - <http://payspi.org/>

Oct. 2014 Dear Colleague Letter related to peer harassment of students with disabilities:

Suicide Prevention Resource Center - <http://www.sprc.org/>

American Foundation for Suicide Prevention - <http://www.afsp.org/>

re:solve Crisis Network – 1-888-796-8226

TeenLine – 1-310-855-4673

Mental Health and Substance Abuse Helpline – 1-877-726-4727

References:

School Code – 24 P.S. Sec. 1526

State Board of Education Regulations – 22 PA Code Sec. 12.12

2012 National Strategy for Suicide Prevention: Goals and Objectives for Action



TECHNOLOGY USAGE POLICY 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 cyberbullying 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.

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.



Technology Usage 6270 (continued)

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.

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.

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.



Technology Usage 6270 (continued)

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. Intentional 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.



Technology Usage 6270 (continued)

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.

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.

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.



Technology Usage 6270 (continued)

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.

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.

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.



Technology Usage 6270 (continued)

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.



Technology Usage 6270 (continued)

ACCEPTABLE USE OF TECHNOLOGY GENERAL STAFF INFORMATION

On July 10, 2013, the Board of School Directors approved updates to the Acceptable Use of Technology policy that permits the use of personal electronic devices for educational purposes. Please refer to the policy that appears on the preceding pages. Staff members who wish to utilize personal electronic devices for instructional purposes are required to present their plans to their supervisor in advance for approval.

Each school year the West Allegheny Board of School Directors approves funding for technology support, maintenance and enhancements including resources for staff use in our schools. At West Allegheny, technology plays a key role in the teaching and administrative functions. With the consistent use of technology as an instructional tool, the Administration recognizes the need to reinforce proper use of these resources.

In collaboration with the WAEA, the WAESPA and the Technology Council, the Administration is confident we can prevent misuse and/or abuse through on-going efforts to encourage appropriate use of technology resources.

The Acceptable Use Policy provides for routine monitoring of technology to ensure proper usage and scrutiny of infrastructure costs associated with bandwidth, security, storage requirements, etc. Monitoring has occurred in the past and technological advancements now enable employers to more closely track instances of abuse and misuse.

The Administration and the Associations that represent West Allegheny employees along with the Technology Council are working together to reinforce appropriate use of technology. Each employee is asked to review the list of examples below and the Acceptable Use Policy on the preceding pages. This information pertains directly to employee use of technology in the workplace. Please contact your principal or supervisor if you have any questions regarding any aspect of the Acceptable Use Policy.

Examples of Appropriate Use of Technology

- Approved use of personal devices on the district network for educational purposes.
- Work related activities involving district purchased software such as Aesop, Skyward, Electronic School View, ProSoft, School Messenger, work related email, requests from a principal/supervisor
- Internet exploration/searches on topics related to your assignment or the district's curriculum

Examples of Inappropriate Use of Technology

- Use of personal devices for non-work related activity during assigned time
- Allowing others (staff, students, parents, substitutes) to use your login username or password
- Internet exploration/searches on topics unrelated to your assignment
- Opening personal email unless it contains work related content
- Completing travel arrangements such as booking flights, hotel rooms, vacation packages, etc.
- Downloading and/or saving audio, video, documents, communications, images, photographs, clips, information, etc. that consume space on the network and/or require district resources to save/store that is unrelated to your assignment
- Downloading stand-alone software without prior approval from your principal/supervisor and prior to alerting Questeq via the proper procedures
- Streaming audio or video over the Internet that is unrelated to your assignment
- Paying personal bills
- Sending email to the "District" email group without prior authorization from your principal/supervisor



TRANSPORTATION GUIDELINES

The West Allegheny School District Administration recognizes that safety is paramount in transportation. The administration is committed to working with the Board of Education, parents, students, principals, drivers and staff to maintain a safe and orderly environment. The following guidelines are in place to ensure positive and safe passage to and from school and school sponsored events.

Transportation to and from school is a privilege. Abuse of this privilege may result in loss of transportation to and from school. When you lose your transportation privileges, you cannot ride a bus owned by the Monark Bus Company and contracted by the West Allegheny School District during the time of the suspension.

Video camera systems with audio capability are installed on Monark Transportation School Buses. The information from these tapes can be used to determine disciplinary action. The cameras on buses and vans are to help ensure the safety of all students and staff.

Special education students will be subject to the same disciplinary procedures, including suspensions from riding the bus as regular education students unless otherwise noted in the student's IEP. The IEP will be reviewed to be sure that there are not any special circumstances that would warrant alternative forms of discipline, especially when a bus suspension is under consideration.

It is to be understood that in the event of a bus suspension, the student is still required to attend school and any absence during the suspension without a valid written excuse will result in school officials following the standard school truancy process.

The following are expectations all administrators are expected to follow in supporting the safe operations of district transportation

1. Administrators and/or their designees will reinforce seating arrangements on all buses.
2. Administrators and/or their designees will enforce all school and school bus safety rules when made aware of a violation.
3. Administrators and/or their designees will maintain open lines of communication with bus drivers, Monark Transportation administration and District Office Administration in regards to transportation related issues.
4. Administrators and/or their designees will request and review video from any bus violation that reaches level three or higher in the transportation guidelines and expectations.

The following are five expectations all students are expected to adhere to during transportation to and from school.

1. Students will sit in their assigned area or seat and face forward at all times. No standing is permitted while the bus is in motion.
2. Students will keep hands, feet and personal belongings to themselves and out of the bus aisle.
3. Students will wait their turn to enter and exit the bus at the stop for which they are assigned.
4. Students will use appropriate language, tone and volume when speaking on the bus.
5. Students will be respectful of all other students and the driver while on the bus and at the bus stop.
6. Students will not eat or drink on the bus.
7. Students will not play loud or distracting music on the bus.



Transportation Guidelines (continued)

Parents can contribute to the efficient and safe transportation of their children in the following ways:

1. Ensure that students are at their designated bus stop at least five minutes prior to bus arrival time. Drivers are not required to wait for children as all children further down the route would then be forced to wait that much longer.
2. Ensure students stay off the roadway at all times while waiting for the bus.
3. Ensure students cross in front of the bus when crossing the road or highway.
4. Ensure students wait until the bus has come to a complete stop and red lights are flashing before attempting to enter or leave the bus.
5. Ensure special items and projects are transported by parents to school rather than on the bus due to space and safety consideration.
6. Ensure students do not chase after a bus.
7. Ensure students are orderly while awaiting the bus.
8. Ensure that the bus stop is safe and maintained.
9. Ensure that if driving students to the bus stop you do not interfere with the traffic pattern of the bus.

The district stance is that all students should ride their assigned bus to and from school.

*NOTE: In case of the need for an **emergency** bus change, a note from a parent must be submitted to the office for approval. **This does not guarantee that approval will be granted.** If approval is given, the student will receive a bus pass to give to the bus driver. Students must submit the note to the office first thing in the morning in order to arrange for this change.*



WEAPONS POLICY 3800

The Board believes that the physical safety of students, employees and visitors is essential for the proper operation of the schools and for the establishment of a positive learning environment. With this as a precept, the Board seeks to provide a safe environment free from weapons for students, school personnel and persons using and visiting school property.

It shall be the policy of the Board that possession of a weapon by any person is prohibited in any District building, or on any grounds of the District, by a student or non-student on his/her way to or from school, in any vehicle providing authorized transportation of students to or from any District building or any District sponsored function, activity or event and at any school function, activity or event whether or not held on District property.

"Weapon" shall mean any instrument or implement for the infliction of or capable of inflicting bodily injury which serves no common lawful purpose, including but not limited to, any knife, razor, razor blade, or other cutting instrument or cutting tool, sharpened wood, sharpened metal, nun-chuck stick or other martial arts device, brass or metal knuckles, club, metal pipe, blackjack; chemical agent such as acid, mace, tazer, shocker or stun gun; any explosive device, firearm (including pellet guns and BB guns), gun, bullet, slingshot, bow, arrow or any other similar device from which a projectile may be discharged, including a firearm or other weapon which is not loaded or which lacks a component or device necessary to render it immediately operable. The term "weapon" shall include "weapon look alike," including any instrument or implement designed to look like a weapon or a facsimile of a weapon such as a toy gun or water pistol.

"Possess" and "possession" shall mean being on the person or in a person's car, locker or otherwise under his or her control.

Possession of an article which otherwise would be a weapon is justified only when the article is used in conjunction with a lawful, school supervised course, program or activity. Such exceptions are to be approved in advance, in writing, by the Building Principal with the recommendation of the teacher or program director. The Principal shall facilitate the handling of any such device. Investigative Procedures/Actions are available in the offices of all school buildings.



Section V

*Employee Expectations
and Guidelines*







Standard Operating Procedures

It is critical to maintain a focus on the Mission, Vision and Shared Values set forth in our Framework for Excellence, as such, the District has established a set of Standard Operating Procedures which focuses on programming, educational trips, parent communication, student communication and strategic community partnerships. All staff members must observe the Standard Operating Procedures outlined below.

1. Any new course, supplemental program, non-academic special program, guest speaker, questionnaire/survey, etc., requires Principal approval at least three weeks prior to special event and must include materials, program description, and may require active parent/guardian opt in. This must be done in writing. As necessary, the Principal will seek approval from the Superintendent.
2. Field trips require Principal approval (preferably at the beginning of the year and with description of educational value added to students as a result). This must be done in writing with a description of the educational value afforded to students. The Principal will seek superintendent approval. Overnight and out-of-state trips require board approval.
3. Every attempt should be made to respond to parents and guardians and advocates of children within 24-48 hours of initial attempt to contact (once you are aware of initial contact). Also, professional staff should check email daily if at work. For parents with frequent and consistent concerns please set a protocol with the parent and communicate that protocol with your Principal.
4. Teachers and staff should maintain regular communication with parents/guardians concerning educational progress. All Skyward requirements must be followed with regards to attendance, the Course Learning Center, as well as, posting and grading of assignments, tests and projects. In the event that the above cannot occur please work with your Principal.
5. Any external communications being sent to parents and/or community members on behalf of the school and/or District (other than weekly, monthly updates) require notification and/or approval from your Principal.
6. External collaborative partnerships with community agencies, groups, educational entities, etc., require Principal/Superintendent approval. Contracts providing extended services to students and/or staff require Board approval. Please submit any collaborative partnership and/or contracted services request to your Principal. As necessary, the Principal will seek approval and support from the Superintendent.



Skyward Requirements

Aligned to Priority 3: Financial Responsibility and Operational Efficiency, *Upgrade Technology Systems and Supporting Infrastructure*, the district has migrated to a new Student Information System, Skyward. For the purpose of seamless integration and effective and strategic communication, it is expected that all stakeholders will adhere to the following requirements related to Skyward. Consistent implementation of these minimum requirements will maximize the value of the District's investment and assure effective communication with parents and students.

1. Teachers will update gradebooks in Skyward a minimum of one time per six-day rotation.
2. Teachers in grades 6-12 will submit attendance in Skyward on a period by period basis. In grades K-5 teachers will submit attendance through Skyward during homeroom.
3. Teachers will check Skyward Message Center daily.
4. Teachers will send any class messages to their parents and/or students through the Skyward Message Center.
5. Teachers will post the due date for major assignments, activities and projects in Skyward on or before the day that the assignment is introduced.
6. Teachers will post notification of major tests, exams and in-class assignments in Skyward a minimum of 72 hours prior to the event.



Visitor Procedures

During the 2016-2017 school year the West Allegheny School District launched the use of the Raptor Visitor Management System. The use of the system is intended to maximize operational efficiency which aligns with Priority 3 of our Framework for Excellence: Financial Responsibility and Operational Efficiency, *Ensure Effectiveness of Crisis-Safety Response and Emergency Operations Plan*. Raptor verifies the identity of visitors, checks their status against national and local data bases, and issues photo identification. These precautions are yet another layer used to ensure the safety of our students and staff.

Procedure

When entering a District school/office, all visitors must present a valid state- or government-issued ID, which will be scanned into the Raptor system. Upon reading the information, Raptor will check the national database to identify sex offenders and a District database for individuals involved in Protection from Abuse (PFA) and custody orders. It is important to note that the Raptor System only scans the visitor's name, date of birth and photo that additional visitor data from the driver's license is not gathered nor is the system connected to any other system such as the Department of Motor Vehicles. Therefore, any other information connected to the visitor's driver's license is not accessible to any of the users. Once entry is approved, Raptor will issue a badge that identifies the visitor and includes a photo, the date, and the purpose of his/her visit. This photo ID should be visible throughout the visit and should be returned to the office when the visitor leaves.

In the event that a positive match occurs, building and district administration will be notified via the Raptor System. Front office staff should alert the visitor that they are having difficulty properly scanning the ID and call the building administration for assistance and guidance.



Emergency Operation Plan

The West Allegheny School District is committed to ensuring effectiveness in crisis–safety response and emergency operations. In alignment with Priority 3 of our Framework for Excellence: Financial Responsibility and Operational Efficiency, *Ensure effectiveness of Crisis Safety Response and Emergency Operations Plan*, the district is committed to continue to streamline and operationalize our emergency operations plan, while continuing to provide the staff with the most up-to-date training related to crisis response. Our emergency operations drill and event timeline highlights our efforts to involve students, staff and community agencies in crisis-safety response training.

The District’s EOP includes the following:

1. Regular review and update of the school safety and security measures.
2. Review and evaluation of site security measures.
3. Coordination of unit captain teams for each school building.
4. Coordination of a District Emergency Response Team
5. Conduct multiple full-scale emergency response drills at each school site, annually.
6. Maintain relationships with local law enforcement and fire departments holding a minimum of three District Level Emergency Operation Plan meetings per year.
7. Provide annual emergency response training to all District personnel.
8. Maintain and evaluate safety procedures to effectively limit access to and monitor school grounds.
9. Maintain and evaluate reunification plans to include location and logistics.
10. Maintain and enhance video surveillance systems at all school buildings.
11. Maintain implementation of the Raptor Visitor Management System to insure all visitors are properly scanned and identified.
12. Develop a functional online emergency operations system that effectively guides all stakeholders in responding to emergency and/or crisis events.
13. Use of NaviGate Prepared online emergency response application to actively monitor and account for all students during a crisis situation.



Emergency Operation Plan Annual Drills

Staff will receive annual training in support of our Emergency Operation Plan including, but not limited to, ALICE (Alert, Lockdown, Inform, Counter, Evacuate) refresher course, comprehensive crisis management, child abuse and emergency immediate responders first aid

TIME LINE	EVENT
August 2019	ALICE Phase 1 Induction Training
August 2019	Fire drills conducted in all five (5) buildings
September 2019	Lockdown Drill in each building in conjunction with first responders from NFPD and FTPD to include k-9 response and search at MS/HS
October 2019	Fire drills conducted in all five (5) buildings (with hallways blocked off to simulate obstructions)
November 2019	Evacuation preparation drill conducted in all five (5) buildings (with a focus on lunch periods and transitions) in conjunction with first responders from NFPD and FTPD to include k-9 response and search at MS/HS
December 2019	Fire drills conducted in all five (5) buildings (to occur during transition times)
January 2020	Table Top Exercise conducted with unit captains
February 2020	Fire drills conducted in all five (5) buildings (with missing student scenario introduced)
March 2020	Lockdown drills conducted in all five (5) buildings (with a focus on lunch periods and transitions) in conjunction with first responders from NFPD and FTPD to include k-9 response and search at MS/HS
April 2020	Evacuation drills held in all five (5) buildings (with a focus on reunification procedures)
May 2020	Fire drills conducted in all five (5) buildings



Nutrition Standards

COMPETITIVE FOODS GUIDELINES

West Allegheny School District participates in the Federal Lunch Program. As such, we are required to follow the competitive foods guidelines. All staff are expected to comply with the below guidelines.

Competitive foods is defined as food and beverages separate from the federally reimbursed school lunches and breakfast such as vending machines, fundraisers, school stores, classroom parties or food rewards. The best way to determine if an item meets the PDE Nutrition Standards for Competitive Foods is to use the smart snack calculator. The calculator can be found at: <https://foodplanner.healthiergeneration.org/calculator>.

Guidelines for selling food items:

1. You may sell anything a half hour before school starts. This can be anything you want and does not have to meet smart snack requirements.
2. You can sell anything a half hour after school ends. This can be anything you want and does not have to meet smart snack requirements.
3. From a half hour before school starts until a half hour after school ends you may only sell smart snacks that are put through the smart snack calculator.
4. During breakfast and lunch no other programs should sell any items that would compete with the West Allegheny cafeteria program.

Competitive Food Guidelines (continued)

Nutrition Standards for Competitive Foods in Pennsylvania Schools Fact Sheet for Parents



Your school has chosen to follow the Pennsylvania Department of Education (PDE) Nutrition Standards for Competitive Foods. By following these standards, your school will earn extra money to help buy healthier foods. This fact sheet will tell you more about these standards and how they benefit your child.

What are competitive foods?

Competitive foods are foods and beverages in schools that are not part of the federally reimbursed school lunch or breakfast meals. They include a la carte food or beverages from the school cafeteria (sold separate from the school lunch or breakfast meal), vending, fundraisers, school stores, classroom parties, or food rewards.

Why does my school need nutrition standards for competitive foods?

All schools that participate in the National School Lunch Program are required by law to have nutrition standards to help promote good health and prevent obesity. Many children eat too much junk food and not enough fruits, vegetables, milk, and whole grains. More children are becoming overweight or getting diseases such as heart disease, high blood pressure and diabetes that may be partly caused by poor eating. Schools can help keep children healthier by offering and promoting nutritious foods in schools.

How will the PDE Nutrition Standards for Competitive Foods benefit my child?

The PDE Standards will make it easier and more appealing for your child to choose healthy foods. Children who eat well are healthier and do better in school. Your school will offer and promote more fresh fruits and vegetables, whole grains, lower fat milk and dairy foods. Your school will decrease foods and beverages that are high in calories from fat and sugar, and oversized portions.

Will soda (pop), candy, cookies, chips and other treats still be offered or sold in schools?

Your school may still choose to offer or sell some types of cookies, candy, and chips. They may not offer or sell soda, chewing gum, and certain types of candies during the school day. Healthier foods should always be available and promoted as an alternative.

Can we still bring in treats for birthdays and other celebrations?

Check with your school before providing treats. Most schools will only allow treats on certain days when parties are scheduled. Parties may include up to three treats with sugar as the first ingredient. But, the parties must also include fresh fruits and vegetables and water, milk or 100% juice to drink. In some schools, the school food service can help provide these items for a small fee. Soda or "pop" is not allowed at parties.

Do the standards affect foods sold at sporting events, fundraisers, or other after school activities?

The PDE Standards only apply to foods and beverages on the school grounds during the school day. However, we still encourage healthier items at after school events. Check your school's policy about after-school events, because your school may have a stricter policy.

Do the standards affect the lunches or snacks that we pack for our children?

PDE encourages students to participate in the school meals. If your child(ren) choose(s) to pack, try to provide a healthy lunch with foods like whole grains, fruits, vegetables and low fat dairy products. However, the standards do not affect any lunches or snacks that you provide for your child only.

What can parents do to help?

Check your school's policy before providing foods or beverages to the school students. This will help your school follow required policies. Also, some students may have serious food allergies.

How can I get more information?

Go to the PDE Food and Nutrition Website www.pde.state.pa.us/food_nutrition/. Click on the link that says "School Nutrition Incentive." You will be able to view the nutrition standards document, and other information such as handouts for parents on classroom parties and healthy snacks.



HEALTHY SNACK GUIDELINES

In order to comply with the Federal Meal Guidelines of 2014, promote wellness and health and be sensitive to our students with food allergies and food sensitives, we are encouraging that non-edible items be sent to school to celebrate birthdays **and that staff not provide food items for class rewards and/or celebrations. As a West Allegheny staff member, you are required to obtain principal approval for any edible items you are providing to your students.** Non-edible items may include pencils, bookmarks, party favors, etc. In the event that you would still like to send in and/or use an edible item, we are required to meet the smart “healthy” snack guidelines, given our District participates in the Federal program. Smart snack guidelines are as follows for items offered to students:

1. Must be under 200 calories
2. Minimal or no trans fats (zero grams)
3. First ingredient must be whole grain, fruit, or a vegetable.
4. Under 200mg of sodium per serving

Suggested options:

Baked Chips, Baked Cheetos, Whole Grain Pretzels, Whole Grain Goldfish, Whole Grain Rice Krispie Treats, Fruit Snack (sliced apples, carrots, oranges, etc), Ceral Bars, Sunchip Mix

If you need assistance in determining what meets the smart snack guideline our food service department is happy to assist. Please do not hesitate to call me or our food service department at 724-695-5254 with any questions.

Smart Snack Options for School Parties

Starting in 2008 schools participating in Pennsylvania’s School Nutrition Incentive must follow specific guidelines for classroom parties. If you are responsible for coordinating a party at the school, please let me know so we can ensure the below guidelines are met.

If your party is during the school day you may:

1. Offer 3 treats such as cupcakes, cake or chocolate that have added sugar as the first ingredient. These foods may not be of Minimal Nutritional Value. Meaning you cannot offer sugared soda.
2. You must offer fresh fruits and vegetables
3. You must offer plain water, milk or 100% juice
4. Smart Snack options may be added as well
5. All food should be pre-packaged

Healthy Snack Guidelines (continued)



Smart Snacks in School

USDA's "All Foods Sold in Schools" Standards

USDA has established practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The standards allow schools to offer healthier snack foods to children, while limiting junk food.

The health of today's school environment continues to improve. Students across the country are now offered healthier school lunches with more fruits, vegetables and whole grains. The *Smart Snacks in School* standards build on those healthy advancements and ensure that kids are only offered tasty and nutritious foods during the school day.

Smart Snacks in School also supports efforts by school food service staff, school administrators, teachers, parents and the school community, all working hard to instill healthy habits in students.

Nutrition Standards for Foods

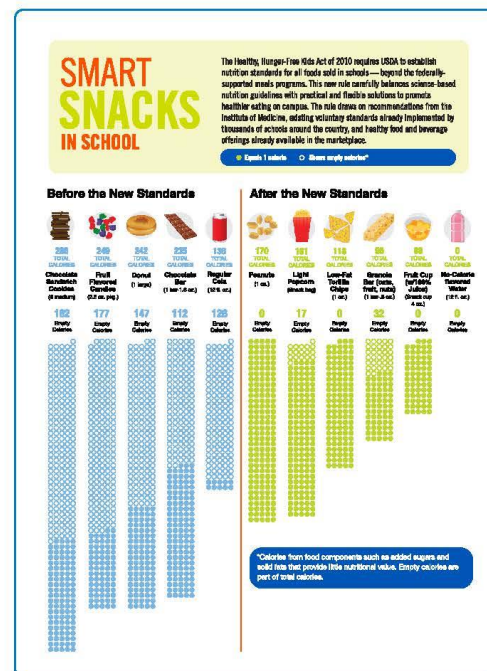
- **Any food sold in schools must:**
 - Be a "whole grain-rich" grain product; or
 - Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
 - Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or

- **Foods must also meet several nutrient requirements:**
 - Calorie limits:
 - Snack items: ≤ 200 calories
 - Entrée items: ≤ 350 calories

 - Sodium limits:
 - Snack items: ≤ 200 mg
 - Entrée items: ≤ 480 mg

 - Fat limits:
 - Total fat: ≤ 35% of calories
 - Saturated fat: < 10% of calories
 - Trans fat: zero grams

 - Sugar limit:
 - ≤ 35% of weight from total sugars in foods



Healthy Snack Guidelines (continued)

Smart Snacks in School: USDA's "All Foods Sold in Schools" Standards

Nutrition Standards for Beverages

- **All schools may sell:**
 - Plain water (with or without carbonation)
 - Unflavored low fat milk
 - Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
 - 100% fruit or vegetable juice and
 - 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.
- **Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.**
- **Beyond this, the standards allow additional "no calorie" and "lower calorie" beverage options for high school students.**
 - No more than 20-ounce portions of
 - Calorie-free, flavored water (with or without carbonation); and
 - Other flavored and/or carbonated beverages that are labeled to contain < 5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces.
 - No more than 12-ounce portions of
 - Beverages with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces.

Other Requirements

- **Fundraisers**
 - The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards.
 - The standards do not apply during non-school hours, on weekends and at off-campus fundraising events.
 - The standards provide a special exemption for infrequent fundraisers that do not meet the nutrition standards. State agencies determine the frequency with which fundraising activities take place that allow the sale of food and beverage items that do not meet the nutrition standards.
- **Accompaniments**
 - Accompaniments such as cream cheese, salad dressing and butter must be included in the nutrient profile as part of the food item sold.
 - This helps control the amount of calories, fat, sugar and sodium added to foods by accompaniments, which can be significant.



United States Department of Agriculture

USDA is an equal opportunity provider and employer.



Energy Conservation Guidelines

The Energy Conservation Program has yielded significant cost avoidance since its inception. As such, it is critical that we capitalize on our energy conservation program to ensure that we maintain focus on Priority 3 of our Framework of Excellence: Financial Responsibility and Operational Efficiency, *Identify Cost Savings*. It is expected that all staff comply with the below energy conserving guidelines.

NOTE: Appliances/devices such as refrigerators, fans, air fresheners, heaters, etc., are prohibited in classrooms and offices. In the event that you require an appliance/device such as a refrigerator, you should provide a doctor's note to the Assistant Superintendent.

DAILY AND WEEKEND

- ✓ Classroom and office doors will be closed at the end of the day. Ensure doors between conditioned space and non-conditioned space remain closed at all times (i.e. between hallways and gym or pool area).
- ✓ All office machines (copy machines, printers, laminating equipment, etc.) shall be switched **off** each night and during unoccupied times. Fax machines should remain on.
- ✓ All computers must be shut down before leaving for the day. The monitor, local printer, and speakers should be turned off. (*Network equipment is excluded*).
- ✓ Shut down and turn **off** all smart boards, T.V.s, radios, and other A/V equipment.
- ✓ All unnecessary lighting in unoccupied areas will be turned off. Teachers and Staff should make certain that lights are turned **off** when leaving the classroom or when an office is empty. Rooms with occupancy/motion sensor lighting shall still be turned off when personnel leave the room.
- ✓ Classroom and office lights will be turned **off** when students and staff leave for the day.
- ✓ All personal lighting (desk lights, table lights, lamps, etc.) should be **off**.
- ✓ Gym and cafeteria lights should be **off** unless the space is being utilized.
- ✓ Window blinds and coverings in classrooms and offices should be closed as much as practicable.

EXTENDED BREAKS (Holiday weekends, Spring/Winter Break, Summer, etc.):

In addition to the requirements outlined for daily/weekend shutdowns listed above:

- ✓ Unplug all small classroom electric devices (pencil sharpeners, CD players, radios, etc.)
- ✓ Unplug all personal electrical items including: air fresheners, fans, coffee machines, microwaves, toaster ovens, etc.
- ✓ District-approved mini refrigerators should be emptied, unplugged and left with the door propped open.
- ✓ If electrical items are plugged into a power strip—turning off the power strip is sufficient.





Employee Signature Page

TO: School Principal
SUBJECT: 2019-2020 TEACHER/STAFF HANDBOOK

Please sign this page, and return it to the office by Friday, September 6, 2019.

I have read the guidelines, procedures, regulations and general information contained in the 2019-20 TEACHER/STAFF HANDBOOK.

Teacher's/Staff Name (printed):

Signature of Teacher:

Date:





Appendix



Growth and Evaluation Guidelines

Employee Evaluation Groups

For the purposes of evaluation, West Allegheny categorizes employees into five distinct groups:

- **District Leaders:** Positions within this group include Assistant Superintendent, Assistant to the Superintendent, and directors.
- **School Leaders:** Positions within this group include all principals and assistant principals. These positions are responsible for direction and supervision of a school and require an administrative certification.
- **Classroom Teachers:** Positions within this group include all school and program based roles that provide direct instruction to students and require an instructional/teaching certification.
- **Non-Teaching Professionals:** Positions within this group include all school and program based specialist roles that require an instructional/teaching, administrative, supervisory, or professional certification/licensure.
- **Support and Operations Professionals:** This group includes all employees whose evaluation was not impacted by Act 82 and are not being evaluated using the central office growth and evaluation system. Examples of roles in this group include administrative assistants, clerical staff, custodial staff, maintenance staff, food-services staff and paraprofessionals. Current evaluation processes will remain in place for these groups until a meaningful revision can be made.

This guide will clarify the classification of employees for the purpose of growth and evaluation systems being implemented in West Allegheny School District. Each of the pre-defined evaluative groups are mutually exclusive and any employee or their supervisor should be able to identify the appropriate model for their role. Detailed guidelines are also available for all employee groups whose evaluations are impacted by Act 82.

Rubrics for use in Observation

In order to provide clear expectations and relevant feedback to employees, a number of rubrics have been adopted and/or developed to capture the breadth of professional responsibilities most applicable to each group. The table below clarifies which rubric will be used for each employee:

Evaluation Group	Rubric	Primary Evidence Collection
District Leaders	<ul style="list-style-type: none"> • District Leader Rubric 	District Leader
School Leaders	<ul style="list-style-type: none"> • Framework for Leadership (FfL) 	School Leader
Classroom Teachers	<ul style="list-style-type: none"> • Framework for Teaching (FFT) 	Domains 1 & 4: Teacher Domains 2 & 3: Observer
Non-Teaching Professionals	Role Specific Rubrics: <ul style="list-style-type: none"> • Elementary School Counselor Rubric • Secondary School Counselor Rubric • School Psychologist Rubric • School Nurse Rubric • Instructional Coaches • Speech & Language • School Librarian 	Non-Teaching Professional
Support and Operations Professionals	Support and Operations Professional's Rubric	Support and Operations Professionals



West Allegheny School District
Growth and Evaluation Guidelines

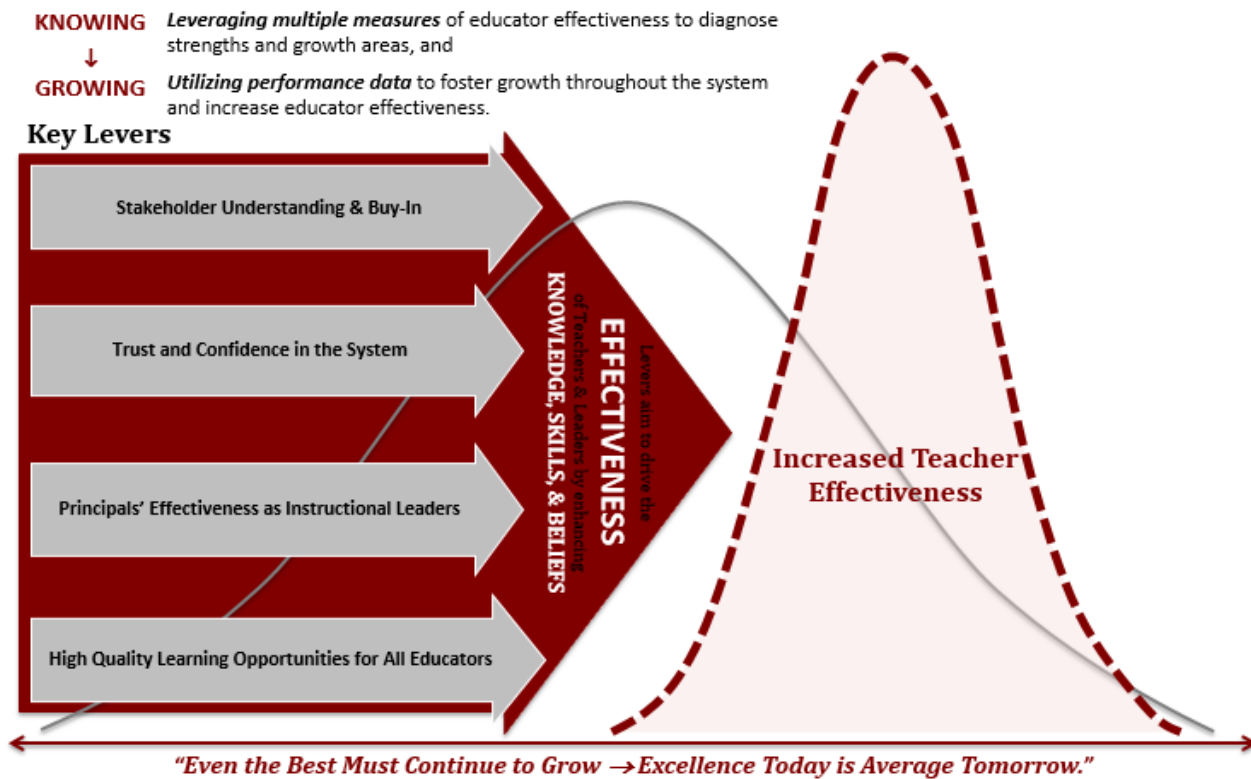


*A Tradition of Excellence...
A Vision for Tomorrow*

Last Updated: August 2019

Overview

West Allegheny School District has approximately 400 employees in a variety of roles. Each employee contributes to the District’s success. Therefore, the District is committed to making growth and evaluation more meaningful for all role groups. As illustrated in the diagram below, we believe that in order to continuously improve as a district, we must embrace a system of professional development and evaluation that moves from KNOWING to GROWING:



The purpose of this document is to:

- (1) Maintain an annual and accurate classification of employees for the purpose of evaluation and professional growth. *For many employees, their classification is legislated by Act 82 of 2012, which requires school districts in Pennsylvania to use multiple measures when evaluating teachers, school leaders, and other non-teaching professional staff.*
- (2) Provide clear guidelines for the annual growth and evaluation process. The evaluation guidelines for West Allegheny educators were developed collaboratively by a team of educators and administrators and are aligned to the requirements of Act 82 of 2012.



Employee Evaluation Groups

For the purposes of evaluation, West Allegheny categorizes employees into five distinct groups:

- **District Leaders:** Positions within this group include Assistant Superintendent, Assistant to the Superintendent, and directors.
- **School Leaders:** Positions within this group include all principals and assistant principals. These positions are responsible for direction and supervision of a school and require an administrative certification.
- **Classroom Teachers:** Positions within this group include all school and program based roles that provide direct instruction to students and require an instructional/teaching certification.
- **Non-Teaching Professionals:** Positions within this group include all school and program based specialist roles that require an instructional/teaching, administrative, supervisory, or professional certification/licensure.
- **Support and Operations Professionals:** This group includes all employees whose evaluation was not impacted by Act 82 and are not being evaluated using the central office growth and evaluation system. Examples of roles in this group include administrative assistants, clerical staff, custodial staff, maintenance staff, food-services staff and paraprofessionals. Current evaluation processes will remain in place for these groups until a meaningful revision can be made.

This guide will clarify the classification of employees for the purpose of growth and evaluation systems being implemented in West Allegheny School District. Each of the pre-defined evaluative groups are mutually exclusive and any employee or their supervisor should be able to identify the appropriate model for their role. Detailed guidelines are also available for all employee groups whose evaluations are impacted by Act 82.

Rubrics for use in Observation

In order to provide clear expectations and relevant feedback to employees, a number of rubrics have been adopted and/or developed to capture the breadth of professional responsibilities most applicable to each group. The table below clarifies which rubric will be used for each employee:

Evaluation Group	Rubric	Primary Evidence Collection
District Leaders	District Leader Rubric	District Leader
School Leaders	Framework for Leadership (FfL)	School Leader
Classroom Teachers	Framework for Teaching (FfT)	Domains 1 & 4: Teacher Domains 2 & 3: Observer
Non-Teaching Professionals	Role Specific Rubrics: Elementary School Counselor Rubric Secondary School Counselor Rubric School Psychologist Rubric School Nurse Rubric Instructional Coaches Speech & Language School Librarian	Non-Teaching Professional
Support and Operations Professionals	Support and Operations Professional's Rubric	Support and Operations Professionals







Evaluation Process Matrix

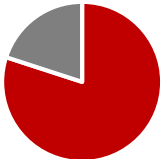
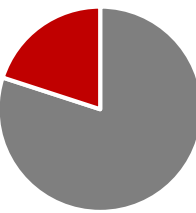
In addition to having role-specific rubrics to support a meaningful growth and evaluation system, the district has structured the evaluation processes for each group in an attempt to balance consistency across role groups with the need to differentiate based on unique roles and responsibilities. The table below presents a high-level view of the annual evaluation process for each group.

Evaluation Process	Evaluation Subgroups					
	*Classroom Teaching Professionals FORMAL/SLO	Classroom Teaching Professionals INFORMAL/SLO	Non-Teaching Professionals	School Leaders	District Leaders	Support & Op Professor
Beginning-of-Year Self-Assessment (Rubric)				✓	✓	✓
Beginning-of-Year Goal Setting (refer to appendix page 23)	✓	✓	✓			
Informal Observation (Rubric)	✓	✓	✓	X	X	X
Formal Observation (Rubric)	✓	X	X	✓	✓	✓
Mid-Year Self-Assessment (Rubric)	✓	✓	✓	✓	✓	✓
End-of-Year Evaluation (Rubric)	✓	✓	✓	✓	✓	✓
Targeted Support Planning Meeting	Optional (As Needed)	Optional (As Needed)	Optional (As Needed)	Optional (As Needed)	Optional (As Needed)	Optional Needec
Targeted Support Monitoring Meeting	Optional (As Needed)	Optional (As Needed)	Optional (As Needed)	Optional (As Needed)	Optional (As Needed)	Optional Needec
Student Learning Objectives/Performance Priorities Goals: Targeted Support, Performance Priorities & Miscellaneous	✓	✓	X	✓	✓	X
End-of-Year Rating (Contributions & Weight)	Required for Targeted Support Only	Required for Targeted Support Only	Required for Targeted Support Only	Required for Targeted Support Only	Required for Targeted Support & Used to Capture Performance Priorities	Required Targeted Su Only
	50% Rubric 15% Building Level (SPP) 15% Teacher Specific Data 20% Elective Data	50% Rubric 15% Building Level (SPP) 15% Teacher Specific Data 20% Elective Data	80% Rubric 20% SPP	50% Rubric 20% Performance Priorities 15% SPP 15% Correlation Data	50% Rubric 50% Performance Priorities	100% Rubric

*Teaching Professional Formal Caseloads should comprise approximately 1/3-1/2 of your staff in any given year using a differentiated supervision model based on multiple measures

Evaluation Components	Specific Measures/Inputs																																																															
<p>Observation of Practice (50%)</p> 	<ul style="list-style-type: none"> Utilizes the Framework for Teaching (FFT) Rubric Only Focus Components are weighted in the End of Year Rating <table border="1" data-bbox="597 396 1524 659"> <thead> <tr> <th>OFF-STAGE COMPONENTS</th> <th>ON-STAGE COMPONENTS</th> </tr> </thead> <tbody> <tr> <td> Domain 1 (20%: 6.67%/Component) 1B. KNOWLEDGE OF STUDENTS 1E. DESIGNING COHERENT INSTRUCTION 1F. DESIGNING STUDENT ASSESSMENTS </td> <td> Domain 2 (30%: 7.5%/Component) 2A. ENVIRONMENT OF RESPECT & RAPPORT 2B. CULTURE FOR LEARNING 2C. CLASSROOM PROCEDURES 2E. ORGANIZING PHYSICAL SPACE </td> </tr> <tr> <td> Domain 4 (20%: 5%/Component) 4A. REFLECTING ON TEACHING 4C. COMMUNICATING WITH FAMILIES 4D. PARTICIPATING IN A PROF. COMMUNITY 4E. PROFESSIONAL GROWTH & DEVELOPMENT </td> <td> Domain 3 (30%: 7.5%/Component) 3A. COMMUNICATING WITH STUDENTS 3B. QUESTIONING & DISCUSSION 3C. ENGAGING STUDENTS IN LEARNING 3D. ASSESSMENT IN INSTRUCTION </td> </tr> </tbody> </table>	OFF-STAGE COMPONENTS	ON-STAGE COMPONENTS	Domain 1 (20%: 6.67%/Component) 1B. KNOWLEDGE OF STUDENTS 1E. DESIGNING COHERENT INSTRUCTION 1F. DESIGNING STUDENT ASSESSMENTS	Domain 2 (30%: 7.5%/Component) 2A. ENVIRONMENT OF RESPECT & RAPPORT 2B. CULTURE FOR LEARNING 2C. CLASSROOM PROCEDURES 2E. ORGANIZING PHYSICAL SPACE	Domain 4 (20%: 5%/Component) 4A. REFLECTING ON TEACHING 4C. COMMUNICATING WITH FAMILIES 4D. PARTICIPATING IN A PROF. COMMUNITY 4E. PROFESSIONAL GROWTH & DEVELOPMENT	Domain 3 (30%: 7.5%/Component) 3A. COMMUNICATING WITH STUDENTS 3B. QUESTIONING & DISCUSSION 3C. ENGAGING STUDENTS IN LEARNING 3D. ASSESSMENT IN INSTRUCTION																																																									
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<p>Elective Data (20%)</p> 	<ul style="list-style-type: none"> Student Learning Objective (SLO) <ul style="list-style-type: none"> Note: Some teachers default to a District developed SLO and in turn will default to proficient for the SLO Elective Data <i>so long as ample evidence supports implementation of the approved curriculum and aligned assessment system at the proficient level of practice.</i> Teachers are exempt if they are (1) implementing new curriculum/instructional materials, AND (2) in high accountability (high tested content areas). Below summarizes is a summary: <ul style="list-style-type: none"> SLO Default to Proficiency: K-12 ELA and K-12 mathematics teachers (including special education teachers) with the exception of Advanced Placement Teachers Teachers Who Completed SLOs: K-12 special areas teachers (art, music HPE, FCS, WL, technology, BCIT, media arts); 6-12 social studies; 6-12 science teachers; K-12 Life Skills teachers; ESL teachers 																																																															



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**Converting the School Performance Profile Score (Building Level Data) from a 100 point scale to a 0 - 3 scale to be combined with other multiple measures for non teaching professional effectiveness is based upon the scaling table below.

Conversion From 100 Point Scale to 0 - 3 Scale	
SPP Score	0 - 3 Scale
90.0 to 100*	2.50 - 3.00 D
70.0 to 89.9	1.50 - 2.49 P
60.0 to 69.9	0.50 - 1.49 NI
00.0 to 59.9	0.00 - 0.49 F

* SPP score could exceed 100 with maximum score and credit for advanced achievement. Conversion to the 0 to 3 scale will be capped at 3.00.

To manually calculate the converted value:

For SPP score less than 60.0, converted score =

For SPP score 60.0 or greater but less than 70.0, converted score =

For SPP score 70.0 or greater but less than 100.0, converted score =

For SPP score 100.0 or greater, converted score =

SPP Score x .0083
(SPP Score x .10)-5.5
(SPP Score x .05)-2.0
3.00

Note: Manually calculated values should be truncated to 2 decimal places.

Calculating Teacher Specific Data (15%)

Table 3.1 Converting PVAAS Teacher 3-Year Rolling Average


<p>Teacher Specific Data (15%)</p> 	<p>Includes the following when data is available and applicable to a specific classroom teacher:</p> <table border="1" data-bbox="418 462 1344 646"> <thead> <tr> <th>Data Point</th> <th>Contribution/Weight</th> </tr> </thead> <tbody> <tr> <td>Student Performance on Assessments (Refer to Table 3.2)</td> <td>5% when available (Prior Year)</td> </tr> <tr> <td>Value Added Assessment Data (PVAAS)</td> <td>15% when available (Average of Prior 3-Years)</td> </tr> <tr> <td>Student Learning Objective</td> <td>0%-10%-15% (Based on availability of Student Assessment and/or PVAAS Data)</td> </tr> </tbody> </table> <p><i>Student Performance on Assessments Conversions:</i> 95-100% = 3.0; 90-94.9% = 2.5; 80-89.9% = 2.0; 70-79.9% = 1.5; 65-69.9% = 1.0; 60-64.9% = 0.5; Below 60% = 0.0</p>				Data Point	Contribution/Weight	Student Performance on Assessments (Refer to Table 3.2)	5% when available (Prior Year)	Value Added Assessment Data (PVAAS)	15% when available (Average of Prior 3-Years)	Student Learning Objective	0%-10%-15% (Based on availability of Student Assessment and/or PVAAS Data)
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Student Learning Objective	0%-10%-15% (Based on availability of Student Assessment and/or PVAAS Data)											
<p>Converting PVAAS Teacher 3-Year Rolling Average 10%</p>	<p>In order to combine the PVAAS 3 year rolling average score with the other multiple measures of student achievement, it is necessary to convert the PVAAS 3 year rolling average score to a 0 to 3 scale. The following table illustrates the conversion from the PVAAS 3 year rolling average to a 0 to 3 scale. Values between the displayed values are scaled proportionally. The rating tools (illustrated below) will automatically crosswalk the value of the PVAAS 3 year rolling average score converted to the 0 to 3 scale.</p>											
	<p>PVAAS Color</p>	<p>PVAAS 3-Yr Rolling Average Growth Index</p>	<p>PVAAS 100 point Scale</p>	<p>PVAAS Teacher Rating 0-3 Scale</p>								
	Dark Blue	+3.00 or greater	100	3.0 D								
	Dark Blue	+2.00 to +2.99	90.00 to 99.00	2.50 to 2.99 D								
	Light Blue	+1.00 to +1.99	80.00 to 89.99	2.00 to 2.49 P								
	Green	-1.00 to +.99	70.00 to 79.99	1.50 to 1.99 P								
	Yellow	-2.00 to -1.01	60.00 to 69.99	.50 to 1.49 NI								
	Red	-3.00 to -2.01	50.00 to 59.99	.41 to .49 F								
	Red	-3.01 or less	49.00	.40 F								
	<p>Non-tested Teachers</p>	<p>PVAAS Teachers with 3-year Avg.</p>	<p>Content-tested Teachers with > 3-year PVAAS Avg.</p>									
	15% SLO	PVAAS 15%	5% Student Performance 10% SLO Default									

Table 3.2 Student Performance on Assessment Conversion Chart

% Students at Proficient or Advanced	0—3 Rating Scale
95—100%	3.0
90—94.9%	2.5
80—89.9%	2.0
70—79.9%	1.5
65—69.9%	1.0
60—64.9%	0.5
Below 60%	0.0



Example #1: K-8 Teacher

Here is an example of how a K-8 teacher's end of year rating may be calculated this year:

I. Observation of Practice on Focus Components (50%)

Sample Teacher Data

Domain 1 (20%)	Domain 2 (30%)	Domain 3 (30%)	Domain 4 (20%)
1b: P 1e: P 1f: NI $(2+2+1) \div 3 = 1.67$	2a: D 2b: P 2c: NI 2e: P $(3+2+1+2) \div 4 = 2.0$	3a: P 3b: P 3c: NI 3d: P $(2+2+1+2) \div 4 = 1.75$	4a: D 4c: P 4d: P 4e: P $(3+2+2+2) \div 4 = 2.0$

Calculations

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	1.67	20%	0.33	0.60
II.	Classroom Environment	2.0	30%	0.60	0.90
III.	Instruction	1.75	30%	0.52	0.90
IV.	Professional Responsibilities	2.0	20%	0.40	0.60
Classroom Teacher Observation and Practice Rating				1.85	3.00

II. Building Level Data (15%)

2012-13 SPP = 93.2 2013-14 SPP = 89.7 2-Year Average = 91.45 (2016-17 3-year average will be applied)

Conversion Table:

SPP greater than 60	SPP Score x .0083	N/A
SPP greater than 60 BUT less than 70	(SPP Score x .10)-5.5	N/A
SPP 70 or greater but less than 100	(SPP Score x .05)-2.0	$(91.45 \times .05) - 2 = 2.57$
SPP score of 100	3.00	N/A

III. Teacher Specific Data (15%)

- (15%) PVAAS 3-Year Average = Refer to Table 3.1 page 6

Overall Teacher Specific

Evaluation Input	Earned	Percent of Category	Points Earned	Final Category Calculation
PVAAS	2.5	15%	.375	$0.375 \div 15\% = 2.5^*$

*We divide by 15% in the final calculation to return to the 3.0 scale.

Elective Data (20%)

- SLO Rating = Proficient
Failing (F) = 0; Needs Improvement (NI) = 1; Proficient (P) = 2; Distinguished (D) = 3

FINAL RATING

Evaluation Input	Earned	Percent of Final	Points towards Final	Final Rating
Observation of Practice	1.85	50%	0.925	2.095 out of a possible 3 Proficient
Building Level Data	2.57	15%	0.39	
Teacher Specific Data	2.5	15%	0.38	
Elective Data	2.0	20%	0.4	

Conversions: Failing = 0.00 – 0.49; Needs Improvement = 0.50 – 1.49; Proficient = 1.50 – 2.49; Distinguished = 2.50 – 3.00



Example #2: High School Teacher

Here is another example: for a High School Teacher in a Keystone-Tested Course:

I. Observation of Practice on Focus Components (50%)

Sample Teacher Data

Domain 1 (20%)	Domain 2 (30%)	Domain 3 (30%)	Domain 4 (20%)
1b: P 1e: P 1f: D $(2+2+3) \div 3 = 2.33$	2a: D 2b: P 2c: NI 2e: P $(3+2+1+2) \div 4 = 2$	3a: P 3b: P 3c: NI 3d: P $(2+2+1+2) \div 4 = 1.75$	4a: D 4c: P 4d: D 4e: P $(3+2+3+2) \div 4 = 2.5$

Calculations

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	2.33	20%	0.46	0.60
II.	Classroom Environment	2	30%	0.60	0.90
III.	Instruction	1.75	30%	0.52	0.90
IV.	Professional Responsibilities	2.5	20%	0.50	0.60
Classroom Teacher Observation and Practice Rating				2.08	3.00

II. Building Level Data (15%)

2012-13 SPP = 90.9 2013-14 SPP = 91.6 2014-15 SPP = 93.2 3-Year Average = 91.9

Conversion Table:

SPP greater than 60	SPP Score x .0083	N/A
SPP greater than 60 BUT less than 70	(SPP Score x .10)-5.5	N/A
SPP 70 or greater but less than 100	(SPP Score x .05)-2.0	(91.9 x .05) - 2 = 2.595
SPP score of 100	3.00	N/A

III. Teacher Specific Data (15%)

- (10%) PVAAS 3-Year Average = Refer to Table 3.1 page 6
- Student Performance on 2014-2015 keystones: **76%** Proficient & Advanced (76% falls into the green highlighted band below)

Conversions:

95-100% = 3.0; 90-94.9% = 2.5; 80-89.9% = 2.0; **70-79.9% = 1.5**; 65-69.9% = 1.0; 60-64.9% = 0.5; Below 60% = 0.0

- SLO Rating = Proficient
Failing (F) = 0; Needs Improvement (NI) = 1; **Proficient (P) = 2**; Distinguished (D) = 3

Overall Teacher Specific

Evaluation Input	Earned	Percent of Category	Points Earned	Final Category Calculation
PVAAS No PVAAS		0%		
Student Performance	1.5	5%	.075	.075 + .20 = 0.275
Student Learning Objective	2.0	10%	.20	0.275 ÷ 15% = 1.83*

*We divide by 15% in the final calculation to return to the 3.0 scale.

IV. Elective Data (20%)

- SLO Rating = Proficient
- Failing (F) = 0; Needs Improvement (NI) = 1; **Proficient (P) = 2**; Distinguished (D) = 3

FINAL RATING

Evaluation Input	Earned	Percent of Final	Points towards Final	Final Performance Rating
Observation of Practice	2.08	50%	1.04	2.10 out of a possible 3 Proficient
Building Level Data	2.595	15%	0.39	
Teacher Specific Data	1.83	15%	0.275	
Elective Data	2.0	20%	0.40	

Conversions: Failing = 0.00 – 0.49; Needs Improvement = 0.50 – 1.49; Proficient = 1.50 – 2.49; Distinguished = 2.50 – 3.00



How often are employees required to be rated?

- Professional employees are required to be rated at least once every year. Temporary professional employees are required to be rated at least twice annually.
- Any employee who receives an annual rating of Needs Improvement or Failing may be rated twice annually (ratings must be issued at least 4 months apart).
- Mid-Year ratings will be based 100% on Observation of Practice.

PERFORMANCE LEVELS: What are the required performance levels/rating scales?

- Employees are to be rated as “distinguished,” “proficient,” “needs improvement,” and “failing.”
- Distinguished and proficient are considered satisfactory.
- Needs improvement is considered satisfactory, except that any subsequent needs-improvement rating issued by WASD within 10 years of the first needs improvement rating will be considered unsatisfactory. This only applies if the second needs improvement rating is issued “in the same certification.”
- Failing is considered unsatisfactory.
- Both needs improvement and failing shall require the employee to participate in a performance improvement plan. In WASD, we will follow the Targeted Support process for these teachers.
- No employee shall be rated needs improvement or failing based solely on student test scores.



A. Teacher Evaluation Groups & Annual Cycles

EVALUATION GROUPS & RECOMMENDED OBSERVATIONS (Combination of Formal & Informal):

How will the evaluation process be differentiated based on teacher experience/tenure, effectiveness, and placement in 3-year cycle? The evaluation process and assignment of staff to an evaluation group shall be differentiated based on need for support as determined by multiple measures including but not limited to observational evidence, PVAAS, interim/diagnostic, formal assessments, student/parent feedback, etc.

Groups	Teacher Characteristics	Frequency in 3-Year Cycle	Number of Minimal Touch Points	Potential Schedule
Classroom Teaching Professionals FORMAL/SLO <i>Approximately 1/3 of Staff</i>	• Novice/Pre-Tenured	Default Until Tenured	Min 6	Minimum of 1 formal/semester Minimum of 1 informal/quarter
	• Experienced/Tenured Formal Year • Proficient/Distinguished	Minimum 1 in 3 Years	Min 3	1 formal/year 1-2 informal/semester
	• Experienced/Tenured • Targeted Support	Default for Targeted Support	Min 6	Minimum of 1 formal/semester Minimum of 1 informal/quarter
Classroom Teaching Professionals INFORMAL/SLO <i>Approximately 2/3 of Staff</i>	• Experienced/Tenured Informal Year(s) • Proficient/Distinguished	Maximum 2 in 3 Years	Min 2	1 informal/semester

Additional Points of Clarification:

- Informal observations may include a lesson observation, conversation about lessons and/or student data/work
- If a teacher switches roles (teaching assignments) either within or across schools/content areas, this will not impact/interrupt their current evaluation cycle; however, under these circumstances the principal has the discretion to place a teacher in the formal cycle
- Tenured new teachers to the District will be placed on the formal cycle during their first year in the District.
- Additional observations may be added in any of the evaluation groups based on principal discretion

TARGETED SUPPORT PROCESS:

How is a teacher identified for Targeted Support?

- **Who:** Basic or unsatisfactory in 4 of the Focus Components; or preponderance of basic or unsatisfactory in a domain
- **When:** In either 2 consecutive classroom observations (formal or informal); or in the end of year rating.

How does Targeted Support impact support and evaluation for a teacher?

- **Support:** Teachers identified for intensive support will: (1) be offered a peer mentor (agreed upon between teacher and administrator); and (2) develop, implement and monitor a plan for growth and improvement; (3) minimum of 2 monitoring meetings with observer and support providers/evaluation period (duration of plan)
- **Evaluation:** Teachers identified for intensive support will: (1) default to the Formal Evaluation Process, and (2) receive an increased number of observation touch points from administrator



I. Observation of Practice (50%)

FRAMEWORK FOR TEACHING (FtT) RUBRIC:

What rubric will we use to guide teacher observation?

Charlotte Danielson’s Framework for Teaching (2013) has been identified by Pennsylvania Department of Education (PDE) as the approved evaluation tool for classroom teachers.

FOCUS COMPONENTS:

What components will we focus on for evaluation?

In West Allegheny, we have identified 15 “Focus Components” that will anchor the summative observation rating. The Focus Components are identified in **BOLD/CAPS** below.

OFF-STAGE COMPONENTS	ON-STAGE COMPONENTS
Domain 1 (20% - 6.67%/Component) 1a. Knowledge of Content & Pedagogy 1B. KNOWLEDGE OF STUDENTS 1c. Setting Instructional Outcomes 1d. Knowledge of Resources 1E. DESIGNING COHERENT INSTRUCTION 1F. DESIGNING STUDENT ASSESSMENTS	Domain 2 (30% - 7.5%/Component) 2A. ENVIRONMENT OF RESPECT & RAPPORT 2B. CULTURE FOR LEARNING 2C. CLASSROOM PROCEDURES 2d. Managing Student Behavior 2E. ORGANIZING PHYSICAL SPACE
Domain 4 (20% - 5%/Component) 4A. REFLECTING ON TEACHING 4b. Maintaining Accurate Records 4C. COMMUNICATING WITH FAMILIES 4D. PARTICIPATING IN A PROF. COMMUNITY 4E. PROFESSIONAL GROWTH & DEVELOPMENT 4f. Showing Professionalism	Domain 3 (30% - 7.5%/Component) 3A. COMMUNICATING WITH STUDENTS 3B. QUESTIONING & DISCUSSION 3C. ENGAGING STUDENTS IN LEARNING 3D. ASSESSMENT IN INSTRUCTION 3e. Demonstrating Flexibility & Responsiveness

How will non-focus components be considered in the observation process?

All components may be considered when it comes to professional learning and growth; however, only the “Focus Components” will be considered in the final rating.



How do the Focus Components Align to the West Allegheny Instructional Essentials?

Instructional Essentials		Framework for Teaching Alignment
Standards Aligned Learning Targets	Student learning targets are visible, student friendly and aligned to PA Core Standards	<p>3A Expectations for Learning; Directions for Activities; Explanations of Content</p>
	Students are able to articulate what they are learning and the relevance	
	Learning targets are specific and measurable (What will students know, do and show?)	
Student-Centered Classrooms	Students working, conversing and learning in small groups using resources as appropriate	<p>3B Quality of Questions; Discussion Techniques; Student participation</p> <p>3C Activities and Assignments; Structure & Pacing; Instructional Materials & Resources</p>
	Students “doing the learning, minds-on”, with teacher as facilitator	
Bell-to-Bell Instruction	Lesson structure has a clear beginning, middle, end (i.e., warm-up, opening, work time, closure)	<p>2C Classroom Routines</p> <p>3B Quality of Questions; Discussion Techniques; Student participation</p> <p>3C Activities and Assignments; Structure & Pacing; Instructional Materials & Resources</p>
	Content-specific routines are evident	
	Instructional time is maximized and rigorous	
Evidence of Individual Student Learning	Criteria for high quality work is clearly articulated during the lesson (i.e. quality student work samples, criteria sheets, rubrics, look-fors, etc.)	<p>3A Expectations for Learning; Directions for Activities; Explanations of Content</p> <p>3D Assessment Criteria; Monitoring Student Feedback; Feedback to Students</p>
	Students utilize academic behaviors to self-monitor their learning toward essential skills and concepts	
	Formative feedback throughout lesson (assessment for learning)	



FORMAL OBSERVATION CYCLES:

What does a cycle of observation and feedback entail in the Formal Observation Process? Formal Observations should be at least 20-25 minutes in length, with at least one requiring a pre-observation conference (announced observation). A formal observation with a pre-conference is considered an announced observation. Formal observations may occur without a pre-conference as Domain 1 and 4 evidence can be discussed and captured during the post-observation conference. One announced formal observation is required; however, additional formal observation may be announced or unannounced. All formal observations require a post-observation conference.

Process	Description
Pre-observation Domains 1 & 4 <i>Minimally One announced per Cycle (1x per semester for pre-nured teacher; x per year for nured teacher)</i>	<p><u>Prior to Conference:</u></p> <ul style="list-style-type: none"> Teacher completes pre-conference prompts in EdReflect (focused on components of the rubric in Domains 1 and 4) Teacher uploads any additional lesson planning artifacts that they would like to share with the observer into their Evidence Portfolio in EdReflect <p><u>Prior to the Lesson:</u></p> <ul style="list-style-type: none"> Teacher and observer meet face-to-face to discuss evidence provided; observer collects additional evidence through questioning during the conference
Observation Domains 2 & 3	<p><u>During Observation:</u></p> <ul style="list-style-type: none"> Observer collects evidence of the artifacts of learning present in the classroom (i.e., student work displays, standards-based bulletin boards, etc.) Evidence is collected during the lesson (observer avoids bias/opinions in evidence statements) Observer will stay for the length of the lesson when possible, but not less than half of the lesson
Post-Teaching Domains: 1, 2, 3 & 4	<p><u>Prior to Post-Conference:</u></p> <ul style="list-style-type: none"> Observer provides teacher with evidence collected during the observation (within 2 school days of the observation whenever possible). Observer should include evidence as well as wonderings/reflection questions (noted as such) in the initial share of information with the teacher. Teacher self-assesses in EdReflect – Must choose a performance level but is able to record notes to clarify selection if they feel they are in between two levels (within 2 school days of receipt of evidence from observer). Teacher may choose to wait until evidence is shared to consider evidence in their self-assessment. Teacher may choose to respond to wonderings and reflection questions in writing; however, this is not required to be done in writing. Wondering and reflections will be discussed in the post-conference. Observer completes preliminary assessment. Observer will schedule the post-conference to take place within 3-5 school days of the classroom observation whenever possible.
Collaborative Assessment Domains 1, 2, 3 & 4	<p><u>During Post-Conference:</u></p> <ul style="list-style-type: none"> Teacher and observer discuss areas of strength and growth, as well as teacher responses to wonderings and reflection questions; Teacher and observer determine lesson specific strategies to address growth areas and specific actionable next steps (that may include changes to upcoming lessons, a follow-up informal observation, professional learning, collaboration with peers, etc.)
Observation Summary Sheet	<p><u>After the Post-Conference:</u></p> <ul style="list-style-type: none"> Observer completes and shares the observation summary form with the teachers. This form includes component level ratings as well as a summary of strengths, areas for growth, lesson specific strategies to address growth areas and next steps.



INFORMAL OBSERVATIONS: *How are informal observations used in a cycle of observation and feedback when a teacher is a Formal Observation year?*

- Where there is sufficient evidence, the observer may provide component-level ratings in EdReflect for an informal observation. Observer provides teacher with evidence collected during the informal observation (within 3-5 school days of the observation whenever possible). Observer should include evidence as well as wonderings/reflection questions (noted as such) in the initial share of information with the teacher.
- Teacher shall review the evidence and ratings in EdReflect as soon as possible (within 3 school days of receipt of evidence from observer). The teacher may share evidence through EdReflect and/or request a meeting to corroborate or refute the evidence or ratings.
- An informal observation where component level ratings are issued should not be closed or locked by an administrator until a teacher has had the opportunity to share evidence through EdReflect and/or request a meeting to corroborate or refute the evidence or ratings unless 5 school days have passed without teacher response.
- A teacher may request that a principal come back to complete an informal observation in an area that was not observed (evidence was not collected on) during the initial observation OR that has since been strengthened since the initial observation in order to collect evidence.
- A principal may identify a follow-up, informal observation as a next step following the post-conference.
- Note that this is not the only time informal observations will be conducted; however, these are the ways that they are tied into the formal observation cycle. Principals may conduct informal observations at any time based on their discretion.

ANNUAL RATING PROCESS

What are the guidelines for determining end-of-year observation ratings for teachers who are in a Formal/SLO year?

- At the end of a Formal/SLO year, the observer considers all evidence collected throughout the year, and makes an overall assessment of practice for each of the focus components based on the cumulative evidence portfolio (no one observation counts more than another). In other words, observers will look at the preponderance of evidence collected throughout the year.

What are the guidelines for determining end-of-year observation ratings for teachers who are in an In-Formal/SLO year?

- Teacher self-assessments will roll to end of year rating
- In areas where the observer and teacher are not in agreement, those components will become an area of focus for informal observations. In these cases, the identified components will be rated during informal observations throughout the year. At the end of the year, the principal and teacher will meet to determine the final end of year rating.



1. Building Level Data (15%)

Background Information:

Building level data will be represented using the academic score determined via the Pennsylvania School Performance Profile (SPP). This profile will include the following indicators and incorporate data from the items listed in the table below when applicable:

Indicators of Impact	Data Points
<ul style="list-style-type: none"> - Indicators of Academic Achievement - Indicators of Closing the Achievement Gap, All Students - Indicators of Closing the Achievement Gap, Historically - Underperforming Students - Indicators of Academic Growth/ PVAAS - Extra Credit for Advanced Achievement 	<ul style="list-style-type: none"> - PSSA/Keystone Exams - Industry Standards-Based Assessments - Graduation Rate - Promotion Rate - Attendance Rate - International Baccalaureate (IB) - SAT Performance - ACT Performance - Aspire

Important Notes:

- Because SPP scores are not released until fall (from the previous school year), we will use the prior year's SPP in the annual evaluation.
- Where available, we will utilize an average of 3 prior years to account for variability from year-to-year.

3. Teacher Specific Data (15%)

Any data used for a rating in this area must be attributable to the specific classroom teacher who is being evaluated and rated. As noted above, Teacher Specific Data uses all of the following if applicable and available:

Data Points	State Requirements for Inclusion of Measures	WASD Guidelines for Inclusion of Measures
Student Performance on Assessments (% Proficient & Advanced)	Not more than 5% of the 15%	5% when available
PVAAS 3-Year Rolling Average	At least 10% nor more than 15%	15% when available
Student Learning Objectives	Not more than 15%	0% - 10% - 15% based on availability of other measures (refer to page 6)



The following table shows some of the different scenarios that may exist for West Allegheny teachers:

Teacher Profiles	Inputs for Teacher Specific Data
Teachers in State Tested Grade Levels/Courses with at Least 3 Years of PVAAS	PVAAS: 15% *3-Year PVAAS averages will NOT be available for ANY teachers until next school year (2016-2017)
Teachers in State Tested Grade Levels/Courses with Less than 3 Years of PVAAS	Student Performance: 5% + SLO: 10%
Teachers in Non-Tested Grade Levels/Courses and/or Special Education Teachers with Less than 11 Students	SLO: 15%

Important Notes:

- Teacher PVAAS data will only be utilized when 3 years’ worth of data are available.

Ⅴ. Elective Data (20%)

Overview

West Allegheny teachers will participate in the Student Learning Objectives (SLOs) process. While this is a requirement for all Pennsylvania teachers in alignment with Act 82 of 2012, SLOs are in many ways an evolution of previous work within the District by teachers and school leaders to build processes to measure student learning and growth, and they offer the District’s teachers and students many potential benefits.

- SLOs are focused on what we want students to be able to do. It is a yearlong process where teachers identify their goal for students, identify how they will measure progress toward that goal, and assess that progress.
- Teachers will complete one SLO for a minimum of one of his or her classes. Of course, because it is a best practice, teachers are encouraged to engage in a similar process for each of his or her classes even though the formal process is only required from one class.
- SLOs will count for between 20% and 35% of a teacher’s overall evaluation. This percentage range is based on the other teacher specific data that is available (i.e., PVAAS, student performance data, etc.).

Act 82 Requirements

Pennsylvania is requiring the following from all districts in order to implement SLOs with fidelity:

- All teachers in Pennsylvania, both with and without PVAAS data, are required to participate in the SLO process.
- SLOs must be created and evaluated using the state’s SLO template (located in EdReflect, the software where all observation, SLO and professional growth resources will be kept).
- The SLO process must take place within one school year (or within one semester for semester-long classes).



SLO Exemption

It had been decided that some teachers will default to a District developed SLO and in turn will default to proficient for the SLO evaluation portion (elective data 20%) *so long as ample evidence supports implementation of the approved curriculum and aligned assessment system at the proficient level of practice.* Teachers who are defaulted to the SLO proficiency include those teachers who are (A) implementing new curriculum/instructional materials, AND (B) are in high accountability (high tested) content areas or **concurrent enrollment high school courses**. A summary of which teachers fall into each category is included below:

Teachers Who Default to Proficient District SLOs: K-12 ELA and special education teachers with exception of Advanced Placement English Teachers (**depending on concurrent enrollment**), K-12 Mathematics and special education teachers with exception of Advanced Placement Mathematics Teachers (**depending on concurrent enrollment**), **and teachers who are teaching new ECISHA courses**.

Teachers Who Complete SLOs: Advanced Placement, 6-12 Science, 6-12 Social Studies, K-12 Life Skills, K-12 special areas teachers (art, music HPE, FCS, WL, technology, BCIT, media arts), ESL teachers, teaching librarians.

Timeline for SLO Implementation: Refer to the annual growth and evaluation timeline/calendar document.

What is a Student Learning Objective (SLO)?

The Pennsylvania Department of Education (PDE) defines a Student Learning Objective (SLO) as a process to document a measure of educator effectiveness based on student achievement of content standards. Each SLO includes the following components:

- **Goal Statement:** Narrative articulating the “Big Idea” upon which the SLO is based.
- **Standards:** Targeted content standards used in developing SLOs, which are the foundation of performance measures.
- **Rationale Statement:** Narrative providing reasons why the Goal Statement and the targeted content standards address important learning.
- **Performance Measure(s):** An assessment tool (or combination of tools) used to measure the knowledge and skills acquired by students.
- **Performance Indicator(s):** Statement(s) of the expected level of achievement on each performance measure.

What are the guiding principles that ground the SLO process?

SLOs should:

- Represent student performance in a specific course/content area taught by the educator.
- Align to a targeted set of content standards that represent the depth and breadth of the goal statement.
- Contain results from only high-quality performance measures collected in an equitable, verifiable, and standardized manner.
- Use metrics based on two time-bound events/data collection periods and/or summative performance with defined levels of achievement.
- Include performance indicators linked to performance measures.

What are the stages of the SLO process?

The SLO process contains three (3) phases:

DESIGN	1. Design (ing): thinking, conceptualizing, organizing, discussing, researching	<ul style="list-style-type: none"> Thinking about what content standards to measure Organizing standards and measures Discussing collective goals with colleagues Researching what is needed for a high quality SLO
BUILD	2. Build (ing): selecting, developing, sharing, completing	<ul style="list-style-type: none"> Selecting the performance measure(s) Developing targets and expectations Completing the template Sharing the draft materials with other colleagues
REVIEW	3. Review (ing): refining, checking, updating, editing, testing, finalizing	<ul style="list-style-type: none"> Checking the drafted SLO for quality Refining measures and targets Editing text and preparing discussion points/highlights Finalizing materials

How will SLOs be scored?

There are two key factors that impact the overall assessment of an SLO:

- Performance Indicators (Vary by Teacher):** In this step of the SLO process, teachers determine what constitutes “proficient” student performance or growth on each performance measure. A performance indicator for each measure must be established for all included students and may also be established for subsets of students. Classroom teachers can suggest in this section how specific performance measures should be weighted in the teacher’s final score (for example, a teacher could recommend that, among five different performance measures, two each count for 20 percent of the teacher’s SLO score, one count for 40 percent of the teacher’s SLO score, and two each count for 10 percent of the teacher’s SLO score; all performance measures do not have to be weighted equally).
- Elective Rating:** For this step of the SLO process, classroom teachers link their individual Performance Indicators to their rating. Teachers must have specific percentages of students attain their “performance indicators” in order to attain a “distinguished,” “proficient,” “needs improvement,” or “failing” rating on the portions of the classroom teacher rating system that utilize SLOs. In West Allegheny, the ranges are set as follows:

Failing	Needs Improvement	Proficient	Distinguished
0% - 15%	16% - 49%	50% - 84%	85% - 100%

- Advanced Placement SLO Elective Rating:** For Advanced Placement teachers. Teachers must have specific percentages of students scoring two or higher. Teachers who teach multiple AP courses will receive a cumulative score across all AP students they teach regardless of course. AP teachers will default to proficient at the time of rating until results are received in the summer. SLO rating adjustments will be made accordingly in the Fall. The ranges are set as follows:

Failing	Needs Improvement	Proficient	Distinguished
0% - 15%	16% - 39%	40% - 84%	85% - 100%



Business Rules for teachers defaulting to District Level SLO proficient to move to a distinguished SLO rating:

- The teacher completed additional curriculum work outside of expectations at the district and/or state level that impacted learning for students in the district.
- The teacher has attainment scores that are higher than the district average and growth data (PVAAS) that exceeds expectations (Light Blue or Dark Blue) demonstrating high growth and high attainment in student learning. (To be Determined upon receipt of PVAAS data and will be based on one-year growth).

A. General Practices and Reminders

- If an employee disagrees with any aspect of the annual evaluation form and/or would like to justify or explain an aspect of the final rating, he/or she may submit a written rebuttal/justification within 10 days of signing the final evaluation form. This written document will be attached to the annual evaluation form in the employees file.

B. EMPLOYEE LEAVES OF ABSENCE

- If an employee is inactive for 50% of the work year they will not receive an end-of-year rating. The absence of a rating is not by default a satisfactory rating. The supervisor will note on the rating form Insufficient Evidence. An Insufficient Evidence rating would not interrupt consecutive ratings. This does not apply to intermittent leaves of absence that will be determined at the discretion of the supervisor.
- If an employee is active for more than 50% of the year but is on a leave-of-absence during the end-of-year evaluation period, the supervisor will issue an end-of-year rating and when the teacher returns he/she will have an opportunity to review and sign the rating.



Glossary

- **ACT 82** – Passed on June 30, 2012 with requirements for evaluation in Section 1123 of the School Code
- **Alternative Evaluation Plan** – An Individual School District Evaluation Plan (Must be approved by PDE).
- **Assessment** - The term shall mean the Pennsylvania System of School Assessment, the Keystone Exam, an equivalent local assessment or another test established by the State Board of Education to meet the requirements of section 2603-B(d)(10)(i) and required under the No Child Left Behind Act of 2001 (Public Law 107-110, 115 Stat. 1425) or its successor statute or required to achieve other standards established by the Department for the school or school district under 22 Pa. Code § 403.3 (relating to single accountability system).
- **CDT** – Classroom Diagnostic Tools
- **Chief School Administrator** – An individual who is employed as a school district superintendent, an executive director of an intermediate unit or a chief school administrator of an area vocational-technical school or career technology centers.
- **Classroom Teacher** – A professional or temporary professional employee who provides direct instruction to students related to a specific subject or grade level and usually holds one of the following:
 - Instructional I Certificate (see § 49.82)
 - Instructional II Certificate (see § 49.83)
 - Vocational Instructional I Certificate (see § 49.142)
 - Vocational Instructional II Certificate (see § 49.143)
- **Department** – The Pennsylvania Department of Education of the Commonwealth.
- **Differentiated Supervision Model** – Used by schools to diversify evaluations of Instructional II Staff.
- **Direct Instruction** – Direct instruction is defined as planning and providing the instruction, and assessing the effectiveness of the instruction.
- **Distinguished** – The employee’s performance consistently reflects the employee's professional position and placement at the highest level of practice.
- **District-designed measures and examinations, and locally developed school district rubrics** – A measure of student performance created or selected by an LEA. The development or design of the measure shall be documented via a Student Learning Objective.
- **Education Specialist** – A person who holds an educational specialist certificate issued by the Commonwealth, including, but not limited to, a certificate endorsed in the area of elementary and secondary school counselor, school nurse, home and school visitor, school psychologist, dental hygienist, or instructional technology specialist.
- **Employee** – A person who is a professional employee or temporary professional employee.
- **Educator Effectiveness System** – The program developed by PDE to improve teaching and learning.
- **EVAAS™** – Education Value-Added Assessment System is the methodology used for PVAAS.
- **Failing** – The employee does not meet performance expectations required for the position.
- **FFL** - Framework For Leadership
- **FFT** – Framework For Teaching (Danielson) 2013
- **FFTES** – Framework For Teacher Effectiveness Series (Teachscape)
- **FOCUS** – The inter-reliability course PDE is currently offering to PA evaluators (formerly called FFTPS – Framework for Teaching Proficiency System).



- **Keystone Exam** – An assessment developed or caused to be developed by the Department pursuant to 22 Pa. Code §4.51 (relating to state assessment system).
- **LEA** - A local education agency, including a public school district, area vocational-technical school, career technology center and intermediate unit, which is required to use a rating tool established pursuant to section 1123 of the Public School Code (24 P.S. § 11-1123).
- **Needs Improvement** – The employee is functioning below proficient for performance expectations required for continued employment.
- **Non-Teaching Professional Employee** - A person who is an education specialist or a professional employee or temporary professional employee who provides services other than classroom instruction.
- **Performance Improvement Plan** – A plan, designed by a LEA with input of the employee, that may include mentoring, coaching, recommendations for professional development and intensive supervision based on the results of the rating provided for under this chapter.
- **Principal/School Leader** – A building principal, an assistant principal, a vice principal or a director of vocational education.
- **Professional Employee** – An individual who is certificated as a teacher, supervisor, principal, assistant principal, vice-principal, director of vocational education, dental hygienist, visiting teacher, home and school visitor, school counselor, child nutrition program specialist, school nurse, or school librarian.
- **Proficient** – The employee’s performance consistently reflects practice at a satisfactory level.
- **PSSA** – The Pennsylvania System of School Assessment established in 22 Pa. Code §4.51 (relating to state assessment system).
- **PVAAS** – The Pennsylvania Value-Added Assessment System established in compliance with 22 Pa. Code §403.3 (relating to single accountability system) and its data made available by the Department under Section 221 of the Public School Code (24 P.S. § 2-221).
- **Multiple Measures** – The right side of the effectiveness pie chart that looks at student performance
- **Needs Improvement** – The employee is functioning below proficient for performance expectations required for continued employment.
- **Non-teaching Professional Employee** – A person who is an education specialist or a professional employee or temporary professional employee who provides services other than classroom instruction.
- **Overall Performance Ratings** – Distinguished, Proficient, Needs Improvement, Failing
- **PDE** – Pennsylvania Department of Education
- **Performance Improvement Plan** – District plan to improve performance of professional employees based on contents of the rating tool for ratings of failing and needs improvement with the evaluator and employee input
- **Principal** - An individual who is certified as a building principal, an assistant principal, a vice principal or a director of vocational education
- **Principal Effectiveness Instrument** – The rating tool used to evaluate a principal.
- **Professional Employee** – An individual who is certificated as a teacher, supervisor, principal, assistant principal, vice-principal, director of vocational education, dental hygienist, visiting teacher, home and school visitor, school counselor, child nutrition program specialist, school nurse, or school librarian.
- **Proficient** – The employee's performance consistently reflects practice at a professional level.
- **PIL** – Pennsylvania Inspired Leadership



- **PIMS** – Pennsylvania Information Management System
- **PPID** – Pennsylvania Personal Identification Number.
- **PSSA** – The Pennsylvania System of School Assessment established in 22 Pa. Code § 4.51 (relating to state assessment system).
- **PVAAS** – The Pennsylvania Value-Added Assessment System established in compliance with 22 Pa. Code § 403.3 (relating to single accountability system) and its data made available by the Department under Section 221 of the Public School Code (24 P. S. § 2-221).
- **Rating Tool** – An instrument used to determine an evaluation.
- **RTTT** – Race To The Top
- **Rubric** – Information used to determine an evaluation.
- **SAS** – Standards Aligned System
- **School Profile** – Evaluation score determine by student performance and school assessments.
- **SIG Schools** – School Improvement Grant Schools
- **SLO** – The Student Learning Objective is a record of the development and application of student performance measures selected by a LEA. It documents the process used to determine a student performance measure and validate the assigned weight. This record will provide for quality assurance in rating a student performance measure on the zero-to-three-point rating scale.
- **Teacher Level Measures** – A compilation of performance measures of all students in the school building in which the NTPE is employed as set forth in Part (IV).
- **Temporary Professional Employee** - An individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension or removal

WAESPA Evaluation Guidelines

Currently Under Revision



Induction Programs(s)

Purpose

The ability of a school system to provide quality education and services to students depends primarily on the effectiveness of its staff. The purpose of the West Allegheny Induction Program is to provide differentiated support and guidance to develop the knowledge and skills of personnel who are new to the school district and/or are assuming new assignments to ensure effectiveness. This program is not merely an orientation to the district's structure and procedures. Instead, it aims to articulate the district's vision, mission, and goals, share the culture and beliefs of the WA community, and position new personnel to positively contribute to the three district priorities:

1. **Academic Rigor, Excellence, and Equity for All Students,**
2. **High Quality Instruction in Every Classroom Every Day, Within Safe and Supportive School Cultures, and**
3. **Family Engagement, Financial Responsibility, and Operational Efficiency.**

Objectives

More specifically the objectives of the Induction Program are to:

- a. Provide opportunities for learning, professional growth, and collegial support in an encouraging and non-judgmental environment,
- b. Familiarize personnel with district values, policies, and practices to support integration into the West Allegheny community,
- c. Build knowledge and skills for effective professional practice through mentoring, on-going professional learning, feedback and reflection,
- d. Cultivate a professional, collaborative, growth-mindset oriented toward the continuous improvement of teaching and learning.

Research-Based Rationale

Years of research on the efficacy of induction programs demonstrates positive impacts that are beneficial to both individual staff, specifically the teachers who participate, as well as the students they serve. Induction programs have been shown to contribute to improvements in the following key areas:

- **Teacher retention:** Participation in an induction program increases the likelihood that a teacher will remain in the field. It also increases the likelihood that a teacher will remain at a particular school,
- **Classroom instructional practices:** Beginning teachers who participate in some form of induction are more effective in various aspects of teaching, including: keeping students on task; developing workable lesson plans; using effective student questioning practices; adjusting classroom activities to meet student interests; maintaining a positive classroom atmosphere; and demonstrating successful classroom management,
- **Student achievement:** Students of beginning teachers who participate in some kind of induction generally have higher scores and/or larger gains on academic achievement tests (CCSESA, 2016).

West Allegheny School District is committed to providing a quality induction program to support new personnel.



Induction Program (continued)

A Mentor

- Creates a confidential, non-evaluative, and supportive relationship with mentee.
- Provides information about school procedures, resources, and school culture.
- Provides support in learning and teaching the WA curriculum to new staff.
- Assists in refining teaching strategies and understanding the learning needs of all children.
- Makes informal visits to mentee’s classroom and provides feedback.
- Attends orientation and supports mentee in preparing for a strong start to the school year.
- Assists in reviewing and applying classroom management strategies.
- Participates in a reciprocal round of (non-evaluative) peer observation with their mentee.
- Supports mentee’s completion of required activities identified for portfolio requirements and acknowledges completion by signing the mentee portfolio.
- Completes end-of-year feedback survey about the Induction Program.

The school principal serves as a resource to both the inductee and mentor in addressing any barriers that may inhibit participants from fulfilling their assigned responsibilities.

Professional Learning

Participants in the Induction Program will engage in on-going professional learning throughout the year. In addition to the district-wide in-service days and building based professional learning, inductees will participate in the following seminars:

Date/Time	Content	Location
September 17, 2018 3:30-5:30	Framework for Teaching: Domains 1 & 4 Planning and Preparation Professional Responsibilities	District Office, Board Room
November 19, 2018 3:30-5:30	Framework for Teaching: Domains 2 & 3 Classroom Environment Instruction	District Office, Board Room
February 11, 2019 3:30-5:30	Framework for Teaching: Growth & Evaluation Guidelines and Performance Levels	District Office, Board Room
April 1, 2019 3:30-5:30	Framework for Teaching: Components of Evaluation and End of Year Ratings	District Office, Board Room

Induction Portfolio

Each of the three components, formal orientation, mentoring, and professional learning contribute to inductee’s learning and professional development within the West Allegheny School District. The documentation of learning and growth for inductees is captured in the form of an induction portfolio



Induction Program (continued)

that must be submitted at the end of the year. This portfolio is managed by the inductee and signed by the mentor prior to being submitted to Dr. Shana Nelson for review and approval by **Wednesday, May 8, 2019**.

Portfolio requirements include the following:

TASK	DESCRIPTION	TIMELINE
1. Four-Day Orientation	Attend four-day formal orientation prior to the start of the school year.	August 7-10, 2018
2. Beginning of the Year Self-Assessment	Complete a beginning of the year self-assessment in EdReflect utilizing the Framework for Teaching and discuss the assessment with your mentor. Identify focal areas to work on for the beginning of the year.	September
3. Observation of Mentor Teacher	Conduct an observation of your mentor teaching. Debrief the observation with your mentor and identify effective instructional practices you can incorporate into your practice.	Fall
4. Focal Student Process	Identify a focal student (historically underperforming and in need of extra support) and conduct an in-depth analysis of the student's needs. Then plan, teach, and reflect on a lesson targeted to meet this student's needs. Study the instructional practices that are proven effective for this student.	October – May
5. Mid-Year Self-Assessment	Reflect on your progress since the beginning of the year. Complete a mid-year self-assessment in EdReflect utilizing the Framework for Teaching and discuss the assessment with your mentor. Identify focal areas to work on for the rest of the year.	January
6. Observation by your Mentor	Participate in three non-evaluative observation cycles with your mentor conducting a pre-conference, observation, and post-conference. Then reflect upon the process.	Fall, Winter, Spring
7. Observation by Assistant to the Superintendent for CIPL	Participate in an observation cycle with Dr. Nelson and reflect upon the feedback received.	Fall-Winter
8. Journal Reflection	Write a monthly journal reflection based on provided journal prompts.	Monthly from August-May
9. Note of Thanks for your Mentor	Write a letter to your mentor thanking them for their mentorship and sharing something that you have learned from him/her that you will carry with you into your teaching career. Be sure to explain how your current students have benefitted from it.	April- May
10. Induction Program Evaluation	An end of the program evaluation assessing the effectiveness of the program	May