

Steel Valley Senior High School



Faculty Handbook 2023 – 2024

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Steel Valley Senior High School

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Our Vision: Steel Valley Delivers Extraordinary Value to Families

By providing affordable housing, a strong educational system and a centralized location in the Pittsburgh area, the Steel Valley area is an attractive choice for families. The average home value in our community is \$68,900, and Steel Valley is only 15 minutes away from the major employment districts in Pittsburgh: Downtown and Oakland. Amenities such as the Waterfront, the Greater Allegheny Passage, Kennywood, Sandcastle and the South Side are only minutes away. When you consider our location and affordability, Steel Valley does deliver extraordinary value to families.

Our Mission: Steel Valley Develops Agile, Life-long Learners

The complexity of the modern workplace demands that workers display the flexibility to learn quickly and to adapt continually. Our mission is to prepare our learners with a foundation of skills and knowledge to meet that requirement, and we instill a passion for learning that will continue throughout their lives.

Not only do we have those expectations for our students, but also we encourage our entire staff to grow professionally and personally through training and various learning opportunities. Everyone at Steel Valley, whether that person is a kindergarten student or the Superintendent, is a learner. We want to be better tomorrow than we are today!

THE BELIEFS OF THE STEEL VALLEY SCHOOL DISTRICT

We in the Steel Valley School District believe that all people are lifelong learners and therefore...

The School ...

- Believes education is important for all children and adults.
- Believes the school should provide recognition of student achievement.
- Believes high expectations are essential for student learning.
- Believes students are motivated through competitive academic challenges.
- Believes the investment in the appearance, resources and quality of the facilities is beneficial all students and adults.
- Believes that resources need to be available to support adequate learning activities.
- Believes in a safe and secure environment in which to learn.
- Believes all students should have challenging educational opportunities.
- Technology should be integrated into the classroom and curriculum so as to become an everyday aid to teaching and learning.
- Believes a highly qualified professional staff is essential for a quality learning environment.
- Believes that the size of the district is an advantage as it delivers opportunities for academic achievement and interpersonal relations.

The Steel Valley High School Graduate...

- Believes they will be able to effectively communicate through reading, writing, listening, and speaking.
- Believes in the value of education and its link to the development of leadership skills, choice of role models, creativity in problem solving, and independence in thinking.
- Believes it is necessary to learn life skills such as independence, responsibility, respect, cooperation, tolerance, and accountability.
- Believes they will be able to recognize the importance of one's self through mental, social, and physical health.
- Believes they will be media literate through the utilization of a modern library and information technology.
- Believes they will understand basic mathematical and economic principles to possess the ability to make sound decisions.

Steel Valley School District Board of Directors

James Bulger..... President
Daniel Rojtas Vice-President
Maya Adams..... Member
JaQuay Carter... ..Member
David ColasanteMember
Robyn Guy..... Member
Cara Karstetter..... Member
William McLaughlin Member
Mary Yugas Member

Senior High Administration

Mr. John Strom..... High School Principal
Mrs. Yvette Logan..... Dean of Students
Mr. Shawn McCallister..... Director of Athletics

Guidance Staff

Mr. Jason Novak..... Guidance Counselor

Health Services

Mrs. Amber Thomas..... School Nurse

Clerical Staff

Ms. Alyssa Brack

Steel Valley High School Normal Daily Schedule

- 7:05 a.m. Teachers' reporting time.
- 7:15 a.m. Earliest students may enter the building without administrative approval.
All staff members assigned morning duty are at their assignment.
- 7:45 a.m. All first period teachers are at their classroom door.
- 7:55 a.m. Tardy bell. Anyone arriving after this bell has rung will be marked tardy.

7:48 - 8:43	Period 1
8:46 - 9:27	Period 2
9:30 - 10:11	Period 3
10:14 - 10:55	Period 4 (1st lunch period)
10:15	Steel Center Vo-Tech arrives
10:58 - 11:39	Period 5 (2nd lunch period)
11:42 - 12:23	Period 6 (3rd lunch period)
12:26 - 1:07	Period 7
1:10 - 1:51	Period 8
1:54 - 2:35	Period 9
2:35	Teacher dismissal <i>F only (7 Hs 30 Min)</i>
2:50	Teacher dismissal <i>M,T,W&H (7 Hs 45 Min)</i>

Steel Valley High School Two-Hour Delay Schedule

- 7:05 a.m. Teachers' reporting time.
- 9:15 a.m. Earliest students may enter the building without administrative approval.
- 9:35 a.m. All first period teachers are at their classroom door. Students will be sent upstairs at this time.
- 9:48 a.m. Tardy bell. Anyone arriving after this bell has rung will be marked tardy.

9:48 - 10:11	Period 1
10:14 - 10:55	Period 4 (1st lunch period)
10:58 - 11:39	Period 5 (2nd lunch period)
11:42 - 12:23	Period 6 (3rd lunch period)
12:26 - 1:07	Period 7
1:10 - 1:51	Period 8
1:54 - 2:35	Period 9

Steel Center Vo-Tech — Report to the Cafeteria at 10:15 a.m.

Mon Valley Vocational School — The shuttle will run to Mon Valley as long as they are open (412-469-2551).
The pickup from Steel Valley may be delayed by a few minutes.

**STEEL VALLEY SCHOOL DISTRICT
OFFICIAL SCHOOL CALENDAR
2023 - 2024
APPROVED 04-27-23**

July					
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					
Student Days					0
Teacher Days					0

November					
M	T	W	T	F	
		1+	2	R-3	
6	7	8-E	9-MS/HS	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		
Student Days					66
Teacher Days					70

March					
M	T	W	T	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22+	
25	R-26	27	28	29	
Student Days					139
Teacher Days					145

August					
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		
Student Days					7
Teacher Days					9

December					
M	T	W	T	F	
				1+	
4	5	P-6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	
Student Days					81
Teacher Days					85

April					
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25+	26	
29	P-30				
Student Days					160
Teacher Days					166

September					
M	T	W	T	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22+	
25	26	P-27	28	29	
Student Days					27
Teacher Days					29

January					
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	12	
15	16+	17	18	R-19	
22	23	24	25	26	
29	30	31			
1st Sem		2nd Sem		Total	
9		11		Student Days	101
9		12		Teacher Days	106

May					
M	T	W	T	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31+	
Student Days					180
Teacher Days					188

October					
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				
Student Days					47
Teacher Days					51

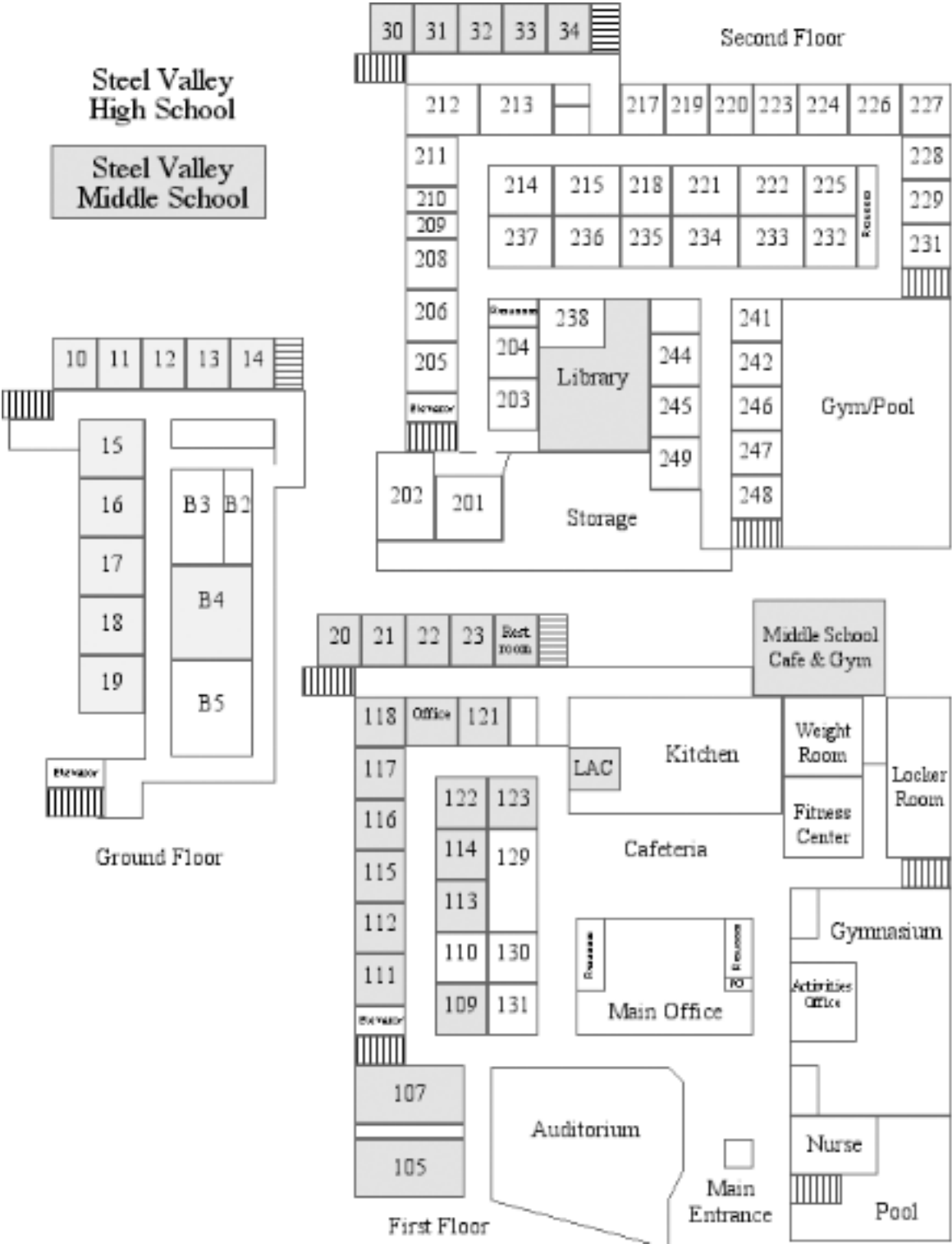
February					
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	14	15+	16	
19	20	P-21	22	23	
26	27	28	29		
Student Days					121
Teacher Days					126

June					
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

School Calendar Symbols	
	Holidays/No School for Students
	Meet the Principal Nights
	Act 80 Days - August 24 Transition Day,
	Act 80 Days - Nov 8 No School Brt & Park, Nov 9 No School MS & HS
	Early Dismissal / Elementary Open House
	Teacher Inservice/No School for Students
	Clerical Day/No School for Students
	Early Dismissal for Students/Staff Prof. Dev.
	Teacher Transition Day/No School for Students
	End of Grading Period
	R-Report Cards/P-Progress Reports Distributed
	Flexible Instructional Day (FID)
	New Staff Orientation
	Grades Due
	School Cancellation
	E Barrett & Park Elementary Schools
	MS Middle School
	HS Senior High School
PSSA Windows: ELA April ; Math and Science April	

Important Dates		
<u>Inservice Days</u>	<u>Clerical Days</u>	<u>Holidays</u>
August 21	August 23	September 4
October 9	November 1	November 23 - 27
	January 16	December 22 - January 1
	March 22	January 15
	May 30 & 31	February 19
		March 28 - April 1
		May 27
		June 19
Transition Grades Report (K, 5th & 9th Only): August 24		
All Students Report: August 25		
Commencement and Last Day of School: May 29		
Kennywood Picnic: June 4		
If snow make-up days are needed, days will be added at the end of the year.		

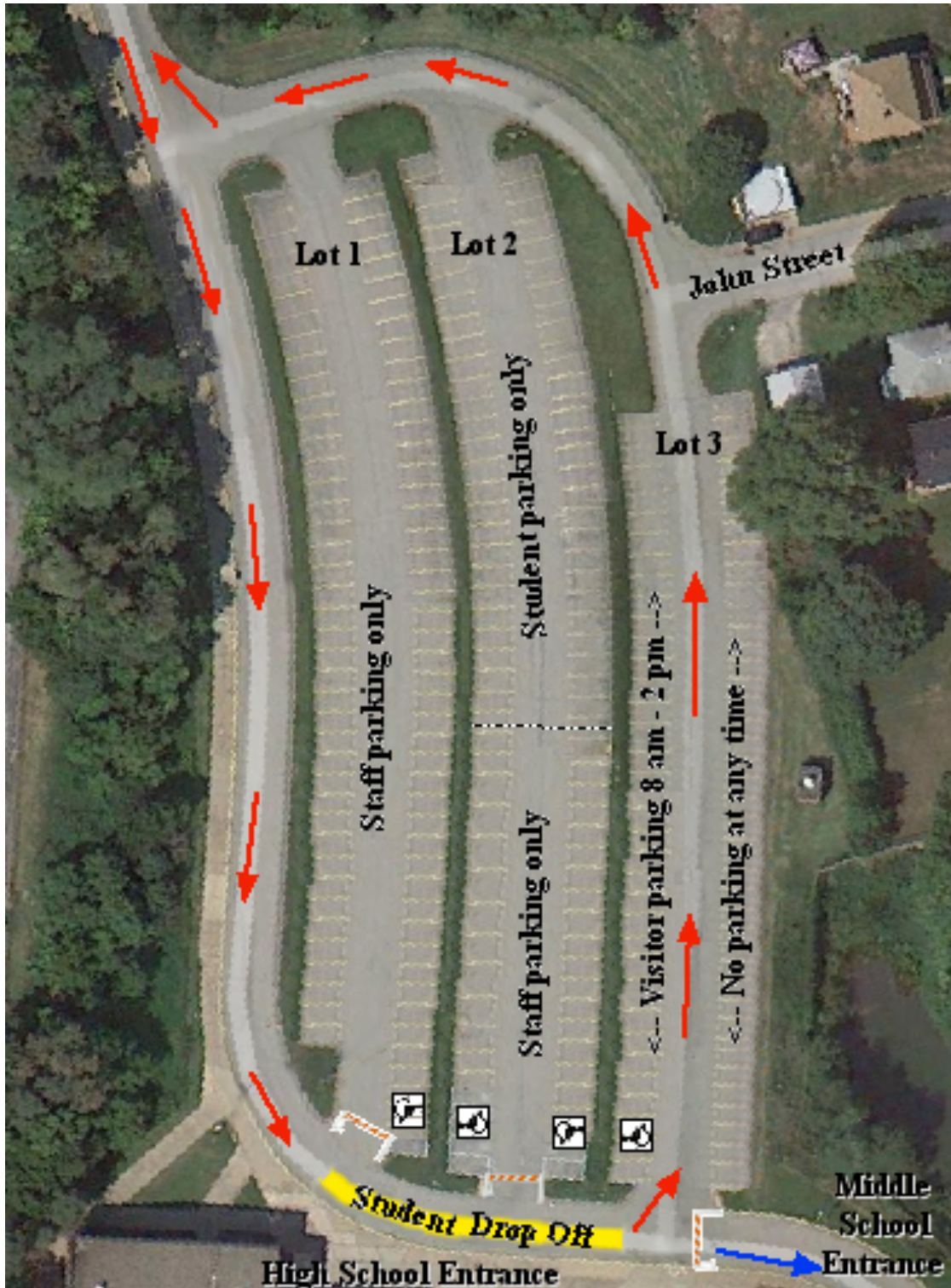
HIGH SCHOOL/MIDDLE SCHOOL FLOOR PLAN



PARKING LOTS AND TRAFFIC FLOW

Please complete a parking pass registration form available in the office to receive a staff parking permit. You may park in Lots 1 and 2 as shown below. For safety reasons, we ask that your hangtag is visible in case we need to contact you. Anyone using Handicap spaces without the proper placard is subject to fines and towing.

Please abide by the following traffic-flow and parking plan.



Process for Reporting Grades

Prior to the end of each grade reporting period, teachers will finalize grade information and post in the online grading system via the computer. Letter grades are automatically assigned as follows:

Letter Grades: A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
E = 0 - 59%

A grade notation of “0” should be used if a student has never attended classes.

The lowest possible failing percentage a student may earn in the first nine weeks is a 50%. Beginning with the second nine weeks and thereafter, a student may receive a grade as low as 0%. The highest possible percentage in any nine weeks is 100%.

Bonus and Extra Credit

Teachers may assign bonus and extra credit assignments as they see fit. However, the total points awarded for these assignments can only be 5% of the total points for nine weeks. Example if you have a total of 100 points for the first nine weeks, you can award a student 5 bonus points. If these types of assignments are given please create a column in your grade book that represents this assignment.

Grade Reporting Deadlines

Progress Reports — Report Cards

See the district calendar on page 6 for due dates for grades for progress reports and report cards.

Teacher Absence

Staff members are obligated to contact Frontline on the internet at <http://www.frontlineeducation.com> to record their absence. You can also call Frontline toll free at 1-800-942-3767. Simply follow the voice menu to enter and manage absences. Notification should be given to the Frontline service as soon as you know you will be absent. If prior notice is not possible, then all members should call off by 6:00 AM of that given work day.

If necessary, call and send instructions and materials to the high school office. You are not permitted to call any other person off except yourself. If another person calls off for an employee who is not their spouse the district will not recognize the call off.

A reminder — “sick days” are to be used as sick days. “You are unable to perform your professional duties due to your illness.” Do not use sick days as vacation days.

Personal Days

Teachers must sign for a personal day and log the day in Frontline or call the answering service. There will be a register in the office which teachers are required to sign 24 hours in advance for personal days. Only 3 teachers may sign up for a personal day on any given date.

Request for Leaving the Building

Employees may sign out of the building during their duty-free lunch period. The Building Administrator has discretion to permit a teacher to sign out during a prep period in an *emergency situation*. Teachers must have the permission of the building principal to sign out of the building except during their “duty free lunch period.” When employees leave the building they must sign out and indicate the building principal approved their request for leaving the building. Upon immediate return to the building, employees must sign in with the building secretaries. Requests for early dismissal must be for a severe health or safety issue and submitted in writing to an administrator.

SIGN-IN PROCEDURE

The daily sign-in sheet will be on the front counter as you enter the office. The sign-in sheet has three entities that must be completed everyday. You must record your time of arrival to school, your departure time, and your initials for verification. The form will be removed from the counter at approximately 7:05 AM daily to correlate with the call-off sheet and coverage assignments. If you arrive after 7:05 AM you will need to check-in with your building Administrator. Please make every attempt to be here on time. **The administration understands there are circumstances that occur that are out of your control, however, on the third time being late and every time after you will receive correspondence pertaining to the incident.**

ACTIVITY FUND PROCEDURE

Clubs and other organizations in the high school deposit money and pay invoices through the Steel Valley Activity Fund Account. As soon as possible, each organization should elect a treasurer or designate one person to handle all financial transactions and keep accurate records for the group. The Activity Fund Treasurer, should be given the student's name.

Depositing Money

1. Obtain a deposit envelope and a deposit slip in the Activities Office.
2. Place money in an envelope together with a completed deposit slip. **ALL MONEY MUST BE WRAPPED OR IT WILL BE REFUSED UPON DEPOSIT.** You may obtain wrappers from the Activity Fund secretary.
3. Give the envelope directly to the Activities secretary in the Activities Office. **DO NOT LEAVE IT ON THE COUNTER.**
4. The Activity Fund treasurer will complete a receipt in duplicate, the original to be given to the person making the deposit; the carbon for high school records.
5. The money will be placed in the vault until deposited in the Activity Fund by the Treasurer.
6. **ALL STUDENT ACTIVITY MONEY MUST BE DEPOSITED IN THE SCHOOL ACTIVITY ACCOUNT.**

Fund Raising: All clubs and organizations must have a charter, a list of officers, sponsors, and/or chaperone. All fund raising activities must meet the following criteria:

1. Reason for the fundraiser and the date the fundraiser will be concluded.
2. Projected gross sales.
3. Projected profit from sales.
4. Funds used for students from fund raising activity.
5. Balance of activity account before fundraiser.
6. All fundraising must be approved by Mr. McCallister and Administration.

Paying Invoices

1. All members of an activity must vote to expend their activity's funds. The Student Treasurer/officer and sponsor must sign the check order.
2. The club treasurer completes and signs a check order (in duplicate) for payment. Be certain that the payee's address **is complete**.
3. Club sponsor must sign all check orders indicating approval of the expenditure.
4. Attach ORIGINAL invoice to blue check order (yellow copy remains in book) and give to the Activities secretary in the Activities Office for the signature of the principal.
5. CHECKS EXCEEDING ACTIVITY FUND BALANCE WILL NOT BE APPROVED BY THE PRINCIPAL.
6. After the principal signs the check order, the Activities secretary will make out the check and send to payee.

Security Boxes

Upon request an organization may be issued a security box for temporary use when selling tickets, collecting money, etc. The name of the organization will be placed on the box. It must be kept in the high school vault when not in use. A sign-out sheet must be used each time the box is picked up or returned. The box will be given only to the club treasurer, sponsor, or students designated by the sponsor when requested in writing.

Fund Raising

All fundraising projects must be approved by the building principal. Tickets or articles of any kind, other than those associated with school sponsored activities are not permitted to be sold on school property or at school sponsored events. All fundraising must be registered on the activities calendar in the office and must have beginning and closing dates. **At no time will the district permit panhandling or solicitation of donations for any organization.**

STUDENT ATTENDANCE POLICY TEACHER RESPONSIBILITIES

1. **Accurate records of student attendance by day and date in your classes must be maintained at all times.** In the event of your absence, please check the substitute report or with the high school office to keep your records up to date.
2. Sign all admit slips of students who have signed into school each period. Students in question should be listed as absent on the attendance sheet.
3. Students should be sent to the office if they are late to period 1 without a pink tardy slip. All students late to school will receive a tardy slip.
4. All students being excused early will have an excuse to be signed. The excuse must be signed by the Principal or high school secretary before the student may sign out of school. Students will be issued an excused from school pass.
5. Any student being school excused will be listed on the absentee sheet and designated as school excused.
6. The office secretary keeps all attendance information such as: **absent from school, doctor's excuses, late to class, truancy, late to school, vacations, college visitations, etc. THE OFFICE DOES NOT RECORD CLASS ABSENCES.**
7. Any student who is not in your class and is not listed on the absentee sheet is considered cutting your class. Please submit a discipline referral in Sapphire.
8. Each absence that is doctor excused will require the attendance clerk/secretary to record the absence in Sapphire as excused.

BUILDING SECURITY

School security is a concern for all staff members. To maintain our safe and secure learning environment we all must be aware and knowledgeable of security concerns.

- All staff members must challenge all visitors to the building. Ask why they are in the building, see if they are they wearing a visitor's pass, etc.
- All students walking the halls must have a hall pass. Check the student's pass.
- Check all outside doors. Be certain they are locked and secured.

All staff members are expected to maintain a classroom environment that is free of all clutter and debris. Classrooms are expected to be clean and organized. All staff members are expected to perform a daily AM and PM search of their classrooms or instruction areas. No student possessions are to be left in a classroom or instructional work area. If a questionable object is found, contact the building principal.

FACULTY MEETINGS

Meetings held after school will be limited in length to no more than the time as per contract terms. **Teachers should plan doctor's visits, dental appointments, etc., so they do not conflict with faculty meeting times.** If emergencies arise, they must be handled in advance on an individual basis with the **principal**.

DATES: TBD

JOB DEFINITIONS

Classroom Teachers' Responsibilities and Procedures

Teachers are responsible for leading and coordinating the learning activities of the students who are assigned to their classes. For this task, students should be engaged in and assigned appropriate reading, writing, listening and speaking activities that enhance and augment skills in these areas:

Writing: Teachers should provide students with opportunities to communicate ideas and information through conceptualization, analysis, and synthesis. Students should be given assignments to write clear and concise compositions in the basic writing modes: narrative, expository, descriptive, persuasive, and comparison/contrast. All efforts should be made to require a minimum of at least one writing assignment per nine-week period for evaluation/assessment.

Speaking: Students should be given opportunities for oral response on a regular basis. Students should be encouraged to analyze and make critical judgments about all forms of communication. Students should be encouraged to exchange information verbally, including understanding and giving verbal instructions, asking and answering questions appropriately, and promoting effective group communications.

Opportunities should be provided for students to compose and make oral presentations for each academic area of study that are designed to persuade, inform, or describe. Students must be encouraged and challenged to demonstrate their skills of communicating, negotiating, problem solving, conceptual understanding, critical analysis, and cooperating with others.

Listening: All students should be provided a learning environment in which listening to and understanding complex oral messages and being able to identify their purpose, structure, and use are accomplished.

Reading: Oral reading should be considered a valuable exercise in the context of the instructional lesson.

All teachers should provide and encourage students to "make meaning" (and communicate such) of academic materials utilized in each course.

A reading list is provided to broaden student interest and insight relative to the course subject matter. This list should include suggested reading materials from which students could draw for purposes of enrichment, challenge, enhancement of the classroom discussion, and further study and investigation. Reading selections should be nonfiction, factual, historical, or appropriate supplements to the written curriculum. Works of nonfiction should be considered only if they relate to the classroom objective and appropriately supplement the written curriculum. All students should be required to complete at least one reading assignment from this list for each semester for each class. The student should be provided an outside reading list and the teacher's clear expectations for a corresponding assignment point value and method of evaluation. The grade for the outside reading assignment should be equivalent to a major test or assignment.

Students should be involved in each daily lesson; students are **not permitted to sleep at any time in any classroom or study hall**. Well-planned, informative, and interesting lessons must be planned for each day. The lesson must be for the entire class period.

All teachers are required to have a working knowledge of the Faculty Handbook, the Student Handbook, and the Guidelines for Student Behavior and to enforce all high school and district rules, regulations, policies, and guidelines throughout the school year.

Teachers are required to inform parents if a student's grade **drops two or more letter grades** from one nine-week period to the next progress report period. Teachers must likewise inform parents when a student is in **danger of failing** a nine-week grading period, a semester, or year long course. *Parents should also be called when students have improved their performance, etc.*

Each teacher is directly responsible for the supervision and accountability of every student on their class roster. Changes in your roster will be made **the day they officially occur**.

Teachers are required to maintain current class rosters, seating charts, and lesson plans.

Teachers are required to record the daily attendance by day and date for all their assigned students in all of their classes. Homeroom attendance should be recorded in Sapphire.

Do not permit students to remain in a room alone. If you permit students to remain in the room unsupervised, you are liable for what may occur.

Teachers must remain in the classroom while class is in session. During the change of classes and prior to the first period, **teachers are required to be in the doorway** of their respective rooms to help with supervision of student behavior in the corridors. All staff members must be at their **assigned post by 7:35 a.m.** Teachers should not remain in faculty rooms during class changes, but rather assist in general hall supervision. Teachers are required to move students to class. Students are not to loiter in the hallways, etc.

Audiovisual equipment can be an effective instructional enhancement tool; however, the following guidelines must prevail in the utilization of DVDs, streaming video via the web, etc.:

1. These supplemental materials should be used in conjunction and on target with the current academic lesson or unit and directly related to the written curriculum.

2. Students should be responsible for some relevant follow up activity or assignment emanating from the audiovisual material.
3. **Audiovisual presentations just to keep students quiet or entertained are not permitted.**
4. Reproductions or copies of copyrighted materials are prohibited in the classroom.
5. All audiovisual programs used in conjunction with the written curriculum or to supplement the written curriculum must be pre-approved via the written lesson plans or request to an administrator.

Discipline

As a classroom teacher, you are responsible for the discipline within your classroom. Each classroom teacher must post their classroom rules in their respective classroom. The Student Rights and Responsibilities Act states the following concerning student behavior:

“No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of a teacher, student, administrator, and all others who are involved in the educational process.” If a student disrupts a class to the point that it is interfering with the education of others in the classroom, teachers have the right to take action to correct the situation. If the teacher feels the situation is serious enough, the following procedure should be followed:

1. Teachers are to call the parents when there is a classroom problem with a student.
2. Send the student to the office with a pass. **DO NOT LET HIM/HER STAND IN THE HALL.** (Notify someone in the high school office.)
3. Submit a discipline referral in the Sapphire system indicating the nature of the problem.
4. Contact parent/guardian **EVERY** time an incident is submitted to the office.
5. The principal may use other disciplinary measures at this time.
6. The principal is the only one who may remove a student permanently from a class.

This procedure should be used only if the situation within your class becomes serious enough that the principal should be involved. **In most cases, the teacher should handle discipline problems within the classroom establishing appropriate classroom rules, and be sure all students understand and follow the rules.**

Teachers must have a thorough working knowledge of the Student Handbook, building policies, practices and procedures.

At the beginning of the school year, each teacher is given class lists and rooms for conducting classes. **Classes are not to be moved or transferred to other areas without approval of the principal.** Staff members are expected to report to their assigned classrooms during their scheduled times.

Teachers are responsible for the care of the physical facility and equipment. Please be certain your classroom is orderly and clean after each class period.

Examples of equipment:

1. Classroom desks, tables, chairs, bulletin boards, etc.

2. Audiovisual equipment, computers and iPads
3. Textbooks, reference books, supplemental materials, etc.

The last period teacher is required to insure the classroom is left in an orderly fashion. Please be certain the classroom furniture is properly placed, turn off the lights and close the door.

Each teacher, each class period, should be certain the classroom is left in a **CLEAN, well-organized manner**. Classroom bulletin boards highlighting material and information of interest to your classes are an effective and appropriate addendum to other classroom communications. Bulletin boards are to be kept up to date and relevant to the topics discussed in the classroom and curriculum. Classroom rubrics, clear expectations and student work are to be posted in each classroom.

OBSERVATIONS AND FOLLOW-UP CONFERENCES

The Steel Valley administration will abide by the “Agreement between the Steel Valley School District and Steel Valley Education Association.” Employee evaluation also includes **performance of non-classroom duties**. These matters may be part of a teacher-administrator conferences when an assessment of performance is a topic of discussion.

Formal Observations

The administrator will review lesson plans and spend approximately one class period observing the interaction of the teacher and the class as the lesson is being taught. A pre-conference defining the areas of the observation will occur prior to the observation. A post-observation will be scheduled to review the observation if necessary.

Classroom Observations

The following items are to be kept up to date and **must be made available to the administrator during any classroom observation**:

1. Lesson plans (daily objectives)
2. Seating charts
3. Teacher's handbook (this document)
4. Grade book
5. Documentation of parental telephone calls and conferences
6. Any learning materials the students may be using
7. Classroom reading list
8. Classroom rules posted
9. Classroom rubrics posted; how student's work is evaluated
10. Displays of student work.

Cafeteria Supervisors

Lunches served daily during periods 4, 5, and 6. The student body and faculty are divided so that about one-third of the total is scheduled for lunch in each of the of periods. Teachers assigned to the lunch periods are to supervise the students in the cafeteria for the entire period. Teachers having a cafeteria assignment are **required to use and follow these guidelines**:

1. **Report on time and remain the entire period.**
2. Be visible and mobile in the cafeteria and the corridors leading into the cafeteria.
3. Monitor the behavior of the students during their lunch period.
4. Prevent student congestion and potential problem situations.
5. **Teachers are not to be working on any classroom materials while they are on this assignment.**

6. Teachers are not permitted to be eating, reading, or checking papers during their assignment.
7. Reprimand and/or report to the administration any students violating the student guidelines, cafeteria rules or school rules and regulations.
8. Students are not permitted to take food from the cafeteria. All food must be consumed in the cafeteria.
9. Students are permitted to have a beverage with a secure lid. However, no beverages are permitted in the library, computer labs, auditorium or gym.
10. Do not allow students to leave the lunchroom other than using the restroom.

Study Hall Supervision

Staff members having a study hall assignment are required to follow these guidelines:

1. Report on time and remain the entire class period.
2. Require all students to report on time.
3. Maintain an accurate and up-to-date attendance roster and seating chart.
4. **Only students with a pass from a classroom teacher will be permitted to leave the study hall. This pass will be initialed in ink by the study hall teacher. (Use discretion in the number of students excused each day.)**
5. Study halls are for quiet study. Study hall monitors are required to enforce this policy. Games and excessive loud talking are not permitted.
6. Students are to be seated at desks and/or tables during the entire class period.
7. Students are not permitted outside during an assigned study period. **Students are to remain in their assigned study hall period.**
8. **Students are not permitted to be excused from study halls to go to the cafeteria, locker, telephone, locker room or restroom unless an extreme emergency exists.**
9. Students excused to go to the library should be limited. Students should receive a pass from the library prior to reporting to study hall.
10. **The study hall teacher is responsible for the accountability and/or supervision of every student on their roster.**
11. Students are not permitted to consume food during the study hall period.
12. Students are not permitted to sleep at any time.
13. Students must bring materials to study or appropriate reading material.

Activity Sponsor

1. To advise, to guide, and to supervise the students engaged in an activity.
2. To serve as a liaison between the student leaders and the administration. In order to avoid duplication of time and effort, students will work with sponsors and **sponsors will present the ideas and requests to the administration.**
3. To submit all written material (including posters) to the appropriate administrator for approval **before** it is distributed in the school, in the community, or in the mail.
4. To ensure that all fundraising activities are cleared by the building principal and administration **before** they are publicized or put into affect.
5. To reinforce the fact with student leaders that many organizations function within the school; therefore, the available calendar dates must be requested in advance so they may be distributed equitably.
6. To attend all meetings of the activity and to have a written proposal for each activity before it is presented for approval to the administration.
 - a. The agenda should contain all pertinent information regarding the activity such as date, time, place, contracts, moneys involved, etc. A list of students and adults who will work and assume the responsibility for the specific activity must be provided.
 - b. Activity forms on which this information is to be recorded are available in the office.

7. To ascertain that keys, audiovisual equipment, custodial calendar information, transportation, lighting, emergency cleanup equipment, procedure of ticket and money collection, police service, limitations of movement within and without the building are and established before the activity begins.
8. To be present at all functions being conducted by the students.
 - a. To arrive **before** the set hour for the activity and arrival of students.
 - b. To leave **after** the activity has been completed and all students have departed.
9. To develop student responsibility for the care of facilities and equipment:
 - a. To ensure the prompt return of all equipment used by the students.
 - b. To pay for any damaged equipment, materials, or facilities from the funds of the organization sponsoring the activity.
 - c. To require the students to have cleanup committees, which ensure the continuance of the cooperation of our custodial staff.
10. To submit a follow-up report concerning the activity to the main office where it will be filed and referred to in the future. (Activity forms are available in the main office.)

Club Sponsors Must:

1. Keep the charter and a **list of members up to date**. (Submitted to and filed by the appropriate administrator.)
2. Attend all meetings held by the organization.
3. Reserve rooms for meetings held after school hours on the building utilization calendar.
4. Follow the list of duties and responsibilities of an activity sponsor if the club decides to initiate a social or fundraising activity.
5. Utilize the Activity Fund for depositing all moneys earned by the club.

Assemblies - General Responsibility of Teachers

When students are moving to or from assemblies, all teachers, whether given a specific assignment or not, will assist in supervising student movement through the halls, clearing out restrooms and other areas where students loiter. If you are responsible for teaching while others are in assembly, at least be at your classroom door. If your class is moving toward the assembly, supervise all students near you as you proceed to the assembly. If you have no assignment designated, assume responsibility for a stairwell, exit, lobby, hallway, restroom, or wherever your services are needed most.

If you normally are teaching a class during the designated assembly period, you are responsible for the students seated in the auditorium section corresponding to your classroom. For your own convenience in managing, you will insist that your class sit in this same area, and you should check the class roll before the assembly begins. If a student is assigned to your class and manages to cut the assembly, you are responsible for submitting their name to the office. **Teachers will sit with their class during the assembly.**

If a student causes an unwarranted disturbance in the auditorium, identify the student and accompany him/her to an administrator for disciplinary action.

HIGH SCHOOL POLICY ON CONTESTS

Essays, oratorical, art and similar contests that are promoted or sponsored by outside groups may be publicized by posting the announcements on appropriate bulletin boards with the approval of a school administrator. Students may decide to enter and to ask teachers for advice or guidance.

FIRST PERIOD ATTENDANCE PROCEDURES

SUPERVISION

1. **Period 1 teachers are required to open their rooms at 7:45 a.m. and be at the classroom door to provide an example of promptness for the students and to clear the halls in the vicinity of their period 1 class.**
2. Period 1 teachers are to take accurate attendance and keep a **written record** of each student's daily absence and tardiness, so that verification of this information is readily available for parental conferences, student conferences, etc. **Accurate seating charts** will also be maintained by the teachers as efficient aids to daily roll checks for themselves and substitute teachers. **The task of taking attendance is not to be delegated to a student.** Teachers are required to remind students of the attendance and tardiness policy of the school district. Those students establishing patterns of absenteeism/tardiness should be referred to the SAP team.
3. On the day a student returns to school after an illness, the student will present his/her excuse to the attendance clerk before 7:48 a.m.
 - a. Students will sit in their assigned seat for accurate check for attendance and aid substitute teachers.
 - b. Period 1 teachers are to require encourage students to stand and show respect for the flag salute. If students have a religious belief for not pledging allegiance, they should inform administration the first day of school.

ATTENDANCE PROCEDURES

1. Attendance must be taken in each first period shortly after the 7:55 a.m. bell.
2. **If a student is in school and his/her name is on the absentee list, the classroom teacher must report the student to the office.**
3. **If a student is not in school and his/her name is not on the absentee list, please report this to the office.**
4. Each day each teacher should check the daily absentee list to verify those students who were absent from their class. Any discrepancies should be noted and reported to the office or an administrator. If a student reported to school after 7:55 a.m., they are required to have a late pass signed by the high school secretary, administrator, or designee. Teachers are to check all tardy students for the required late pass.
5. Period 1 teachers will have the primary responsibility for informing students of fines and other obligations (i.e., unreturned books, supplies or equipment) when such information is made available to the Period 1 teacher by the high school office.

All staff should secure obligation slips (to be completed with appropriate information) for return to the high school office.

STAFF RESPONSIBILITY FOR STUDENT WELFARE

The purpose of this policy is to establish guidelines whereby adequate consideration of student welfare is achieved.

The specific responsibilities of the professional staff shall be:

1. To be directly responsible to the principal in their respective buildings, promptly and consistently carry out all instructions of the Superintendent and regulations as established by the board
2. To direct and evaluate the learning experiences of their students
3. To assist in the responsibilities of student accounting
4. To be responsible for the proper use of school property and facilities
5. To conduct the proper supervision of students on all school grounds, in the halls, lunchroom, classroom or other supervisory duties as outlined by the building principal
6. To participate in in-service programs provided for teachers

7. To maintain proper and cordial relationships with other members of the professional and nonprofessional staff

Other sound practices which the professional staff is required to participate in:

1. Never leave a group of children, either in the classroom, or the study hall, etc., unattended. **All** teachers at **All** times are responsible for the conduct and safety of **All** children. In extreme emergencies and on very rare occasions, should a teacher find it necessary to leave the students, adequate supervision should be provided during that absence. A cardinal rule for school and student safety, **NEVER LEAVE CHILDREN UNATTENDED OR UNSUPERVISED.**
2. Teachers should maintain a convenient systematic way of organizing and planning classroom activities, and to provide an adequate guide for substitute teachers. All teachers are required to complete lesson plans on a basis outlined by their respective building principal.
3. **Lesson plans should be available for review at any time by the principal or other administrative personnel.**
4. Bulletin boards should be kept up to date, attractive and appropriate. Display student work.
5. Teachers are held responsible for the condition of their classrooms or stations and equipment at all times. At the close of each period and school day, teachers should instruct students to maintain the room in a neat and/orderly fashion. When leaving the room for the day, it is the teacher's responsibility to see that shades are properly adjusted, all windows are closed, lights turned out, and doors shut. Energy is an important subject. These few suggestions addressed to conservation will save needed funds that can be used for the advancement of our educational system.
6. **A teacher must always be present when students are using a room or building, or any school facility. Teachers should not unlock the doors of other teachers' rooms at the request of students.**
7. Teachers are not to have any duplicate keys or master keys unless duly authorized by the building principal in writing.
8. **NEVER ALLOW STUDENTS TO HAVE KEYS TO ANY PARTS OF THE BUILDING.**
9. School telephones are to be used only for the purpose of conducting school business.
10. It is the teacher's responsibility to keep the main office informed through the building principal on such items as:
 - a. Name
 - b. Address
 - c. Telephone number
 - d. Credits earned
 - e. Next of kin
11. Professional employees shall exercise the highest standards of care to protect the health, welfare and property by:
 - a. Refraining from smoking on school property
 - b. Keeping a tidy room free of waste paper, debris, or other fire hazards
 - c. Properly using and storing flammable materials used in classroom instruction
 - d. Reporting any possible fire hazards to the building principal
 - e. Knowing the location and operation of fire alarm signal boxes
 - f. Knowing the location and operation of fire extinguishers in the building
 - g. Knowing fire drill regulations with regular and alternate routes

Teachers should establish a code of behavior that is consistent with only the highest standards of the teaching profession.

The Steel Valley Board of Education believes the Code of Professional Behavior that follows to be congruent with the standards that it expects.

1. All professional employees are expected to comply with all rules, regulations, directions and policies adopted by their board or its agents, including the statutes of the Pennsylvania SCHOOL CODE.
2. The board expects the criteria of any code of ethics adopted by the professional staff be consistent with sound educational practices, which enhance the educational program of the children of its schools.
3. The board and the Administration recognize that abuses of bargained sick leave, tardiness, and absence deficiencies in the professional employee's responsibilities, violations of the rules, regulations and policies of the board, or other breaches of professional behavior, shall cause the board and the administration to institute proper and lawful proceeding against the offending professional employee.
4. The professional employee shall at all times realize their commitment to the students by dealing with them justly and fairly, **withholding confidential information** about the students and their homes, making discreet use of available information about the students, avoid exploiting relationships with the students, or any other unprofessional practices which will be detrimental to the welfare of the students or their homes.
5. All professional employees shall be expected to use the educational facilities only for the designated purposes governed by policy, school rules and regulations and having approval by the board or its agents.
6. The formation of clubs, sponsoring of extracurricular activities, taking field trips or any such activity which involves the students or school facilities shall have the approval of the board and administration.
7. All professional employees must adhere strictly to the curricular content that has been approved by the Board of Education. **To teach subject matter that has not been approved by the board shall be considered a breach of contract.** Further, the use of resource people and/or other people should be discussed and given final approval by the building principal before such individuals are permitted to participate in the normal procedure of any class or school activity.
8. All professional staff members are expected to maintain a standard of dress, personal appearance, general decorum, moral standards, and behavior that is consistent with their professional status in the community.
9. It shall be the responsibility of each professional staff member to follow the provisions of the PROFESSIONAL AGREEMENT between the Board of Education and the SVEA.
10. Each professional staff member, when not certain or confused about any terms of school board policy, rules and regulations, should discuss that particular question with the building principal.
11. It shall be the responsibility of each building principal to establish such rules and regulations as are necessary to accomplish effectively the goals and objectives of the instructional program in that school. Such rules and regulations shall have the approval of the next immediate superior.

12. The building principal shall be responsible to see that all terms of the PROFESSIONAL AGREEMENT and all school board policies, rules and regulations are complied with by both the professional and nonprofessional staff. Any violations of such rules and policies or the PROFESSIONAL AGREEMENT shall be called to the attention of the offending employee and further, a written statement listing such violations shall be addressed to the principal's next immediate supervisor, who in turn shall forward a copy to the Superintendent.
13. Substitute Teachers - The temporary professional staff shall be responsible for carrying out policies, rules and regulations of the Board of Education as they relate to the proper functioning of the school, to the classroom, and to the immediate contact with students and parents.

PA Code of Professional Practice & Conduct for Educators

Section 1. Mission

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

Section 2. Introduction

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

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

Section 3. Purpose

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

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

Section 4. Practices

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

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

- (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
- (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
- (3) Professional educators shall maintain high levels of competence throughout their careers.
- (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators, and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
- (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
- (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students, and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy, and respect.
- (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions, which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

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

Section 6. Legal obligations

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.
 - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

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

- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

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

Section 9. Improper personal or financial gain

- (1) Accept gratuities, gifts, or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section. Did not arrive at school to service kids.

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Teacher Liability/Negligence

A teacher or other school employee may feel concerned over the possibility of being held liable in cases of injury to pupils on the school grounds, in school buildings, or while engaging in school activities. There are some circumstances in which an employee may be held liable.

The general rule of law is that one who by reason of his/her negligence results in or causes injury to another is responsible in damages, but such negligence must be the proximate cause of the injury and the injured person must not him/herself have been guilty of negligence proximately contributing to the injury. Unless both of these elements exist, teachers and other employees are probably not personally liable. Damages have been received against teachers, as well as school districts in circumstances arising out of instances such as, when the injury was proximately caused by the negligence of the teacher:

- Failure to provide proper supervision in the classroom or on the campus grounds. Lack of proper supervision on the campus grounds during the school day or at established school bus loading zones

which such buses are loading or unloading fall in this category. Proper supervision may mean more than simply "being there"

- Allowing students to play unsafe games
- Permitting the use by students of defective apparatus and equipment
- Conducting improperly organized or supervised field trips
- Use of motor vehicles in a negligent manner
- Failure to give proper instruction in the use of shop, science equipment, and materials. In the laboratory or shop, supervision alone is not enough. Instruction should be given in the use of the facilities and equipment, and in alleviating the problem
- Providing improper first aid that results in further injury
- Any act, which results in an accident where due diligence and care are not given
- Allowing unsafe conditions of grounds or buildings to exist
- Sending students outside the door for disciplinary reasons
- Dismissing students before the bell

TEACHER/STUDENT RELATIONSHIPS & BOUNDARY ISSUES

A school environment requires certain employees to establish and maintain a mentoring relationship with students. The mentor's role is to augment the student's intellectual development and skills. As role models, faculty and staff must set both academic and social/personal boundaries with students. Even though a staff member may know an individual outside of school, a different relationship needs to be upheld at school. School personnel must adhere to a firm standard of relationships with students. Certain positions require different levels of communication and interaction with students. For example, a social worker or nurse can ask students about areas of their lives that a teacher would not. A coach or club sponsor would have an opportunity to know more about the individual outside of school than an academic teacher.

The adult's job is to help adolescents become healthy, responsible adults. The role is to guide them toward independence, to assist their learning, and to refer them to needed resources. As an adult who often develops relationships with teens, it is important to establish clearly defined expectations of what the relationships will encompass. Thus, it is imperative that communication and behavior clearly establishes the role as an adult mentor. A teacher/student relationship is one of unequal power, with the student being dependent upon the adult for grades and approval. The closeness that often develops between a teacher and a student makes it even more critical for adults to establish firm boundaries that ensure the student's transition to independence and to assist the teacher in remaining an objective mentor.

It is imperative that adults have clear communication with students. Since teens are curious about adults' lives and may be seeking adult guidance, they often attempt to forge personal bonds with a staff member. At this point, the adult must be careful to maintain an appropriate level of emotional detachment. A good guiding principle about revealing personal information is to determine what purpose the disclosure serves for the student. Additionally, students may wish to confide deeply personal information with a teacher, which can blur the boundaries of an adult/teen relationship. Ask yourself these questions to help determine if you are about to cross over a boundary line that you should not:

Does my personal sharing of information assist the student with an academic need?

Does the personal disclosure I am about to make have the potential to alarm or confuse the student?

Am I qualified to enter into this topic of discussion and to provide advice?

If I find myself getting emotionally entangled with a student and his/her issues, am I willing to inform the guidance counselor, who will connect the child with a social worker or school psychologist?

Because adults may risk confusing, alarming, or disturbing students when inappropriate personal bonds are forged, it is in the best interests of the students to maintain professional adult/student relationships.

GENERAL BOUNDARY GUIDELINES AND INFRINGEMENTS

This list is meant to illuminate the subject, but is not intended to be all-inclusive.

Positive steps in building appropriate teacher/student relationships:

1. Getting to know a student's academic and social background
2. Discussing a student's personal and career goals
3. Asking about student's experiences in their areas of interest, such as music, sports, or art
4. Encouraging a student to join school activities
5. Introducing students to peers in order to assist them in developing friendships with age- appropriate individuals
6. Attending school activities to observe students in their extracurricular endeavors and following this up by giving positive feedback regarding their involvement
7. Redirecting students when they ask personal questions and informing them when and why it is inappropriate for you to respond to their request
8. Prohibiting students from sharing inappropriate information and details with you, instead directing them to their counselor, social worker, outside therapist, or parent/guardian
9. Reminding students through your words, actions, and appearance that you are the authority figure

Boundary infringements that risk creating unhealthy teacher/student relationships:

1. Discussion of at-risk behaviors, such as abuse, alcohol, sex, and drugs. Redirect these topics to trained school personnel, such as administration.
2. **Allowing students to call you by your surname**
3. Being in a one-to-one situation with any student off campus
4. Affording any privileged status in terms of grades or personal approval to students
5. **Telling or advising students about police or court matters. Redirect to trained school personnel, such as administration**
6. Lending money or personal property
7. Relating personal stories that have the potential to confuse, alarm, or concern students

STUDENT TARDINESS TO SCHOOL/CLASS

1. Every student should be in his/her first period before the tardy bell rings — 7:55 a.m.
2. Teachers are responsible for holding students accountable for being on time to class. Teachers should administer classroom consequences for any student being tardy to their class (ie detention). Teachers should record accurate written records of tardies to be available for administration upon request.
Teachers are to accept ALL LATE STUDENTS into their class.

DETENTION

Assigned detentions can only be removed by serving the detention after school with the assigning teacher or in the office. **In-school suspension and out-of-school suspension are penalties for not attending detention.**

DISCIPLINE

All teachers have the **responsibility to correct** any students when they are wrong in their words and actions. This responsibility is not restricted to the classroom, but extends to **all facets** of the school environment. Let students know that you are a teacher and have a concern for their appropriate behavior. We will have a much better school environment if you exercise your authority in a rational manner.

General Guidelines for Handling a Student Who Is Disruptive

1. Initial action is very critical but usually calls for a **private conference between the teacher and the student**. In this counseling process, teachers should keep in mind the vast differences in levels of maturity and the differences in value systems among students. The same statement can be made for teachers although not to the same degree; so different teachers will handle a similar problem in quite different ways.
2. Keep in mind that the farther away from the point where the problem was initiated, the more unlikely a satisfactory solution for all parties will be reached.
3. **The teacher should search for ways to relieve the problem before making a referral.**
4. In cases where the discipline situation cannot be resolved by conferencing with the student, the **parent/guardian must be contacted as a first step in the discipline process**. When it is apparent that a satisfactory solution cannot be reached, a referral to an administrator should be completed.
5. **Sound judgment should be exercised if it is necessary to physically restrain a student.**
6. Keep parents/guardians informed of student behavior problems.
7. Classroom rules should be posted to ensure a thorough understanding of your expectations of students.

UNEXCUSED CLASS ABSENCE

Teachers who plan interesting and informative lessons for their students on a regular basis, maintain accurate, and daily attendance checks lessen the opportunity for class cutting for students.

Teacher communication with the parents also reduces the number of absences from class without permission. Students are **not permitted to make up class assignments or tests due to an unexcused class absence**.

If a student is not present for your class, check the attendance bulletin. If the student is not on the bulletin, call the student's parents and complete the disciplinary referral. Document the call on the disciplinary referral and submit to the office as soon as possible. Please submit the disciplinary referral prior to the next school day.

HALL PASSES

Any student in the halls or restrooms during a class period must have a hall pass in his or her possession. **Only authorized, school-issued hall passes are to be used by all staff members. NO EXCEPTIONS!** Students without an authorized hall pass will be escorted back to class.

The teacher will include the name of one student, date, time, and destination of the student on each pass which is issued. The passes should be legibly written in ink. Teachers must sign all passes they issue. Students are not permitted hall passes to go to their lockers, locker room, cafeteria or restroom unless an **extreme emergency exists**. All staff members are to stop students in the halls to check their hall passes.

LESSON PLANS

A copy of each teacher's lesson plans for the week must be filed in the high school office. All teachers are required to keep their plans up to date on a weekly basis. Lesson plans are due by the first day of the new week of school. Lesson plans and daily lessons must follow the **district approved curriculum** for each course offering. The written curriculum must be taught and tested. Lesson Plan objectives must reference to the applicable performance standards.

Good planning is the cornerstone of good teaching; therefore, much thought should be given to the lesson plan. The significance of careful preparation is readily apparent to the evaluator, observer, and most especially, the student. Lessons which are well-conceived and thoughtfully developed are stimulating to both the student and the teacher. The more interesting and informative the lesson, the more students become a positive part of the teaching-learning atmosphere.

Lesson plans are used by administrators to gain a feeling for what is happening in the classroom. They are used as guides in helping to determine whether objectives for the observed lesson have been or will be attained. The lesson plan is another tool both teachers and administrators can use in the constant effort to provide a better educational climate for the students at Steel Valley High School.

Each teacher has a file in the high school office that will include up-to-date lesson plans and other information to assist substitutes. Substitutes will report their daily accomplishments to the teacher. The substitutes will submit their report at the close of each school day. **Each teacher is responsible to keep his/her substitute teacher file up to date.** Teachers must check their substitute file at least once every nine weeks. Please designate a teacher partner in your substitute file. This person will be used as a resource if the substitute has questions. The partner should have an idea of where you keep materials and should also know the general classroom routine. The partner could be a teacher who shares the room or a teacher within the same discipline.

COURSE SYLLABUS

Please provide your students with a written overview or syllabus of your particular course. Make sure to submit a copy of all individual course syllabi with the main office by September 6th. It will eventually be placed on the district website. Sample course syllabi should consist of the following:

1. Overall objectives for the course.
2. Classroom management procedures.
3. Grading procedures for the course, including rubrics if applicable.
4. Routine procedures.
5. Materials necessary for successful completion of the course.

LESSON PLANS

Use clearly defined lesson plans containing all of the following elements:

1. Standard(s)
Identify the specific Pennsylvania Standard(s) you are seeking to address in your lesson.
2. Objective(s)
Identify the objective(s) for the lesson in an active voice and should be observable and measurable.
3. Instruction/Procedures/Practice
What materials/technology will you use to accomplish your lesson?
How will you introduce the lesson to the class?
What methods are you going to use to deliver the lesson? i.e. Lecture, Group Discussions, Role Play, via text, Differentiated Instruction, etc. How will you engage students in the lesson? What will the students be doing during your lesson?
What skills are you attempting to address and develop with the lesson?
What element of practice will the students engage in to reinforce the lesson? Independent practice? If so, specify the scope and substance of the assignment. Guided practice? If so, specify purpose, duration, and materials/resources used to accomplish this task.

What strategies will you use to help students who will experience difficulty?

How will you conclude the lesson?

4. Assessment

How will you assess the students on their grasp of the lesson? Test, Quiz, Worksheet, Writing Exercise, Questions, etc.

Are you using summative and formative assessments?

How will you track and use the results for student progress?

Does your assessment reinforce the selected PA Standard that you are teaching?

WHEN PLANNING FOR INSTRUCTION...

Electronic Grade Books (Sapphire)

Student grades will be recorded electronically using the district provided software. Teachers are responsible to keep accurate and current grades on each student. As a minimum, daily grade updates must be recorded each school day in Sapphire. **Grades will be checked at noon on Friday or the last day of the school week.** Be sure that all grades are up to date by then. Please note that additionally;

1. Each teacher is required to keep an accurate, up-to-date grade book with clearly labeled assignments.
2. Each list (column) of grades must be marked as to the date and assignment.
3. Any special coding for homework and class work should be clearly delineated.
4. The procedures for averaging grades should be consistent from student to student and from class to class and in accordance with board policy.
5. The weightings of various grades and the procedures for averaging should be clearly defined.
6. Teacher grade books will be reviewed periodically by an administrator.
7. It is imperative that the grading procedures is clear because the school receives numerous calls after the close of school concerning student grades.

SPECIAL EDUCATION

If you have students with special needs in your classroom, **please review the provided IEPs.**

Maintaining confidentiality is critical when dealing with special needs information. Adherence to the student's IEP is critical- noncompliance can result in personal liability and/or compensatory damage judgments may be awarded at the personal expense of administrators/teachers.

Homework

The Steel Valley School District believes that homework is an integral part of the educational program. A natural extension of the school-based learning experience, homework activities contribute to learning when they are well planned and assigned with a valid educational objective in mind.

Objectives

The objectives of homework are:

- To teach good study habits and study skills
- To teach how to organize time and activities
- To stimulate initiative and responsibility
- To create a desire for self-improvement
- To motivate independent learning
- To enhance curiosity and creativity
- To develop a sense of accomplishment

Types of Homework

Homework assignments may be classified in four general categories: _____

Practice: This is the most common and simplest category of homework assignment given to help student's master specific skills. Practice exercises should be limited to material already presented in class. Practice assignments require little abstract thinking.

Preparation: Preparation assignments are given to prepare students for subsequent lessons so that they may gain maximum benefit from upcoming classwork.

Extension: Extension assignments give the student the opportunity to transfer a skill or concept to a new situation. Extension assignments differ from practice assignments in the degree of application and abstract thinking required.

Creative: Creative assignments require students to integrate many skills and concepts in the process of producing a response. Creative assignments often require a significantly longer period of time to complete than the other three types.

The Role of the Teacher

The teacher should:

- Make sure students have been given guided practice on the assignment before assigning independent practice (homework)
- Make the purpose of the assignments clear
- Provide direction that will enable the student to proceed independently
- Be aware of other demands on the student's time
- Evaluate/review all homework assigned in a timely and appropriate manner
- Communicate to the student, at the beginning of the course, the method of evaluation of homework and its impact upon quarterly grades
- Use homework as a learning tool, not as a disciplinary measure

Important

- * **Homework assignments are not to be used as a punishment or for disciplinary reasons.**
- * **Homework assignments are to be graded. Failure to do so leads toward student apathy in regard to homework assignments.**

BOOK ISSUANCE

Teachers have a professional responsibility to account for all books issued for distribution to students and to impress upon students the importance of caring for the books. Teachers should know the replacement cost of each book and share this information with students. The replacement cost will be considered to be the purchase cost of the book for the first five years. After a book is in use for five years, the replacement cost shall be considered to be 1/2 the purchase cost. **EACH TEACHER IS REQUIRED TO KEEP A RECORD OF THE BOOK NUMBER ASSIGNED TO EACH STUDENT AND THE CONDITION OF THE BOOK WHEN ISSUED.** The condition of the book should be a specific description. Students who transfer will turn books into their teachers. Students who drop out of school will turn books in to the guidance counselor. Students are to be given the option of retaining their books up to the time of their final exam. If they choose to do so, their book is to be turned in to the teacher just before the final exam is taken.

PARENT-TEACHER CONFERENCE GUIDELINES

The parent-teacher conference is one of the communication vehicles that classroom teachers utilize in establishing a good rapport with parents. The following guidelines should be considered when planning a parent-teacher conference:

1. Be prepared. Collect materials and ideas in advance, so that you are ready to share something concrete and worthwhile with parents.
2. Be specific. Some terms (such as “immaturity”) confuse, rather than enlighten, because they are too broad.
3. Be positive and courteous. Remember to mention a student's strengths and to suggest direction for improvement of weaknesses. When confronted with anger and/or hostility, maintain composure.
4. Discuss grade level objectives and exhibit grade level materials.
5. Discuss methods used in evaluating the student's progress. (A wide variety of assessments should be available)
6. Show some samples of the child's work.
7. Explain what you are doing to help the student.
8. Have recommendations ready for helpful practice at home, in case the parent asks for suggestions.
9. Be honest and accurate. If a student is having difficulty, the parents deserve to be aware. Using language accurately will help to eliminate confusion. For example, don't confuse behavioral problems with academic problems.
10. Avoid making promises you cannot deliver. For example, if you make a commitment to provide supplemental practice materials for the home, be prepared to honor that promise.
11. Assume professional responsibility for your students and demonstrate pride in your school. Parents lose respect for all educators when one of us “passes the buck” to the board, the speech teacher, the counselor, the administration, etc.
12. Listen carefully to parents. Information they provide frequently can be very helpful.

PARTIES

THERE WILL BE NO INDIVIDUAL CLASSROOM OR BUILDING PARTIES DURING SCHOOL HOURS. Any events of this nature that are planned as part of a lesson must have prior written approval of an administrator. Students are not permitted to consume snacks, or food at any time in any classroom unless approval has been received from the administration **and the food is part of a planned lesson.**

IN-SCHOOL SUSPENSION

Teachers are required to submit assignments for all students from their classes that are assigned to the in-school suspension (ISS) room. Teachers must check to see if the ISS students have any questions or concerns and also be certain the assignment is returned completed. **Teachers must visit daily with all of their students assigned to the in-school suspension room** to clarify, assist, or evaluate assignments.

REQUISITIONS

If you need to requisition supplies/books during the school year, please complete a requisition in the office and submit it to the high school principal for approval. All requisitions must have funds budgeted for approval.

TECHNOLOGY SUPERVISION

1. Laptops, iPads and desktop computers issued to staff are not to be used by students.
2. Teachers may not leave their laptop/iPad computers unattended at any time.
3. Staff members are responsible for monitoring all student computers in their classroom. **Any damage must be reported to the principal immediately.** *Staff may be held responsible for any damage not reported the day it is discovered.*
4. Students may not use classroom telephones at any time.

AUDIO VISUAL USE

TEACHERS ARE RESPONSIBLE FOR ANY AUDIO VISUAL EQUIPMENT IN THEIR ROOM.

If equipment is damaged and/or not working properly, notify building administration immediately.

Teachers are not permitted to remove any school equipment from the building without the written approval of a building administrator.

BUILDING UTILIZATION

2:35 - 4:00 p.m.

If you are sponsoring a school or a school-related activity other than interscholastic sports that requires meeting space between 2:35 p.m. and 4:00 p.m., you may request this space by submitting the proper form to the Activities Office. Permission for use is granted on a first come/first served basis, therefore, several days advance notice is advisable. **The activity sponsor is expected to remain with students.**

After 4:00 p.m.

A building utilization calendar is maintained in the high school office to reserve any part of the building for weekends or after 4:00 p.m. on weekdays. Forms for making reservations may be obtained in the office. Please clarify all dates or events that meet after 4:00 p.m. in the high school office.

Running and Jogging in Halls

NO ONE IS PERMITTED TO USE THE CORRIDORS AND/OR STAIRWELLS FOR RUNNING, JOGGING, TEAM PRACTICES, ETC.

1. Coaches may discuss any concerns regarding this rule with an administrator or the athletic coordinator.
2. All physical education teachers are to post this rule in a very conspicuous place in order to remind their students.

FIELD TRIPS

Field trips are possible on a limited basis. They must have the approval of the building administrator. Request forms are available in the high school office. Transportation arrangements for the field trip will be made by the activities office. Trips must be scheduled between the hours of 8:00 a.m. and 2:30 p.m. Evaluations of the trip

are to be submitted to an administrator. All sponsors and coaches are required to submit a manifest listing the names of all students and personnel on the bus. One copy remains in the high school office and one remains with the sponsor.

No field trips may be scheduled during Keystone Testing.

STOPPING TO EAT ON FIELD/SPORTS TRIPS

Any request for permission to stop at a restaurant or to eat on buses while on field or sports trips will not be permitted without first obtaining authorization. This pertains to the students and supervisors riding the buses to the event and requesting this permission. Drivers will not comply with any request from a group of students or the sponsoring adult to do so without proper authorization. The request to stop for eating purposes, whether on a bus or at a restaurant must be authorized by the building principal or athletic director.

FOOD AND BEVERAGE

In order to set good examples for our students, teachers must only consume food in the following areas: cafeteria, faculty dining area, faculty room, and not in classrooms, study halls, building supervision assignments, hall duty, etc. **Students are not permitted to consume any food in any classroom at any time.** All beverages taken from the cafeteria must have a secure lid and are **not** permitted in the auditorium, gym, library or any computer lab at any time.

PROGRESS REPORTS

Teachers **must inform all students** via an oral presentation and a written handout on how students will be evaluated in each class. Teachers must ALSO submit the course syllabi to the building principal to be uploaded to the district website.

Parent/Guardian Reports

1. A report card will be issued at the end of every 9-week period.
2. A grade summary progress report will be printed at the half way point of every 9-week period.
3. **Teachers will post weekly reports to Sapphire to facilitate online access for parents and students.**
4. Teachers must make contact with parents/guardians if there has been a significant change in student progress.
5. Parents/guardians must be called if their student is failing a class, in danger of failing, or has dropped two or more letter grades.
6. *Parents/guardians should be called when a student is doing very well.*
7. Teachers need to submit their communication log to the building principals for all eight grade reporting periods.

GRADING POLICY

A successful completion of a course is much more than merely passing exams. Exam grades verify a student has learned a measured amount of information during a grading period, but they do not measure the total amount of learning acquired during a grading period.

Daily classroom interactions and experiences complete the learning process. For these reasons, a daily classroom participation grade should be given in all courses. Students will earn course points for each day of attendance and participation. In total value, the class participation grade will be approximately equal to a major

exam grade or project grade in each grading period following procedures established by the classroom instructor.

Students must be informed the first week of a course orally and by written handout how they will be evaluated. A rubric, a set of scoring guidelines for judging student work on performance-based tasks, must be strategically posted within each classroom. Suggestions for developing rubrics are found in the Addendum of this handbook. A student's daily behavior must not be reflected in their academic evaluation and grading.

CLASS PARTICIPATION GRADE

A class participation grade should be assessed for each student every day of the course.

1. Each instructor should establish a nine-week value for the class participation approximately equal to a major test or project grade.
2. Students are not to be penalized for any school excused absences from class.
Examples:
 - a. Gifted program
 - b. Special education program
 - c. School excused from class
 - d. School approved field trips
 - e. Religious holidays
 - f. Death in the family(If a student is awarded two points for each day of class 45 days each nine weeks: $45 \times 2 = 90$ points or 100%. A student that was school excused for five days would be tabulated as follows: $40 \times 2 = 80$ points or 100%.)
3. Opportunities to enhance a nine-week grade (Bonus points) should be used sparingly in any grading period. *In no case may a student's average exceed 100%.*
4. Instructors are requested to make this and all other grading procedures clear and understandable to students at the outset of the course. Teachers are to inform all of their students how they are to be evaluated in each class via oral and written guidelines given to the student.
5. **Do not vary from this policy for grades.**

UNMET MAJOR COURSE REQUIREMENTS

An additional grading procedure deals with major course requirements not being met. There are situations where an incomplete grade (I) will replace the grade for a marking period if a student does not complete major course requirements. The incomplete (I) will remain as the grade of record for NOT MORE THAN 10 DAYS or until the student completes the major course requirements, whichever comes first.

If the major course requirement is not completed, the incomplete is removed and the missing assignment(s) are recorded as zeroes.

An extension of time may be made for students who fail to meet major course requirements due to **personal health problems, death in the family, or other unforeseen emergencies**. Each situation will be evaluated on a case-by-case basis by the principal and the subject teacher.

GUIDANCE DEPARTMENT

The guidance counselor is available to help the teachers understand the developmental needs and problems of students. He is prepared to assist the teachers with background information, test interpretation and consultative service to develop understanding between the teacher and students. Concerned with the educational and personal growth of our students, the counselor wants to become involved in any way that can be helpful to the teachers. Early identification of problems can often result in greater success for both teachers and students.

The counselor will attempt to arrange his appointments with students during study halls. The students have been advised to obtain a pass from the guidance department and to present it to the study hall teacher for approval.

Only for urgent reasons will students be permitted to see the counselor during class time.

Guidance Services to Teachers:

1. Consultation with teachers to help them identify special needs or problems and to keep teachers informed of circumstances concerning individual students which can affect the classroom situation
2. Test administration and interpretation
3. Liaison between parents and teachers regarding overall problems. Problems and questions related to specific subject areas are usually worked out between teacher and parents
4. Organization and upkeep of cumulative records that are available for teachers in the Student Records Office Data includes academic records, standardized test results, family background, attendance, and special reports
5. Information center including reference books on graduate schools and programs
6. Research and follow-up on former students
7. Planning and development of guidance program
8. Evaluation of effectiveness of guidance services
9. Coordinating referrals to other specialists in the pupil personnel services and to community agencies
10. Conferences with parents on the growth and development of their children

MAINTENANCE

If there is a maintenance problem within your classroom or the building, please notify the building principal and submit a maintenance form to the high school office.

PROFESSIONAL APPEARANCE

All teachers and staff members should project a professional appearance at all times. Teachers and staff members should dress appropriately each day. Your dress and appearance should not be of a leisurely nature. Shorts, "T shirts", jeans, open toed shoes are not to be worn to school. Often parents/guardians or others may visit the school to meet with staff members. Male faculty members are requested to wear ties but must wear a collared shirt each day. Female faculty members are requested to wear appropriate slacks and/or dresses, etc. Remember, you are the professional. Your professional appearance will help to set the daily tone in your classroom. It helps to demonstrate the respect you have for your profession and your students.

PUBLICITY AND NEWS RELEASES

The principal must be notified prior to any information being released to the news media.

SUBSTITUTE TEACHERS

Responsibilities toward substitutes:

1. Your lesson plans must be **complete and up-to-date**. Your plans must give adequate instructions to the substitute for a **meaningful, interesting and informative lesson**. All necessary materials should be readily available to the substitute teacher - lecture notes, videos, study guides, etc.
2. You must supply necessary information regarding keys, location of materials, and who in the department might be of help. Teachers are required to complete a substitute information form, and keep it on file in the office.
3. You must keep seating charts and class attendance information up to date.
4. Insist that your students demonstrate the proper respect and decorum toward the substitute.

TOBACCO POLICY

1. **Purpose:** The board recognizes that smoking in school buildings presents a health and safety hazard which can have serious consequences for the smoker and the nonsmoker and the safety of the district and is, therefore, of concern to the board.

2. **Definition:** For purposes of this policy, it includes all uses of tobacco, including but not limited to cigars, cigarettes, pipes, and smokeless tobacco. (Clean Indoor Air Act, Sec.10.1)

3. **Authority:** In order to protect students and staff from an environment that may be harmful to them and because the board cannot condone the use of tobacco because of its possible harm to personal well-being, the board prohibits smoking and all use of tobacco in all school buildings and school grounds at all times. (Act 168 or 1988) **The board also prohibits smoking on school grounds during athletic events and school activities.** *A violation of this policy may be punishable by a civil fine of not more than fifty dollars (\$50.00) and/or may receive up to three (3) days of suspension for the first offense.*

4. **Guidelines:** Violations of this policy will result in the following progressive discipline:

First Offense: Verbal warning plus \$50 and court fees

Second Offense: Letter of warning on file plus \$50 and court fees

Third Offense: Suspension plus \$50 and court fees

TEACHER CONTRACTUAL DAY

Each staff member is required to complete their hours of service stated in the contract. Staff members must sign in by 7:05 a.m. and leave no earlier than the hours completed according to the teachers contract. Staff members arriving after 7:05 a.m. are tardy. Each teacher is required to **sign in and sign out** in the high school office on a daily basis. Teachers are to sign IN and OUT for themselves. **No one is permitted to record another staff member's signature** or times under any circumstance.

TEXTBOOKS

Books are issued to students by classroom teachers. Library books are given for loan only. **THE STUDENT IS RESPONSIBLE FOR THEM.** If a book is not in good condition when it is issued, or the number has been tampered with, the student should report this at once to the teacher. Teachers are required to keep a book inventory by number and student name for each class and each textbook. A copy of this inventory must be submitted to the building administrator.

Books with the correct number must be turned in when the books are collected by the teacher. If the wrong book is returned, the book is lost, or has been written in or mutilated, **the student must pay for the book.**

A book with the number tampered with or erased will not be considered as the correct book. Credits, grades, and diplomas will be held if the proper restitution is not made. Payment for lost textbooks should be established according to the following:

- Original book pays full price
- Rebound book pays rebound price

If a student locates the lost book after the money has been received by the office, the student is to return the book to the teacher. The teacher will notify the office to refund the moneys paid.

WITHDRAWAL

Students who are withdrawing from Steel Valley High School should:

1. Secure a withdrawal form from the guidance counselor the day prior to leaving.
2. Have parental signature and/or parent contact the school. **THIS IS MANDATORY.**
3. Have all teachers, the librarian, the school nurse, and counselor sign the form. **All textbooks, iPads and other school materials must be returned before these signatures can be obtained.**
4. Return the withdrawal form to the office.
5. Upon written parent/guardian request, school records will be sent to the school student is entering.

VISITORS

All guest visitors/guest speakers to the high school are required to register with the front desk prior to entering the high school. A visitor's pass will be issued to each visitor/speaker. This pass **MUST** be visible at all times.

Parents: Parental conferences should be scheduled during preparation periods, or before/after the student day. It is not appropriate for parents to bring food or beverage into the building.

Salesmen: So as not to interfere with the ongoing instructional program, salesmen and agents are not permitted to visit professional employees during class periods unless permission for such visits has been obtained in advance from the principal or district administration. It is not appropriate for salesmen to bring food or beverage into the building.

Others: All visitors must report to the high school office. If their visit is determined to be appropriate, their identification will be verified, and they will be asked to sign the "Visitor's Log" and issued a visitor's pass. It is not appropriate for visitors to bring food or beverage into the building.

Guest Speakers: All guest speakers must be approved by the principal prior to the visitation of the guest. Request forms are available in the high school office. Requests for a guest speaker should be submitted at least one week prior to the scheduled visitation. Teachers are required to stay with the guest speaker the entire time the guest is in contact with his/her class. It is not appropriate for guest speakers to bring food or beverage into the building.

Staff members are not permitted to bring their children or relatives to school on any regular contracted day (unless he/she is a registered student of the Steel Valley School District).

FIRE DRILL INSTRUCTIONS AND PROCEDURES

A. Purpose and Objectives

1. The fundamental purpose of fire drills is the training of students and staff to evacuate the building as safely, quietly, and expediently as possible in any emergency.
2. The safety of students is paramount in all drills.
3. An orderly, quiet and purposeful exit of the building is the primary objective of the drill. Speed of exit, while desirable, is of secondary importance.

B. Instructions for Teachers

1. Fire drills are basically classroom activities. The teacher is responsible for instructing the students in the fire drill procedures.
2. Room evacuation instructions must be conspicuously displayed nearest the exit door or light switch.
3. **Have all talking cease at the sound of the fire alarm bell.**
4. When the signal is given by the teacher, all students are to walk in single file to the pre-assigned exit. If the pre-assigned exit is blocked, the safest exit will be determined by the teacher. **Absolute silence must be maintained.** Teachers are required to take their seating chart and/or class roster with them.
5. **ALL SHADES MUST BE UP, LIGHTS ON, WINDOWS AND DOORS CLOSED. DOORS MUST NOT BE LOCKED.**
6. The teacher will assist any disabled students with the aid of student monitors pre-assigned by the teacher.
7. Students are to be moved from the building to the location on the room evacuation chart. **Keep all driveways clear and keep a safe distance from the building.**
8. Once the class has arrived at the specified assembly point, the teacher must take an attendance check. If there are any students missing their names are to be forwarded to the appropriate administrator immediately after the attendance check.
9. Teachers are responsible for their students during the entire drill and/or emergency procedure.
10. Reenter the building only after the recall signal is given.
11. All staff members must take attendance after student reentry into the building.
12. Staff are to ensure safety and supervision by having students remain with them the entire time out and returning to class.
13. Students are to go straight out and straight back from the room they departed. No students are to be dismissed anywhere until the announcement is made that the drill is COMPLETE.

BUILDING SAFETY

All staff members are responsible and accountable for the security and safety of the students, staff, visitors and the physical plant. Please practice building security and safety each day and inform all of the staff to practice security and safety during the time they are on the grounds and/or in the building.

Please review and practice the following:

1. All outside doors must be closed and locked at all times, unless a staff member is working in the doorway.
2. Check and challenge any visitor in the building. All visitors must be registered in the high school office and they must be wearing a visitor's pass.
3. Be aware of any boxes, bags, packages in your working area or any area of the building you may frequent. You should have a working knowledge of all such items that are present in your assigned areas. Any unusual or suspicious containers of any type must be reported to building security or a building administrator.
4. Vehicles are never permitted to be parked next to a school building. All staff vehicles must display their parking decal each day the vehicle is parked on school grounds. There are no exceptions to this policy.

5. Any area of the building in which you discover a safety problem or concern must be reported immediately to a building administrator. Maintain outstanding safety practices each day.
6. All staff members must monitor any outside doors in their area each day, checking to be certain they are closed, locked and secured.
7. Report all incidents of graffiti as soon as you make the discovery to a building administrator.
8. Upon discovery report any and all personal accidents and injuries to the school nurse immediately.
9. Custodians are expected to secure the outside doors in their area, as well as, lock all classroom doors following dismissal.
10. All custodians/maintenance personnel are to be aware of individuals in the building and on the grounds. After school hours all individuals in the building must be a school employee or a part of a “group” with permission to use the building. All other individuals must be asked to leave the building and grounds.
11. All school personnel are required to support and enforce the following guidelines:
 - Do not give any keys to any non-employee of the building or district.
 - Do not loan keys to any non-employee of the building or district.
 - Do not permit anyone to use any area of the building or grounds they are not assigned.
 - Do not open the high school office for any non-building employee.

We all have an obligation to provide a safe, secure physical plant for all of our staff members providing “safety first” and security each day. If you have any questions or concerns, please see the high school principal or your immediate supervisor.

MEDICATIONS

The administration of prescribed medication in accordance with the direction of a licensed medical practitioner to a student during school hours will be permitted only when a failure to take such medicine would jeopardize the health of the student and/or the student would not be able to attend school if the medicine were not made available during school hours.

For purposes of this policy, “medication” shall be defined as medicines prescribed by a licensed medical practitioner. No over-the-counter drugs will be administered unless prescribed by a licensed medical practitioner.

Before any medication, including over-the-counter drugs, may be administered to any student during school hours, the board shall require the written order of the prescribing licensed medical practitioner which shall include the purpose of the medication, the dosage, and the time the medication shall be administered. This shall be accompanied by custodial parent/guardian permission.

Medication shall be administered by the school nurse or may be administered by the parent/guardian or the student under the direct supervision of the school nurse. Students are not permitted to carry medication except for inhalers, which may be carried with written permission of a licensed medical practitioner and the parent/guardian. This documentation must be provided to the nurse’s office. All medication must be in its original properly labeled container. All students must register medications with security upon arrival at secondary schools, which shall be forwarded to the Health Office.

BULLYING POLICY

Steel Valley High School prohibits acts of harassment, intimidation or bullying.

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, bullying, any other disruptive/violent behaviors, is conduct that disrupts both a

student's ability to learn and a school's ability to educate its students in a safe environment. Since students learn by example, appropriate behavior, including treating others with civility and respect, should be demonstrated at all times.

“Harassment, intimidation or bullying” means any gesture or written, verbal or physical act that takes place on school property, at any school-sponsored function or on a school bus and that:

1. is motivated by an actual perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability;
2. a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging a student's property, or placing a student in reasonable fear of harm to his person or damage to his property;
3. has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

Steel Valley High School prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The disciplinary action imposed may include, but not be limited to, suspension, expulsion from extracurricular activities and/or from school and notification to proper law enforcement agencies.

HAZING POLICY

It is the policy of Steel Valley High School that its school will provide a safe, orderly, civil and positive learning environment. Hazing has no place in the school and will not be tolerated. Accordingly, Steel Valley High School adopts the following policy and procedures to prohibit hazing and will ensure the enforcement thereof.

“Hazing” means any act committed by a person, whether individually or in concert with others, against a student in connection with action or activity related to becoming a member of an organization, whose members primarily are students of Steel Valley School District (i.e., athletic teams, clubs, cheerleading, band, etc.); and which is intended to have the effect of humiliating, intimidating, or demeaning the student or endangering the mental or physical health of the student. “Hazing” also includes soliciting, directing, aiding, or participating actively or passively in the above acts. Hazing may occur on or off school grounds.

Examples of hazing include but are not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, placing a harmful substance on or in the body, or other similar activity.
2. Any type of physical activity such as sleep deprivation, exposure to the elements, confinement to a small space, or other activity that creates or results in an unreasonable risk of harm or that adversely affects the safety of a student.
3. Any activity involving consumption of food, liquid, alcoholic beverage, drug, or other substance that subjects a student to an unreasonable risk of harm.
4. Any activity that induces, causes, or requires a student to perform a duty or task which involves the commission of a crime or an act of hazing.

Reporting of Hazing

Students who have reason to believe that an incident of hazing might or did occur shall report such belief to any coach of any extracurricular team, teacher, school nurse, guidance counselor, or school administrator. Staff members who have received such a report from a student or who otherwise have reason to believe that an incident of hazing might or did occur shall report such belief to the high school principal, or, in the event of the

unavailability of the principal, any other school administrator. The report may be in writing or orally. If the report is made orally, the receiver shall make a written record of the incident.

It shall be a violation of this policy for a person to retaliate against any student/other person for reporting a suspected incident of hazing or cooperating in any investigation or disciplinary proceeding regarding an incident of hazing.

If the investigation concludes a student committed an act of hazing or otherwise violated this policy, that student shall be subject to appropriate disciplinary action including, but not limited to, suspension, expulsion from extracurricular activities and/or from school, and notification to proper law enforcement agencies.

If the investigation concludes that two or more students from the same organization, athletic team, or other extracurricular activity directed, engaged in, aided or otherwise participated in actively or passively an incident of hazing, **disciplinary action may be imposed against the team or activity** including cancellation of one or more athletic contests or the **entire athletic season**.

PLAGIARISM POLICY

Plagiarism is the act of intentionally or unintentionally treating work done by someone else as though it were your own. The key point to remember about plagiarism is that you must never attempt to use someone else's words or ideas as if they were your own. Plagiarism is a very serious offense that usually warrants a very serious penalty, such as loss of points, a failing grade or loss of course credit. In some colleges and universities it can result in expulsion. To avoid plagiarism, follow these guidelines:

1. DO NOT use exact words from a source without putting them inside quotation marks and giving credit to the source.
2. DO NOT reword a passage without giving credit to the source.
3. DO NOT summarize a passage without giving credit to the source.
4. DO NOT use statistics without giving credit to the source.

In other words, be honest about where you get your words and ideas and you will never be guilty of plagiarism. Of course, your own ideas and interpretations need no source identification.

These examples in MLA style demonstrate the difference between genuine research writing and plagiarism. First is the original reference material; it is followed by two student versions, one of which is plagiarism and one of which is not.

Original Material

Despite the growth of these new technologies and the importance of the mass media in our lives, our schools have failed to do anything in the way of developing a systematic curriculum aimed at helping students to understand the form, content, ownership, and organization of the mass media — David M. Considine, “Visual Literacy and the Curriculum: More to It Than Meets the Eye,” *Language Arts* 64 (1987): 635.

Student Version (Unacceptable)

Modern communication technology is here to stay and cannot be ignored. We live in the information age bombarded by television and radio in our homes and automobiles, annoyed by ringing telephones, and infatuated by computers and their modems for networking across the nation. Despite this new technology that makes the media important in our lives, the schools have failed to develop a systematic curriculum aimed at helping students to understand television. In fact, schools operate as though print were the main means of communication in our culture. But young people have a high-tech, visual sense of communication. (Considine 635-39)

Although this version provides original opening sentences by the student and a citation to the authority, David Considine, it contains two serious errors. First, readers cannot know that the citation Considine 635-39 refers to most of the paragraph; readers can only assume that the citation refers to the final sentence. Second, the borrowed material from Considine is not paraphrased properly; it contains far too much of Considine's language — words that should be enclosed in quotation marks. The next version is correct and proper.

Student Version (Acceptable)

Modem communication technology is here to stay and cannot be ignored. We live in the information age, bombarded by television and radio in our homes and automobiles, annoyed by ringing telephones, and infatuated by computers and their modems for networking across the nation. David Considine sees the conflict as chalkboards and talking by teachers versus an environment of electronic marvel (635). He argues, “While schools continue to operate as though print were the main means of communication in our culture, an increasingly high-tech society requires a new definition of literacy that encompasses visual, computer, and media literacy” (639).

This version represents a satisfactory handling of the source material. The authority is acknowledged at the outset, a key section has been paraphrased in the student's own words with a correct page citation to Considine's articles, and another part has been quoted directly with a page citation at the end.

Students who engage in plagiarism or are in violation of the Plagiarism Policy are subject to disciplinary action that may include, but not be limited to, to the following: a grade of zero, "0", for the assignment, or a failing grade for the grading period, a Chapter Four violation, and/or recommendation for expulsion from the school district.

Department Chairman Responsibilities

The responsibilities of a department chairman are:

- Disseminate information to teachers regarding meetings, materials, texts, contests, etc.
- Gather data and assimilate that which is relative to department business
- Report to the principal needs in the department for materials and equipment
- Conduct departmental meetings several times at the beginning of school and at least once a month thereafter
- Coordinate department texts through the assistant principal
- Attend district level curriculum meetings
- Review departmental budget requests and allocate district funds for the department
- Monitor proper implementation of curriculum throughout the department to ensure that students master appropriate concepts and skills before advancing to the next level
- Monitor implementation of improvement strategies
- Provide input in the development of the master schedule
- Maintain inventory of department instructional materials and equipment and complete fixed assets report
- Assist department members in areas of individual concern
- Assist department members in correct student placement during annual registration
- Provide orientation for new teachers coming into the department
- Attend department chairman meetings

KEYSTONE TESTING

In accordance with the recommendations of the Superintendent of Schools, the State of Pennsylvania and the approval of the Board of Education a testing program has been designed to provide information concerning proficiency of all high school children in the district on standardized tests of academic achievement and aptitude. This is the case for students taking Biology, Algebra I and a tenth grade English course.

The purpose of testing is to acquire accurate and dependable information about your child. Keystone Testing compares the level of achievement of your child with national averages. They also show the rate of progress from year to year for each child. This information is used to identify strengths and weaknesses in students so that the educational program can be made more appropriate for them. It is also used to evaluate the curriculum and the entire educational program.

When there is an apparent need for special individual testing, a test is administered by a certified public school psychologist. Counselors usually make the referrals to the psychologist, but parental request may initiate screening procedures.

Homeless Students

Homeless children are provided equal access to the district's educational programs in accordance with the McKinney-Vento Act and state law. District procedures are intended to remove barriers to enrollment by homeless children. Families who may qualify for homeless services should contact their principal or the district's Pupil Services Department at 412.464.3600, ext. 1905.

Information on the educational rights of homeless students are posted on the district's website, www.steelvalleysd.org, or may be obtained from your school or by contacting the district's homeless liaison at 412.464.3600, ext. 1905. Students who may be eligible for homeless services may include those who are living in a shelter, motel, vehicle or campground, on the street, in an inadequate accommodation or doubled up with friends or relatives. If your living situation changes during the school year or over the summer and you and your child/children become homeless, please be sure to contact the school. We will work with you so that your child/children's education is disrupted as little as possible.

Who is considered homeless under the McKinney-Vento Act?

The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular and adequate nighttime residence. The term includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship or similar reasons
 - Living in motels, hotels, trailer parks or campgrounds
 - Living in emergency or transitional shelters
 - Abandoned in hospitals
 - Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings
- And/or:
- Migratory children living in any of the circumstances described above

Educational Rights under the McKinney-Vento Act, children (age 21 and younger) in homeless situations have the right to:

- Go to school no matter where they live or how long they have lived there

- Attend either the local school or the school of origin, if this is in their best interest; the school of origin is the school the child attended when he/she was permanently housed or the school in which the child was last enrolled
- Receive transportation to and from the school of origin
- Enroll in school immediately, even if missing records and documents normally required for enrollment such as birth certificate, proof of residence, previous school records or immunization/medical records
- Enroll, attend classes and participate fully in all school activities while the school arranges for the transfer of records
- Have access to the same programs and services that are available to all other students, including transportation and supplemental educational services

For more information, or if you or someone you know needs assistance, please contact the Steel Valley School District Director of Pupil Personnel and Special Services, at 412.464.3600, ext. 1905.

STEEL VALLEY STUDENT ASSISTANCE PROGRAM

PROCEDURES

I. Prevention

A. Student Assistance Program Core Team

1. Student Assistance Program Team (SAP) is a small group of professional staff members in each building whose primary function is to provide immediate or long-term help for students who are considered at risk. Each trained SAP Team will consist of, but not be limited to, the following school personnel: building principal, school psychologist, central administration representative, nurse, counselor, and teachers.
2. Should a non-SAP member become involved with a referral, this person may remain involved with the case and continue to receive feedback on it if he/she so chooses.
3. Should the need arise for new team members; they will agree to participate in whatever training (program) is necessary.

B. Development and Distribution of Information

1. Staff awareness will be accomplished through:
 - a. The distribution of a copy of this policy to each staff member.
 - b. The distribution of handouts as additional materials become available or are developed.

C. In-service training

1. Parent and community awareness will be accomplished by disseminating information through whatever means are possible.
 - a. Student/Parents Handbook
 - b. SAP Team
2. Student awareness will be accomplished through:
 - a. SAP Team
 - b. Continued discussion of stress management and problem solving techniques in existing areas of the health and science curriculums

- c. Group counseling sessions
- D. The action to be taken for each of these levels includes the following:
 - 1. Level One
 - a. Share information and compare notes with at least one (1) other SAP member, preferably one who also relates well to the student.
 - b. A decision to contact a student's parent/guardian should be made in conjunction with at least one other SAP member. If parents are to be notified, be willing to share with them your reasons for concern.
 - c. Work with other school officials in referring parents for professional help **(for their child)** when necessary.
 - d. Continue to be available to the student and supportive of him/her. Be honest with the student as to your actions regarding his/her situation.
 - 2. Level Two
 - a. If it has been determined that a student's intent appears to be serious, every effort must be made to contact the student's parent/guardian.
 - b. Parents who refuse to cooperate by not coming to school or discussing the problem via the telephone may be referred to the Children's Bureau for possible negligence.
 - 3. Level Three
 - a. The steps listed below are to be followed when an emergency exists:
 - (1) The student is never to be left alone-provide continuous adult supervision.
 - (2) Remove the weapon, when possible, or the person from the weapon location.
 - (3) As soon as possible, involve the assistance of the building principal.
 - (4) Be confident. Make it obvious that you are in charge and are able to help. It is important to be calm and keep lines of communication open while encouraging the student to share his/her feelings.
 - (5) Contact the parents and request that they come to the school at once. When they arrive, bring them up to date on the situation.
 - (6) Contact the mental health agency or the school psychologist for professional assistance.
 - (7) When talking with the parents, stress the seriousness of the situation and the need for professional help. Denial or "toning down" the seriousness of the situation is normal reaction on the parent's part.
 - (8) Provide information about appropriate resources (Help Card).
 - (9) Encourage the **parent** to make an agency contact while at school.
 - (10) Complete the "Report of Emergency Conference" form and provide the parents with a copy to take with them to the agency. File the original with the principal and send a copy to the guidance counselor. This is in addition to the standard form completed on all referrals.
 - (11) Have the parents/guardians sign the necessary "Release of Information" forms (agency to school, school to agency).
 - (12) See that a follow-up is made with both the home and the referral agency.
 - (13) Parents/guardians who refuse to cooperate by not coming to school or refuse to confer via the telephone with a school official should be referred to the Children's Bureau for possible neglect.
 - (14) If life-threatening cases, if family members are not available, the principal would notify the local mental health officials. If necessary, seek police assistance in getting the information to the parents before the student is sent to the mental health unit for treatment.
- E. A referral form is to be completed by the SAP member and the referring agent at the Intermediate School.

F. An attempt should be made to secure a "Release of Information" form signed by the parent or guardian for any referral service in order that an open line of communication may be maintained and the student helped as much as possible.

II Intervention

A. Students considered to be at risk are to be referred to a member of the SAP team.

B. SAP Team members will then be responsible for gathering information about the student's suicidal intent. The following guidelines will be used to determine the seriousness of a student's intent:

1. Decide if the student has formulated a suicide plan and if he/she has a means of carrying out that plan. It may be necessary to ask direct questions to determine this.
2. Evaluate the student's internal and external support system.
3. Determine if his/her recent history has included any hazardous or traumatic events or any significant behavioral changes.

C. Decide into which level of suicidal intent the student might belong. For the sake of clarity, there will be three (3) levels defined:

***Level One**

This includes any student who is seriously depressed and has contemplated suicide. He/She has not developed a suicidal plan of action but has feelings that life is unbearable. It is likely that he/she has experienced some situations that could be described as hazardous or traumatic.

***Level Two**

This includes any student who is seriously depressed and who has given some thought to how he/she might end his/her life. He/She might have a plan and a means for carrying out that plan. He/She also may have experienced some type of hazardous or traumatic situation and/or behavioral changes. This student might be one who says he/she is going home to take his/her own life.

***Level Three**

This refers to the student who is threatening or making an attempt on his/her life at the present time. It includes the youth who has a weapon or a means of ending his/her life immediately.

III. Post-intervention

A. Attempt

1. Close contact should be maintained with the student for a period of at least three (3) months. During this period of time, daily contacts by an SAP member should be tapered to biweekly contacts if satisfactory progress is evident.

2. A second contact person should be assigned to help monitor the student's behavior. This person should be a member of the professional staff who has daily contacts and rapport with the student.

3. In an attempt to incorporate the student into the mainstream of the school's activities, it may be necessary to inform him/her of the various school activities scheduled.

B. Completion

1. After the SAP Team has been notified, an emergency faculty meeting will be called to inform teachers of the suicide and to outline plans for the day.
 - a. Purposes of the meeting
 - (1) Identify “survivors”; close and peripheral friends.
 - (2) Share information-the facts of the suicide.
 - (3) Gather additional information or facts.
 - (4) Set expectations-what is normal vs. worrisome response to the situation. Specify referral procedures.
 - (5) Building principal will outline plans and roles that various persons will play.
 - (a) Appropriate professional agencies will be contacted.
 - (6.) Provide instructional recommendations:
 - Tests: usually not given in the first 24 hours.
 - Lectures: lighten up on content the first 24 hours
 - Empathetic communication but business as usual (especially after a period of numbness has passed.)
 - (7.) Address questions related to the facts and provide teachers with a model of how to respond to student questions (i.e., why do people commit suicide?).
2. Students will be informed about the suicide by their homeroom teacher or an SAP member. This information should be provided so that the living do not identify themselves with the problems of the dead. Generalizations and speculation about possible causes of the suicide or laying blame should be avoided.
3. Counseling services will be available to students who indicate they need help. SAP members from other buildings may be used if necessary.
 - a. Students can register during homeroom or classes on forms provided by the office.
 - b. Ongoing services will be provided so progress can be monitored. This will occur for a period of three (3) months.
 - c. Weekly sessions will be available for one (1) month, taper to biweekly, and then monthly.
4. The main office designee will be sole spokesperson for the district and he/she will act as the liaison between the school and the news media. The school will request that the local news media report the death in an obituary rather than an article format. The police will handle most of the questions and referrals. School officials should avoid speculation as to the possible cause of the suicide. The spokesperson and staff should also be aware of the characteristic distorting parents may introduce: scapegoating the teachers and peers, minimizing interfamilial problems, and overstating the “unrecognizability” of previous warning signs.
5. Condolences should be expressed and help should be offered to the family and close friends of the victim (by the guidance counselor) on behalf of the school. Care must be taken not to interfere with the grief process of the family.
6. School business should continue as usual. The suicide crisis should not be allowed to interfere with normal activity any more than necessary.
7. The student's personal belongings will be gathered and secured in the principal's office. Shortly after the funeral these articles will be returned to the parents/guardian.
8. Counseling services will be made available to those members of the professional staff who indicate that such help is needed.

9. The school should not glorify an act of self-destruction by dedicating yearbooks, memorials, placards, or other external forms of recognition to a suicide victim.
10. Students who are publicly sensationalizing the situation should be taken out of the mainstream as quickly as possible.

**STEEL VALLEY SCHOOL DISTRICT
OPERATIONAL PROCEDURES
2023 - 2024**

1. Regarding professional certification:
 - a. Certification is the primary responsibility of the professional employee.
 - b. All applications for teacher/educator certification(s) must be submitted online through the Teacher Information Management System (TIMS). The PDE website is www.education.state.pa.us
 - c. Changes in certification should be reported to the Office of the Superintendent, and copies of new or changed certificates should be presented to the Superintendent immediately.
 - d. Married names should be added where appropriate, or single names restored. There is no charge for this service.
 - e. If you are still on a provisional certificate, check with the Department of Certification in Harrisburg or with the Superintendent's Office concerning the procedures to secure permanent certification through TIMS.
2. Promptly notify the Superintendent's office (ext. 1500) and the Payroll Office (ext. 1801) of changes of address, number of dependents, marital status, beneficiary for insurance or retirement, or other pertinent information needed for personnel and payroll records. Be sure to change this information in your personal Oracle account.
3. Teachers are reminded that Personal Day Requests are granted in the order in which they are registered in the building office. Personal days are subject to conditions and limitations (please refer to Article XIII of the Collective Bargaining Agreement). Teachers are still obligated to email the Frontline substitute service after registering their Personal Day Request.
4. Teachers are reminded that professional development days or attendance at workshops, staff development or any or all other meetings which require the employee to be away from his professional assignment must be submitted to the Principal, Assistant Superintendent, Director of Pupil Services and Director of Academics, Information & Infrastructure on the Professional Development Request Form. The Assistant Superintendent must receive the form 14 days prior to the event. Any professional development request requiring travel of 25 or more miles must be submitted two weeks prior to a Board worksession. No registration should be made until approval has been granted. Teachers are still obligated to email the Frontline substitute service after receiving approval for a professional development day. Forms are available in the office.
5. All fund-raising projects must be approved by the Athletic/Activities Director and the Board of School Directors prior to commencement of related activities. The Athletic/Activities Director will inform the Superintendent of all fund-raising projects and dates of all fund-raising activities.
6. Request for permission to participate in field trips should be presented to the Principal 30 days in

advance. It is unlikely that a field trip will be approved with less than a 30-day notice. All requests must follow district policy. Field trip request forms may be obtained in building offices. Teachers are still obligated to email the Frontline substitute service when they will be out of the district on a field trip with students.

7. Except in self-defense, teachers may not physically handle students. Self-defense is interpreted as students pushing or striking a teacher or to quell a disturbance/fight between students. Corporal punishment is prohibited. (please refer to Policy No. 218).
8. Provide good news, informational items and high-resolution photos, in a timely fashion, to the Social Media Webmaster, Elementary Associate Webmaster and/or Secondary Associate Webmaster to update the website and Facebook pages.
9. Good news and informational items for newspaper publication should be forwarded to Gale Emery, confidential secretary (gemery@steelvalleysd.org). Please remember to email high resolution digital photos. This is a wonderful opportunity to highlight our student learners to the entire community.
10. A teacher may not leave a class unattended. If an emergency arises, the teacher in the adjoining classroom should be asked to assist and the principal's office promptly notified.
11. District email is for professional use only (Policy No. 815).
12. All teachers and staff members shall project a professional appearance at all times. Teachers and staff members should dress appropriately each day. Your dress and appearance should not be of a leisurely nature. Shorts, T-shirts, jeans, flip-flops, casual sandals, etc., are not to be worn to school. Often parents/guardians or others may visit the school to meet with staff members. Male faculty members are requested to wear ties but are required to wear a collared shirt each day. Female faculty members are requested to wear appropriate slacks and/or dresses, etc. You are the professional, and your appearance will help to set the daily tone in your classroom. It helps to demonstrate the respect you have for your profession and your students.
13. SVSD devices issued to teachers are to be used by teachers only. Students are not permitted to use teachers' devices at any time.
14. SVSD devices must be locked up at all times. Individuals who are issued computers are fully responsible for their care and safety.
15. Staff members are not permitted to use cell phones during the school day.
16. Students are not permitted to use classroom phones.
17. Staff members are responsible for all equipment within their classroom. Any items that are damaged, lost or stolen must be reported to administration. Staff members will be responsible if damaged or missing items are not reported.
18. Staff members are obligated to contact Frontline on the internet at <http://www.aesonline.com> to record their absence. You can also call Frontline toll free at 1-800-942-3767. Simply follow the voice menu to enter and manage absences. Notification should be given to the Frontline service as soon as you know you will be absent. If prior notice is not possible, then all members should call off by 6:00 AM of that given work day.

STEEL VALLEY SCHOOL DISTRICT

Employee Information Sheet

Voluntary Deductions

The following voluntary deductions are available to all employees of the Steel Valley School District.

Credit Union – All employees are eligible to become members of the ALCOSE (Allegheny County School Employees) Credit Union

Tax Sheltered Annuity Programs – Employees are eligible to enroll in tax sheltered annuity programs offered by the following companies:

Aetna Life Insurance Co. (ING)

Michael Cooper 412-454-5600

MikeC@NARetirementServices.com

Kades-Margolis

Ray Dunegan 1-800-433-1828 ext 107

rdunegan@4kmc.com

Todd Seagrave 724-934-1770

tseagrave@4kmc.com

Lincoln National Life

Kevin Tatar 412-367-3835

ktatar@LNC.com

The Musuneggi Financial Group

American Funds

Joe Markiewicz 412-461-5233

joem@mfgplanners.com

Metropolitan Life

Tracey Dedrick 212-578-5140

Plan Member Services (403B)

Marsha Diamont

412-833-3112

Lincoln Investment Planning

Barry Dervin

412-377-5417

Washington National Life Ins. Co.

Deborah Turley

Deborah_turley@conseco.com

866-403-9642 Ext. 4495

Flexible Spending Account - Pretax money used for certain medical and dependent care expenses

Kades-Margolis

Ray Dunegan 1-800-433-1828 ext 107

rdunegan@4kmc.com

AFLAC (American Family Life Assurance Company) – Policies are available for the following types of insurance:

Cancer Expense Program, Home Health Care Insurance Protection, Long-term Care Insurance, Hospital Indemnity Insurance Plan – Direct Cash

Optional Group Life Insurance

Direct Deposit

The Consortium for Public Education (formerly Mon Valley Education Consortium) “Change for Children” – Donation of the cents from your paycheck to the Steel Valley School Action Committee to fund the district’s Great Idea Mini Grant program

For more information on any of the above options, please contact Mrs. Joyce Eagle in the Business Office (ext. 1801).

STEEL VALLEY SCHOOL DISTRICT

PAYDAYS FOR 2023-2024

September 1,15,29

October 13,27

November 10,24

December 8,22

January 5,19

February 2,16

March 1,15,29

April 12,26

May 10,24

June 7,21

July 5,19

August 2,16,30

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